

“Stronger Communities in a Stronger Community Planning Process”

**Community Learning & Development Strategy
For the Highland Area
(2004-2007)**

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Highland Community Learning and Development Strategy

Welcome to the Highland Community Learning and Development Strategy. This document is produced by the Highland Community Learning and Development Partnership whose members cover a range of public, academic and voluntary sector organisations. The strategy was written with the support and guidance of Communities Scotland. In particular it benefited from “**Working and Learning Together to Build Stronger Communities**” guidance from the Scottish Executive and Communities Scotland on new roles for Community Learning and Development.

Our Vision

Our vision is to have “**stronger communities in a stronger community planning process**”. This commits us not only to implementing the key goals set out in Working and Learning Together of helping young people and adults achieve through learning and building community capacity; but also to influence the way community planning is developed. Community planning is ultimately about enabling communities to achieve their potential. This is best achieved when the communities have the skills and abilities to articulate and work towards their own visions.

The Real World

Highland has many strengths in community learning. It has had a community learning strategy for a number of years, which successfully brought together adult learning partners. It has benefited from an Adult Literacy and Numeracy Partnership and a Learning Centre Strategy. However, the group that met to write this strategy agreed that to make the move from community learning to community learning and development is a big step which the partnership is not yet ready for. The partnership is also committed to good practice in community learning and development of fully engaging the community in the process of developing the way forward for the Highlands. The timescale for developing this strategy in an area the size of Belgium, with a dispersed population, meant that this was not possible to the level that the partners wished.

This strategy therefore is two things. It is the beginning of a process and it is a short term plan to position the partnership to deliver its vision and the actions it is charged with in **Working and Learning Together to Build Stronger Communities**.

The next few months will see the partnership restructured, with new members to reflect particularly the sectors of youth and community development. Training and support will be given to professional and voluntary staff of all the partners, to help them understand and deliver the new agenda. Area Community Learning and Development Plans will be written. These local plans will provide the community involvement, and the local input needed if this strategy is to fully reflect the varying needs of the Highlands. Subsequently a Highland Community Learning and Development Action Plan will be written.

Highland: A Sum of its Parts

Highland is a distinctive region within Scotland, characterised by sparsity of population, long distances between settlements, small communities, peripherality and the Gaelic language and culture. This general description disguises considerable internal diversity within Highland. The quality of the farmlands of Caithness, East Ross, and Nairnshire contrast vividly with the mountain and moorland habitats of Sutherland and Lochaber. This diversity of landform is also reflected in different historical traditions.

The Highlands have recently seen two hundred and fifty years of population decline reversed, although the rapid growth around the inner Moray Firth is not reflected everywhere. Highland now has a city, Inverness,

which is one of the fastest growing in Europe. Major road and bridge projects have shrunk journey times and investment in tele-communications enables participation in the global economy. New industry is being attracted to establish itself here and the area remains renowned for its natural environment and its culture and traditions.

However the Highlands continue to face a number of development challenges. Average incomes are still below those of Scotland as a whole. Seasonal unemployment variations remain particularly high. There are significant social, health and economic inequalities throughout the region. There is a need to strengthen fragile rural areas and deliver better jobs, goods and services. The population is growing and ageing and there is a need to plan for the provision of housing, schools, transport and other services.

Newly published statistics demonstrate that the Highlands have some of the most deprived wards in Scotland but many of the other wards have pockets of deprivation that do not show up in the statistics. A dispersed rural population means that a family in real difficulty can live next door to wealth and success. "You can't eat the scenery" can be an all too true reality for many Highland families.

Highland is the size of Belgium, with a population of just over 250,000. Its communities range from a city to Crofting townships, with every size in between. It has two languages that are now indigenous, English and Gaelic with a growing interest in Scots Dialect, and an increasing number of incoming families who are not fluent in any of them and bring their own language and cultural diversity to the area. In addition to English and Gaelic, in 2003 there were 44 languages spoken by young people attending school in Highland. The challenges of maximising learning opportunities for all and building community capacity cannot be dismissed and, increasingly, the resource needs to meet this diversity must be recognised.

The Strategy and Gaelic – Summary of the Following Section

Gaelic is now embedded in the Highland Strategy due to an increased awareness of the needs of Gaelic users and a realisation that responsibility for Gaelic lies with all organisations involved in Community Learning & Development, e.g. the inclusion of Gaelic by the partnership in the Highland Literacies Plan.

All three of the aims for CLD are pertinent to Gaelic. In addition to geographic Gaelic communities, all Gaelic speakers, learners and supporters are members of a community of interest without geographical limit. This community deserves and requires capacity building.

The CLD aims are inter-related, with community cohesion and strength coming from the normal range of learning and activities being provided through the medium of Gaelic to young and old, native speaker and new alike.

An Ro-innleachd is a' Ghàidhlig

Tha an Ro-innleachd seo a' cur Gàidhlig ann am bunait Ionnsachadh is Leasachadh Coimhearsnachd air a' Ghàidhealtachd, agus tha e na chomharra air a' ghean mhath ris a' chànain agus am barrachd mothachaidh air feumalachdan a luchd-cleachdaidh gu bheil "co-chomhairle na bu dhèine" (Ro-ràdh Beurla) ga cumail ri buidhnean Gàidhlig a-nis. Gu dearbh, cha robh buidheann Ghàidhlig sa chom-pàirteachas an toiseach, mus do ghabh Cli Gàidhlig agus an uair sin Sabhal Mòr Ostaig ann, agus a-nis Gàidhlig sa Choimhearsnachd.

Ach chan ann air na buidhnean Gàidhlig a-mhàin a tha uallach a' chànain – gu dearbh tha còir dha bhith fa-near dha gach buidheann a tha an sàs ann an Ionnsachadh is Leasachadh Coimhearsnachd. Mar eisimpleir, tha am com-pàirteachas air cur ris an obair seo mar-thà, agus iad air comas leughaidh is sgrìobhaidh sa Ghàidhlig a chur ri amasan, agus gnìomharan, Plana Litearrachdan na Gàidhealtachd.

Tha e cudromach a thuigsinn cuideachd gu bheil adhbhar na Gàidhlig ri bhrosnachadh is ri shàsachadh anns gach aon dhe na trì prìomhachasan a tha air an cur mu choinneamh Ionnsachadh is Leasachadh Coimhearsnachd le Riaghaltas na h-Alba:

- Buaidh tro ionnsachadh airson nan inbheach
- Buaidh tro ionnsachadh airson na h-òigridh
- Buaidh tro thogail de chomas coimhearsnachd

Tha "coimhearsnachd" ga mineachadh mar an dara cuid "coimhearsnachd chruinn-eòlach" no "coimhearsnachd ùidhe". Chan eil an dara mineachadh seo a' cuingeachadh coimhearsnachd gu aon phàirt dhen sgìre no ga fuadachadh à pàirt sam bith eile – agus ged a tha feadhainn cuideachd ann an coimhearsnachdan le mòr-làthaireachd aig a' Ghàidhlig, 's e coimhearsnachd ùidhe a tha ann an luchd-bruidhne is luchd-ionnsachaidh is luchd-taice na Gàidhlig air feadh na sgìre (agus na dùthcha). Agus tha còir is feum aig a' choimhearsnachd sin air togail comais, cho math ris na coimhearsnachdan ionadail is sgapte eile anns am bi na h-aon daoine an sàs.

Agus anns an dòigh sin tha na trì prìomhachasan an lùib a chèile. Oir chan e mhàin ionnsachadh Gàidhlig do luchd-ionnsachaidh is litearrachd sa chànain do dhualchasaich a tha a dhith, ach cothroman cuspairean ionnsachadh agus cur-seachadan fhiosrachadh tro mheadhan na Gàidhlig (le òigridh is le inbhich ge b' e dè an rathad a thàinig iad chun a' chànain), ma tha a' choimhearsnachd seo gu bhith ga tàthadh ri chèile is ga neartachadh.

Social Justice and Tackling Disadvantage

“If individuals learn new skills and gain new knowledge and expertise, these are some of the most powerful things we can do to help communities flourish” (Highland Community Learning Plan). This statement, made in 2000, holds good today. Communities having the skills and knowledge to influence and shape the services they receive and to vision and plan for the future of their own communities is the key to community planning. If we achieve this together, we will address many of the core issues that impact on social exclusion. We will not solve all society’s ills but community learning and development has a major contribution to make.

Traditionally community education has been associated with local authorities and the formal learning sector. The move to community learning began the process of seeing learning as a multi-agency approach involving many voluntary organisations. The new role of community learning and development only further emphasises the importance of the voluntary sector. This role is not just about delivery. Volunteering is at the heart of the community planning concept so the role of voluntary sector organisations and the individuals and organisations that represent them, is crucial. Much of the work of the partnership on community capacity building must necessarily be about increasing volunteering and developing the skills of volunteers and those involved in the community. That many of our partners represent the voluntary sector, and have years of experience in this field, means that the partnership can build on the work already underway in this area.

In Highland, youth work has not been seen as a priority by public sector agencies until the recent programme of Social Inclusion Partnerships (SIPs). The Highland SIP focused entirely on youth work, and ways are being sought to mainstream and extend this work as SIP funding comes to an end over the next three years. The restructuring of the Community Learning and Development Partnership must better reflect this sector, with new agencies being invited to participate. The new Youth Strategy will provide guidance on the way forward, and it is planned that the partnership will make a major contribution to its development.

Promoting Equal Opportunities and Valuing Diversity

Equal opportunities is defined in the Scotland Act 1998 as “the prevention, elimination or regulation of discrimination between persons on grounds of sex or marital status, on racial grounds or on grounds of disability, age, sexual orientation, language or social origin or of other personal attributes, including beliefs or opinions, such as religious beliefs or political opinions”.

Equal opportunities means:

- recognising that some people face barriers that prevent them from fully participating in community life, in employment or having equal access to services
- ensuring that all people receive services and opportunities and are involved in community engagement in a fair and equal way
- recognising and valuing diversity of our communities

Under the Local Government Scotland Act 2003, Community Planning Partnerships are required to carry out their activities in a manner that encourages equal opportunities, observes equal opportunity requirements and mainstream equality objectives in to the community planning process. **“Working and Learning Together to Build Stronger Communities”** advises that Community Learning Partnerships should be guided by the statutory framework when allocating and prioritising resources towards achieving social justice. In addition to preventing and eliminating discrimination, the Race Relations (Amendment) Act 2000 has in recent years introduced a new positive duty to promote equal opportunities and good race relations; similar pro-active duties are proposed to amend disability equality legislation by 2006 and also gender equality in the future.

The Partnership is committed to tackling discrimination, inequality and exclusion and appreciates that some people face these barriers on the basis of race, gender, disability, age, sexual orientation, religion or belief. The partners share a commitment to promoting equal opportunities in all aspects of the provision of services, and will encourage the delivery of community learning and development services in ways that will promote equal opportunities. This can be achieved through recognising that some people face barriers to learning and giving consideration to equal opportunities in planning and developing activities; for example identifying where there are barriers and where there are requirements for particular support and resources. Delivering on these commitments and meeting the needs of diverse groups and individuals is a key contribution to widening access and participation in community learning and development.

For further Guidance refer to:

Guidance on equalities, best value, community planning and power of well-being
<http://www.cosla.gov.uk/attachments/publications/bvequalitiesguidance.pdf>

The Impact on Health

Many factors influence health such as the social and physical environment, wealth, personal and lifestyle issues and access to services. This means that policy decisions across a range of organisations/departments in Highland will impact on health e.g. education, regeneration, transport, finance and housing.

The partnership is committed to carrying out Health Impact Assessments, which provide a practical way to consider the contributions of the Strategy (local government, the voluntary sector, community groups, businesses and commercial interests) to assess the effects of policies and to use the information gathered to modify these policies (projects or programmes of work) minimising any negative health impacts and maximising positive impacts.

One of the targets of this strategy is to pilot a Health Impact Assessment in a significant area of Community Learning and Development. The area of work chosen is Adult Basic Education

Longer Term Aims and Objectives

The new Highland Community Plan, still in draft form, foresees a significant role for community learning and development. It has detailed a number of outcomes for agencies to work together to achieve which have relevance for community learning and development workers, paid and voluntary. These will influence both the Area Community Learning and Development Plans, and the subsequent Highland Community Development Action Plan.

1. Implementation of the Highland Community Learning and Development Strategy
2. Support the further development of UHI as a university with a mission to serve its region
3. Target training programmes towards known skills gaps
4. Achieve targets for supporting adult literacy/numeracy learners
5. Encourage investment in the voluntary sector as a means of enhancing community capacity
6. Promote the concept of learning as a major sector of the economy
7. Build on existing initiatives to encourage high standards of continuing professional development in all sectors
8. Implement the new community schools strategy
9. Promote attainment and achievement for all
10. Co-ordinate support for learners to enable them to fulfil their potential
11. Promote the role of cultural and sporting activity as pathways to lifelong learning

A new youth strategy for Highland will be being published in 2005. This will identify a number of additional outcomes which will be addressed in the Highland Community Learning and Development Action Plan.

What is Community Learning & Development?

Community Learning & Development is learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants.

(Extract from *'Working & Learning Together to Build Stronger Communities'*: April 2004)

It is appreciated that CLD activities should be based on a commitment to the following principles: empowerment, participation, inclusion, self-determination and partnership.

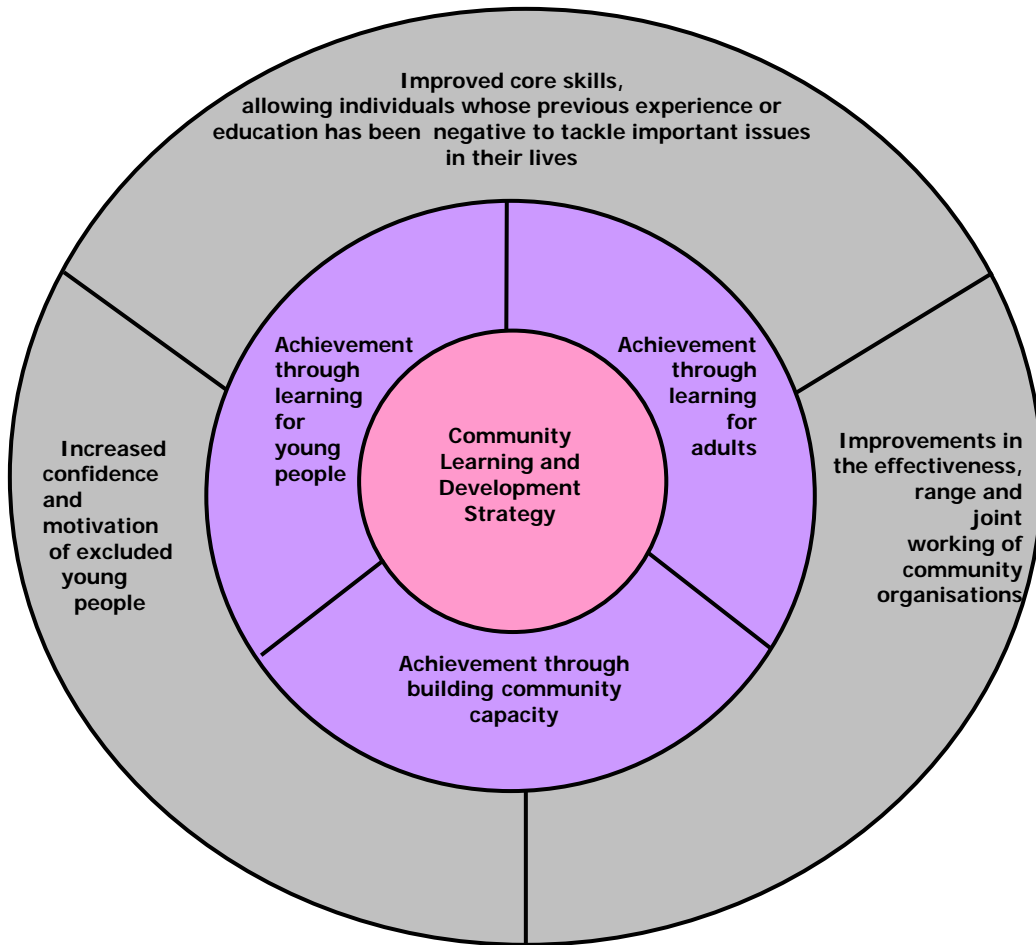
Three National Priorities have been developed for Community Learning & Development, namely:

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

Examples of how local agencies and communities are already working to achieve these national priorities are included in the Mapping Resource.

These National Priorities reflect the priorities set out in the Executive's Strategies on community regeneration, lifelong learning and education. They are designed to achieve a number of outcomes including:

1. Improved core skills, allowing individuals whose previous experience of education has been negative to tackle important issues in their lives
2. Increased confidence and motivation of excluded young people
3. Improvements in the effectiveness, range and joint working of community organizations



Mapping Resource

a) Partners & Partnership Agreement:

The full descriptor(s) of the Partner Organisations are contained within Appendix B (Page 25) However, in summary, the Partners are:

The Community Planning Partnership

- The Highland Wellbeing Alliance

The Agencies/Organisations

- Highland Council Education, Culture & Sport Service
- Adult Basic Education Service (ABE)
- Highlands & Islands Enterprise
- Communities Scotland
- Careers Scotland
- Jobcentre Plus
- STUC (Lifelong Learning Unit)
- Highland Adult Literacies

The Voluntary Sector

- Volunteering Highland
- Workers Educational Association (WEA)
- The Prince's Trust
- Lead Scotland
- The University of the Third Age (U3A)

Gaelic Agencies/Organisations

- Clì Gàidhlig
- Sabhal Mòr Ostaig
- Comunn na Gàidhlig (CNAG)

Academic Partners

- UHI Millennium Institute (UHI)
- University of Aberdeen - Centre for Lifelong Learning
- Learndirect Scotland
- Inverness College (UHI Academic Partner)
- Sabhal Mòr Ostaig (UHI Academic Partner)
- Highland Theological College (UHI Academic Partner)

Business Community

- Ross County Football Club (R.C.F.C.)

b) Planning & Reporting

Within the Highland Council, Education, Culture & Sport Service – following the production of the Community Learning Strategy for Highland (2000-2001), 4 Local Community Learning Plans were produced and piloted in the following geographic areas:

Skye & Lochalsh
Badenoch & Strathspey
Wester Ross
West Inverness

With the exception of West Inverness – all Plans were generic in nature with the 3 National Priorities inherent. West Inverness took the form of a Themed Community Learning Plan, focusing on the delivery of ICT learning & development to a 50+ Client Group. A number of other Area Plans (outwith the pilot process) were produced including Sutherland and Caithness.

c) Existing Delivery & Combined Delivery

Achievement through learning for young people – current provision, initiatives and projects include:

- Young Quality Scot Awards
- Youth Highland
- Youth Voice (Youth Parliament)
- A number of initiatives delivered via The Prince's Trust (Scotland) including: Team, XL Clubs, Group Awards, Leaving Care Initiative, Sound Live and The European Programme
- Youth Cafes in Action Project
- Social Inclusion Partnership Programme supports/sponsors a number of Youth Initiatives i.e. assistance has been given to the formation of local 'youth networks' including all organizations working with young people. The Programme Supports Staff also work with a range of voluntary and statutory partner organisations to strengthen partnership working with young people. Finally, the Programme supports a range of Projects including Youth Voice, Youth Forums and young People with Special Needs. The Client Group ranges in age from 14-25
- Skillseekers (including Modern Apprenticeships and Get Ready for Work)
- 'Life Skills Through Sport' (Ross County Football Club)
- New Futures Fund
- Duke of Edinburgh Awards Scheme
- Highland & Islands Fire Brigade: Risk Watch Initiative and Community Fire Safety Award
- New Deal for Young People

Examples

The Prince's Trust (Scotland)

To profile one such initiative, XL clubs are a School based programme of personal development for students in their last 2 years of compulsory education. Aged 14-16, participants volunteer to join the club and are typically students who are facing a range of difficulties at school e.g. exclusion or at risk of underachieving through poor attendance, poor behaviour or low self-esteem. This is the Trust's fastest growing opportunity. There is thought to be scope to expand this programme during 2004/05, with particular interest in the Highland Area and a number of new Schools are expected to sign up for inclusion in 2004/5. This year the Trust has received firm interest from schools in Tain and Fortrose. Lochaber joined the net work in 2003. The Board sees further potential for expansion of XL Clubs in Wick and Inverness. The target is 7 schools and 12 XL Clubs in the period 2004/2005.

The New Futures Fund was established as a Scottish-wide initiative in 1998. Delivery in the Highlands & Islands began in January 1999 with 6 Projects, this extended to ten following the announcement of New Futures Phase 2 by the then Minister for Enterprise and Lifelong Learning in October 2001.

In Autumn 2001 the Minister confirmed that, due to the success of the New Futures Projects to date, further funding would be available for the following 3 years (2002-2005). Scottish Executive provides dedicated funds to HIE for New Futures Projects. The overall aim of New Futures is to provide funding support for the development of a range of new and innovative approaches to improving the employability of the most marginalised and disadvantaged groups in the labour market. Specifically, New Futures projects are designed to assist people with multi-barriers focussed on the age range 16-34 i.e. young people, progress to employment, barriers including drugs and alcohol misuse, offending, homelessness, mental health etc. Referrals are via Community Workers, Social Work Dept, Self Referral and Delivery Partner Organisations e.g. APEX (which are currently operating 2 Projects). Other Projects include: 'As New' – Ex-Offenders; TAG Mental Health Programme; BRAVO – Substance Misuse Programme and New Futures Sutherland (which employs part-time outreach workers who engage with clients in the home)

There is strong evidence to suggest that 'joined up working'/partnerships are very effective, particularly in remote and rural areas. Agencies which traditionally collaborate for delivery of learning provision in respect of young people are the Highlands & Islands Enterprise Network, Jobcentre Plus and Careers Scotland. Although National Programmes (Skillseekers, Modern Apprenticeships, New Deal and Training For Work, Vocational Pathways Projects) are aimed at 'getting young people into employment and enhancing existing employment prospects' this does impact on CLD. Furthermore, information, advice and guidance pertaining to adult education, youth work and community action programmes should be integrated into CLD and therefore become inherent within the Action Plan.

It is also worth noting that a number of Stakeholders/Partner Agencies do not count young people amongst their client groups e.g. Highland Adult Literacies. However, it is a proven fact that the level of literacy of an adult will influence the literacy levels of their children. Therefore, indirectly, these activities are supporting the younger generation and, indeed, those of the future.

Achievement through learning for adults - current provision, initiatives and projects include:

- A. Training for Work & New Deal Programmes - Highlands & Islands Enterprise & Jobcentre Plus
- B. Modern Apprenticeships 25+
- C. Adult Literacy/Numeracy & Core Skills - Communities Scotland, Highland Adult Literacies & WEA
- D. All Age Career Planning Service – Careers Scotland
- E. Community Adult Learning Opportunities (WEA) including
 - 1. It's Your Turn Short Programme
 - 2. Rural Opportunities Initiative
 - 3. Pre-Vocational Programme (Options & Choices/ICT)
 - 4. International Women's Group
 - 5. English as a Second Language – literacy courses
 - 6. Learning in the Workplace e.g. UNISON/WEA Return to Learn Course for NHS Highland & a UNISON/WEA Improve Your Study Skills Pilot Programme
 - 7. The Women at Work Project
 - 8. The Open Programme (a range of Scottish culture, local history, archaeology, photography etc. classes)
- F. Supporting Adults into Employment/Voluntary Work – Jobcentre Plus:
 - 1. Basic Skills Training
 - 2. Work Trials & Employment on Trial
 - 3. Workstep and New Deal for Disabled People
 - 4. Signposting to other 'partners' services e.g. Skillseekers, Learndirect Scotland, Lead Scotland and Voluntary Work
 - 5. Employability Division (Lochaber)
 - 6. Next Steps (ceased March 2004)
 - 7. Working for Families Project
- G. Gaelic Education, Training & Research - Cli Gàidhlig, Sabhal Mòr Ostaig & Inverness College
- H. Enabling disabled adults to access education & learning opportunities – Lead Scotland
- I. Further Education – Inverness College, North Highland College & University of Aberdeen 'Centre for Lifelong Learning'
- J. Higher Education (HNC/D, Undergraduate Degree & Taught Post-graduate – UHI Millennium Institute
- K. Liberal Adult Education (Evening Programmes) - University of Aberdeen 'Centre for Lifelong Learning'
- L. The STUC Lifelong Learning Unit

Examples

Prison Literacies – Providing Support for Prisoners

Through Adult Literacies funding and in partnership with the Scottish Prison Service, Highland Council Adult Basic Education Service has employed a Prison Literacies Liaison Officer who is dedicated to working with prisoners with low literacy levels and their families. As well as undertaking work within the prison, the officer organises the continuation of learning after exit, through matching with ABE tutors. He also undertakes to provide training and support for these tutors. Another facet of this work is to liaise with departments in the prison which are delivering courses, other agencies concerned with prisoner welfare and the growing number of Prison Liaison Officers throughout Scotland. In this way a network of support is being established which, it is hoped, will help prevent re-offending and give ex-offenders the opportunity and confidence to continue to develop their literacy skills and improve their chances of gaining employment.

The Workers' Educational Association (WEA) is a provider of a wide array of community-based return to learning courses. Their long running ESF funded project entitled *It's Your Turn* (formerly called *Opening Doors*) has offered provision for the past decade in a range of Highland communities. Over 400 individuals have taken part in this 120 hour (formerly 180 hour) programme, which has included a range of personal development, confidence building, guidance, introductory ICT, work experience and communication skills for unemployed and adult returners. The course has met with great enthusiasm and follow up surveys suggest that almost 2/3 of participants return to learning, employment or a more active role in the community within 6 months of course completion. From experience, the WEA highlighted that successful community learning programmes have the following features:

1. Childcare and travel costs are paid
2. Courses are held locally at convenient times in accessible venues
3. Subject content is a mix of accredited and non-accredited elements combining personal, theoretical and practical elements
4. The curriculum is negotiated, building on student interests and learning needs
5. Group support is offered through face to face contact
6. Action plans for future steps are developed

Achievement through building community capacity - current provision, initiatives and projects include:

- The following organisations/agencies enable individuals, groups & communities to develop confidence, understanding and skills:
 - A. Volunteering Highland (via the provision of free advice and information on volunteering, support, screening and matching volunteers to available opportunities, encouraging organisations to adopt standards of best practice and providing training opportunities)
 - B. Learndirect Scotland (brokerage service for learning which in turn promotes learning – has supported and 'branded' 90 Learning Centres in Highlands & Islands area. Operates a help-line and Website (offering a single point of national opportunities)
 - C. Highlands & Islands Social Inclusion Partnership Programme (supports a range of Projects which focus on 'closing the gap' for groups and communities who are disadvantaged. In Highland there are 7 geographic areas projects with management of projects and initiatives devolved to local Steering Groups comprising WBA Partners and local people)
 - D. Highlands & Islands Enterprise
 - E. Highland Council (via the Area Community Learning & Leisure Teams)
 - F. Highlands & Islands Community Capacity Partnership (HICCaP) which seeks to encourage the uptake of training opportunities by voluntary groups institutionally, by individual paid workers in the voluntary sector and by individual volunteers
 - G. Other representative bodies of the voluntary sector including Voluntary Action Highland, the Council of Voluntary Service Network and SCVO deliver a range of community capacity building initiatives.
 - H. Communities Scotland (Highlands & Islands Area Office) contributes to SIP Programme, participates in Community Planning, helps grow the social economy in partnership with HIE, supports

community-led action within IATE areas, administers 'Seeing is Believing', 'New Ideas Fund' and 'Scottish Community Action Research Fund' (SCARF), supports equalities issues in partnership with Highlands & Islands Equalities Forum.

- The following organisations/agencies enable communities to provide and manage services to meet community needs
 - A. Highlands & Islands Enterprise & Local Enterprise Companies (via Skills Development & Strengthening Communities Initiatives)
 - B. Highland Council (via the Area Community Learning & Leisure Teams)
 - C. Highland Adult Basic Education – Initial Training for Adult Literacy Learning (ITALL)
 - D. Gaelic in the Community Scheme (CNAG)
 - E. Communities Scotland (Highlands & Islands Area Office) deliver Wider Role Programme in Partnership with Housing Associations

Examples

M-Learning – Using New Technologies with Young Adult Learners - is a pan-European project which is currently being conducted in Britain, Italy and Sweden. The purpose of the project is to investigate how mobile technologies can be used to re-engage learners, particularly young people between sixteen and twenty-four years of age.

A partnership of providers who work with young people – Highland Council Adult Basic Education Service, the Prince's Trust, the Calman Trust, Ross County Football Club, and Portree Learning Centre – have collaborated in trialling this technology in Highland. Learners acted as research assistants, supported by mentors from each of the organisations. The results of this work have provided valuable data for the project and will inform and shape future developments in this field of research.

For the past 5-years **Volunteering Highland** has provided a **Mentoring Service** for people on the New Deal Programme in 3 areas of the Highlands, namely, Ross & Cromarty, Caithness & Sutherland and more recently Lochaber. The Jobcentre's New Deal Personal Advisers work closely with the Mentoring Fieldworkers to enable success and promotion of the service. Mentors have been able to access advanced training in 'assertiveness skills', 'working with people with literacy problems', 'putting yourself in other people's shoes' and 'demonstrating empathy'. In Lochaber joint training has been undertaken with 'Women into Work' resulting in Lochaber having a bank of 16 volunteer mentors. Elsewhere links have been developed with SCVO and local Drug & Alcohol Forums.

Ross County Football Club through the Life Skills Through Sport project delivers about 30 separate programmes that use the power of football to engage people from all walks of life into learning. The club operates these programmes across the Highlands and Islands for 3 year olds to adults and caters for both talented individuals and the not so fortunate in society. The NEET group is a particular focus for the project and works in partnership with many organisations to facilitate learning.

One good example is the **Footballing Families** course that is designed to help primary 7 pupils in the transition to secondary education and it was piloted in Invergordon Academy. The course was run over seven Tuesday evenings and was led by Brian Irvine and teachers from the Academy. The activity was based in the secondary school and the children were encouraged to take a parent or adult along. This provided a safe and supportive environment for the pupils who quickly became familiar with the school and the teachers. Some school-based work was carried out followed by football and everybody was encouraged to take part in the activities.

The programme allowed adults and children to learn together, play together and to feel comfortable in the surroundings of their local secondary school. By the end of the programme the group of 48 children knew their teachers well and had made friends from other primary schools that they did not know before. The parents also benefited from the experience and two have followed this with Coach education courses that will allow them to coach youngsters in the local area. The school will also benefit from having new pupils

who are more confident and have a better relationship with their teachers from the beginning of their secondary school career.

This one example shows achievement through learning for adults and children and also developing community capacity with two adults continuing their education into coaching.

The main theme of Life Skills Through Sport is that learning can and will improve life and many have achieved this whether through improvement in self confidence or finding employment.

d) Communication & Awareness Raising

Currently communication and 'awareness raising' in relation to CLD (directly and indirectly) is enabled via a number of Partnership Working Agreements, more specifically:

- The Community Planning Partnership (The Wellbeing Alliance) which meets on a strategic and operational level – and operates a number of sub-groups namely, Youth, Community Safety, Social Inclusion Partnership (SIP), Joint Health Improvement Plan
- Highland Community Learning & Development Strategy Group
- Community Learning Partnerships or Local Learning Networks which were instrumental in producing the four Local Community Learning Plans – piloted in Skye & Lochalsh, Badenoch & Strathspey, East & Central Sutherland and West Inverness
- Highland Adult Literacies Working Group
- New Futures Fund Review Group
- Highland Adult Basic Education/Highland Adult Literacies

(e) Community Learning & Development Resources and Staff Costs

The Partners commitment to Community Learning and Development is reflected in the amount of resources – including human resources – which are used for this work.

It has not been possible to quantify the expenditure by partners on Community Learning and Development because of different definitions and ways of collecting and reporting financial information.

As well as employing over 1400 staff, many of the Partners have increased their capacity through Volunteers. There has always been a strong ethos of volunteering in Highland and this continues. The vital contribution of Volunteers is recognised and valued by the Partnership. The training such Volunteers receive exemplifies the Partners' commitment to Quality Assurance and building Community Capacity.

The Partnership continues to build upon the solid infrastructure put in place to support learners who work both with organisations or who choose to undertake self-directed learning. An example of this is the resources available in all areas of Highland through the Highland Libraries and Information Service, which includes Internet access through the People's Network and specific collections supporting Adult Literacy Learners.

It is anticipated that as the Partnership grows and attracts new members the resources for Community Learning and Development will increase in both amount and range.

Links to National Strategies

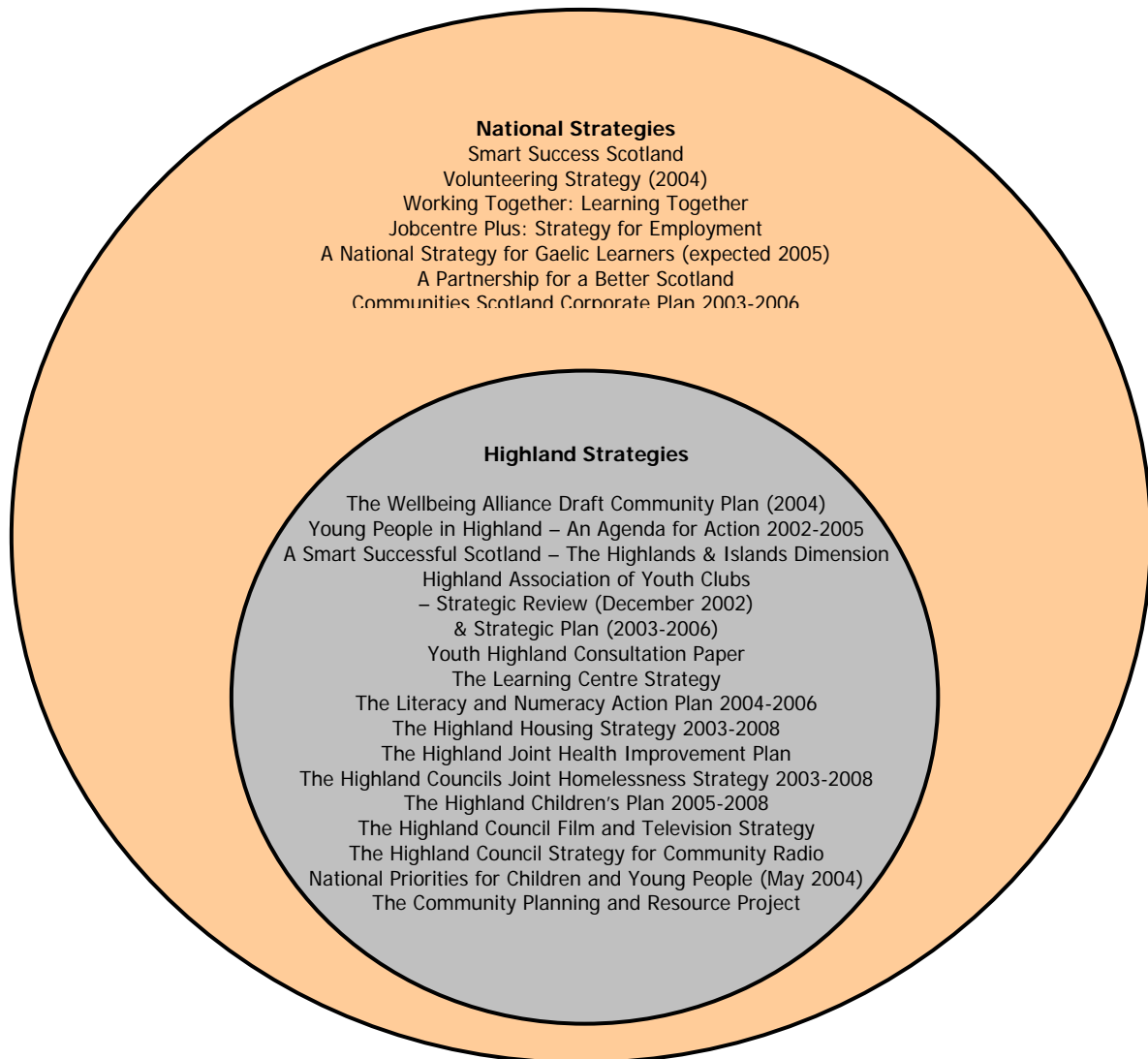
The full descriptor(s) of the Links to National Strategies are contained within Appendix C (Page 35)
However, in summary, the key Strategies are:

- Smart Successful Scotland
- Volunteering Strategy (2004)
- Working Together : Learning Together
- Jobcentre Plus : Strategy for Employment
- A National Strategy for Gaelic Learners under the auspices of the NDPB Bòrd na Gàidhlig (Alba) is hoped for from 2005
- A Partnership for a Better Scotland
- Communities Scotland Corporate Plan 2003-2006

Links to Highland Strategies

The full descriptor(s) of the Links to Highland Strategies are contained within Appendix D (Page 37)
However, in summary, the key Strategies are:

- The Wellbeing Alliance Draft Community Plan (2004)
- 'Young People in Highland – An Agenda for Action 2002-2005' What Works For and Against Young People?
- A Smart, Successful Scotland – The Highlands & Islands Dimension
- Highland Association of Youth Clubs – Strategic Review (December 2002) & Strategic Plan (2003-2006)
- Youth Highland Consultation Paper
- The Learning Centre Strategy
- The Literacy & Numeracy Action Plan 2004-2006
- The Highland Housing Strategy 2003-2008
- The Highland Joint Health Improvement Plan
- The Highland Councils Joint Homelessness Strategy 2003-2008
- The Highland Children's Plan 2005-2008
- The Highland Council Film and Television Strategy
- The Highland Council Strategy for Community Radio
- The Community Planning & Resource Project



Strengths & Challenges

A **strength** is the existing infrastructure in terms of key agencies and stakeholder organisations i.e. Highland Council, HIE, Careers Scotland, Jobcentre Plus, UHI, in addition to the Voluntary Sector, Community Councils and the Local Learning Centre Networks. There are opportunities to build on current partnerships via 'enhanced joined up and collaborative working' between services and agencies.

For example, a Youth Tenant Worker employed within the Housing Department, Highland Council – regularly comes into contact with vulnerable young people – with evident learning & development needs. It is therefore an opportunity to increase Client Services Staff Members knowledge of community learning & development provision and underpin this via a Signposting Policy/Procedure to ensure that disengaged young people are encouraged and supported by any individual – having achieved their trust.

In a number of remote and rural areas, communications & collaborative working between key organisations/agencies and the local community were enhanced. A quote from a Stakeholder clarified this

"we can attribute this to the fact that 'needs must' – we are located 2 hours from Inverness, we know each other on first name terms, we have ideas and pick up the phone...we have to make it happen here ourselves".

Other strengths include:

Process

- + The existing infrastructure i.e. good communication between a relatively small number of people at strategic level
- + Much of the resources required to deliver an effective CLD Strategy are in place

Partnership

- + Positive Partnership Working

Place

- + The size of the 'canvas' i.e. there is good coverage in terms of Partner Agencies/Organisations and subsequently Practitioners. Local areas face common issues and challenges
- + There is a strong voluntary and community ethos' within the Highland Area

People

- + There is evidence of strong skills/expertise within Partner Agencies/Organisations
- + There is a 'positive attitude' to CLD
- + Practitioners are 'generalist' in nature i.e. are good at multi-tasking
- + There is a willingness to share, learn from each others experiences, share best practice to enable 'innovative' projects and initiatives
- + 'Community is valued as an entity'

However, **challenges** specific to the Highland Area but generic in nature include:

- Fragile communities
- Widespread geographic area
- Unemployment (traditional and those on other benefits including Incapacity Benefit) and seasonal unemployment
- Issues in transport infrastructure
- Low incomes and fragile local economies

From the Mapping Exercise (above) in respect of Community Learning & Development, there has been strong emphasis on the National Priority 'Achievement through learning for adults' resulting in less focus on 'Achievement through learning for young people' with the exception of Young Quality Scot Awards; Youth Highland; Youth Voice; The Prince's Trust (Scotland) initiatives, the New Futures Fund, New Deal for Young People and the Duke of Edinburgh Awards Scheme. There is (currently) little evidence of Youth Strategies being employed by the Partner Agencies/Organisations and consultation with youth groups and young people is limited.

This was reflected in the Highlands & Islands Social Inclusion Partnership Annual Report & Review 2003:

"...The Programme has sought to take on the lessons of the interim evaluation...two of the key messages were the need to do more to tackle the concerns of the 18-25 year age group and the need to share good practice across each of the seven area projects...work with young adults and networking have therefore been key themes".

Other challenges which are specific to Community Learning & Development and in turn will influence CLD Area Plan's include:

- + Ensuring that the CLD Strategy acts as a tool – which informs all Stakeholder Organisation(s) future strategic aims and objectives i.e. influences planning sufficiently
- + Obtaining consistency across all Stakeholder Organisation(s) in respect of monitoring and evaluation of CLD
- + Ensuring that all CLD Practitioners are supported fairly and equally in terms of continuous professional learning & development
- + Encouraging joint learning & development of CLD Practitioners to enable mutual understanding and exchange of information

- + Enhancing communications across all Stakeholders and between Stakeholder organisations and the communities they serve i.e. community consultation varies considerably across the Highland Area. Building 'active communities' is a key challenge with community engagement essential to enable CLD desired outcomes to be identified
- + Ensuring that the client group with 'additional needs' by means of fragile communities, geographic barriers to learning, minimum educational achievement, substance abuse issues etc. are supported fairly and equally
- + Encouraging 'active citizenship' in all Areas
- + Identifying actions and models of best practice in other areas and learning from these
- + Building on and improving existing Joint Planning activities with Partners
- + Putting a stronger emphasis on achieving/measuring qualitative as opposed to quantitative targets. In turn targets to be 'achievable'
- + Overcoming the challenges associated with geography and distance via e-learning
- + Reaching non-traditional students and encouraging them to actively engage in community learning and development
- + Responding to change in the composition and characteristics of communities and enabling communities to effectively manage this 'change'

Therefore the action plan below focuses heavily on 'change management' i.e. that which will enable the existing CLD stakeholders, providers, key agencies and communities to agree and implement the vision whilst taking full advantage of 'strengths' and overcoming 'challenges':

Action Plan

It is essential that this Action Plan is SMART in term of targets thereby requiring allocation of tasks to 'nominated people', timescales to be set, skills gaps identified and agreed measures for achievement coupled with review dates. As per *Working & Learning Together to Build Stronger Communities* – April 2004 – "The overall responsibility for Community Learning & Development rests with the Community Planning Partnership. We expect the local authority to take responsibility for ensuring that arrangements are in place to set up and maintain partnership working at both Strategic and Action Plan levels".

It is the intention of the Community Learning and Development Strategy Group to adopt best practice and to regularly review its work. The attached LEAP (Learning Evaluation and Planning) model will be adopted and used to review and evaluate the working of the action Plan. The model shows where the group will break into the LEAP cycle, and how regular review and will deliver improvement plans.

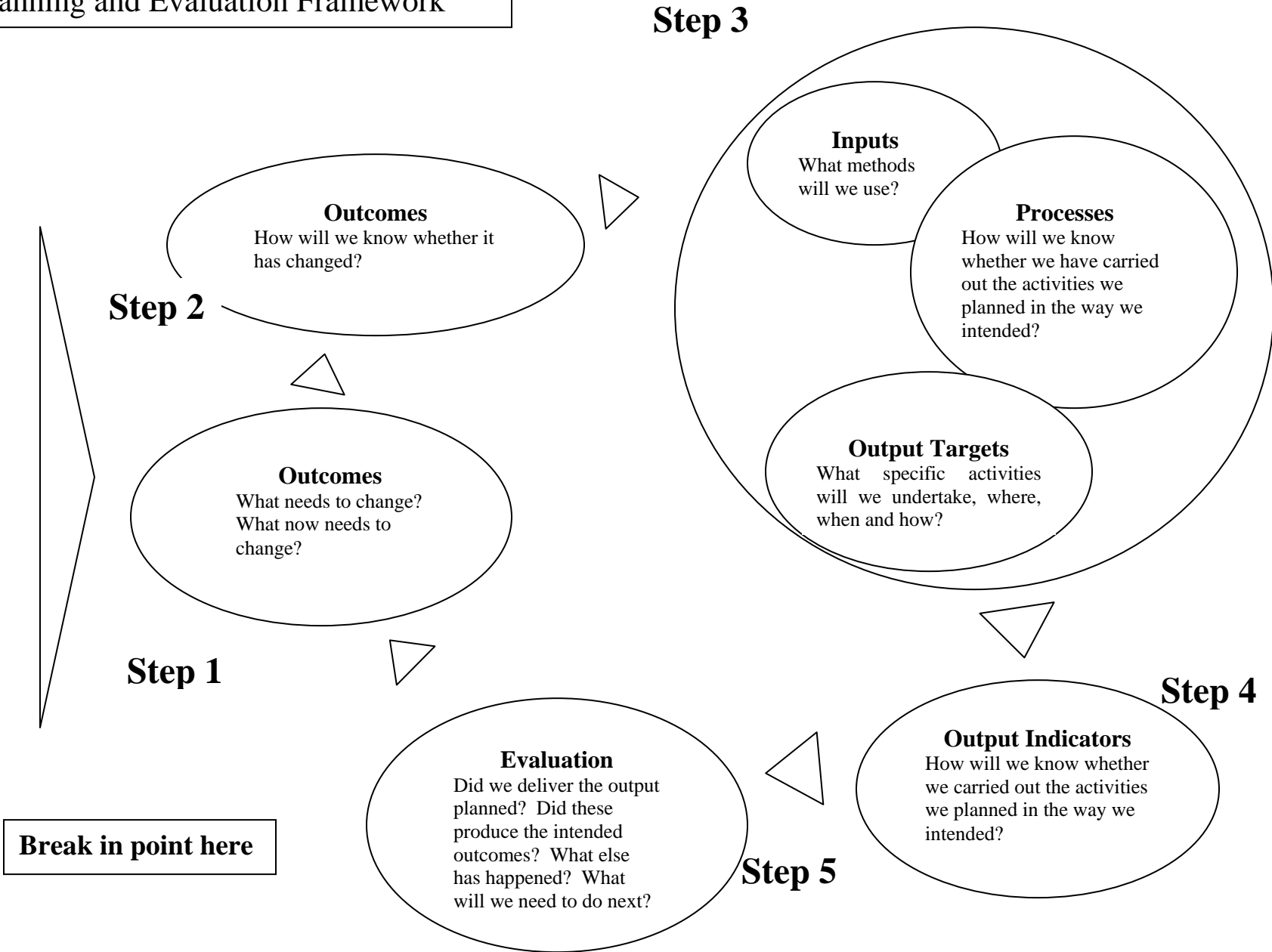
PROPOSED HIGHLAND CLD STRATEGY ACTION PLAN

OBJECTIVE	ACTIONS	BY WHEN	RESPONSIBILITY	REVIEW
<p>1. Produce a Highland CLD Partnership – Organisation Learning & Development Plan.</p>	<ul style="list-style-type: none"> ✚ Conduct a Training Needs Analysis/Skills Audit ✚ Identify suitable learning & development provision e.g. <ol style="list-style-type: none"> 1. Enable Partner Organisations/Key Agencies to participate in the Scottish Executive's National Development Programme (2003-2006) 2. Annual/Six-monthly Practice Exchange(s) 3. Encourage Continuous Professional Development (CPD) across all Partner Organisations 4. Encourage Partners/Agencies to establish a 'skills bank' to resource training provision collectively...and link with HICCAP, Volunteering Highland & Highland Adult Literacies ✚ Determine funding opportunities to resource the Plan ✚ Communicate the Organisational Learning & Development Plan to all Practitioners 	<p>20th Dec 2004</p>	<p>CLD Partnership Sub-Group</p>	<p>Quarterly</p>
<p>2. Produce a number of 'geographical' Area Community Learning & Development Action Plan(s) to ensure coverage of the Highland Council Area by 1st September 2005</p>	<ul style="list-style-type: none"> ✚ Produce a Scoping Study Report/Mapping Exercise of current CLD activity within Partner Organisations / Agencies to identify gaps in provision and how best to address these ✚ Provide Partnership support to Local Areas in respect of production of 	<p>20th Jan 2004</p> <p>31st March 2005</p>	<p>Area Community Learning & Leisure Teams</p>	<p>Annually</p>

2(a) Commence 'Community Consultation' September 2004 with a view to completing by 31 st March 2005	<p>Annual Plan(s). This may include</p> <ol style="list-style-type: none"> 1. Self-Assessment Framework/Guiding Principles <ul style="list-style-type: none"> ✚ Undertake consultation with Community Groups inc. Communities of Interest, Youth Groups, Partner Organisation/Agency Representatives 			
3. Produce 1 Annual Pan-Highland Community Learning & Development Plan by 31 st October 2005	<ul style="list-style-type: none"> ✚ Collate all Area Community Learning & Development Plans into one 'overarching' Highland Area Plan 	31 st October 2005	CLD Partnership	Annually
4. Review Structure of Highland Community Learning & Development Partnership by 30 th November 2004	<ul style="list-style-type: none"> ✚ Ensure appropriate representation on Partnership (youth groups, community groups, communities of interest, voluntary sector and geographically) ✚ Create Sub-groups as appropriate (youth, adult & community capacity building) ✚ Agree whether Partnership should be constituted 	30 th November 2004	CLD Partnership	Annually
5. Continue delivery of existing strategies (as appropriate) -	<ul style="list-style-type: none"> ✚ The Literacy & Numeracy Action Plan 2004-2006 ✚ The Learning Centre Strategy ✚ The Highland Youth Strategy (2005) ✚ 'Mainstreaming' of New Futures Fund 	Ongoing	CLD Partnership	Annually
6. Pilot a Health Impact Assessment on a specific area of work within Community Learning and Development	<ul style="list-style-type: none"> ✚ Undertake a HIA on the work of Adult Basic Education as a pilot project ✚ Collect evidence from ABE staff, volunteer tutors, learners and Partners to inform future policy and development ✚ Share process and conclusions with Partners 	30 th June 2005	Highland Adult Basic Education	

Steps in a Planning and Evaluation Framework

Identified need



Appendix A – List of Specific Consultees

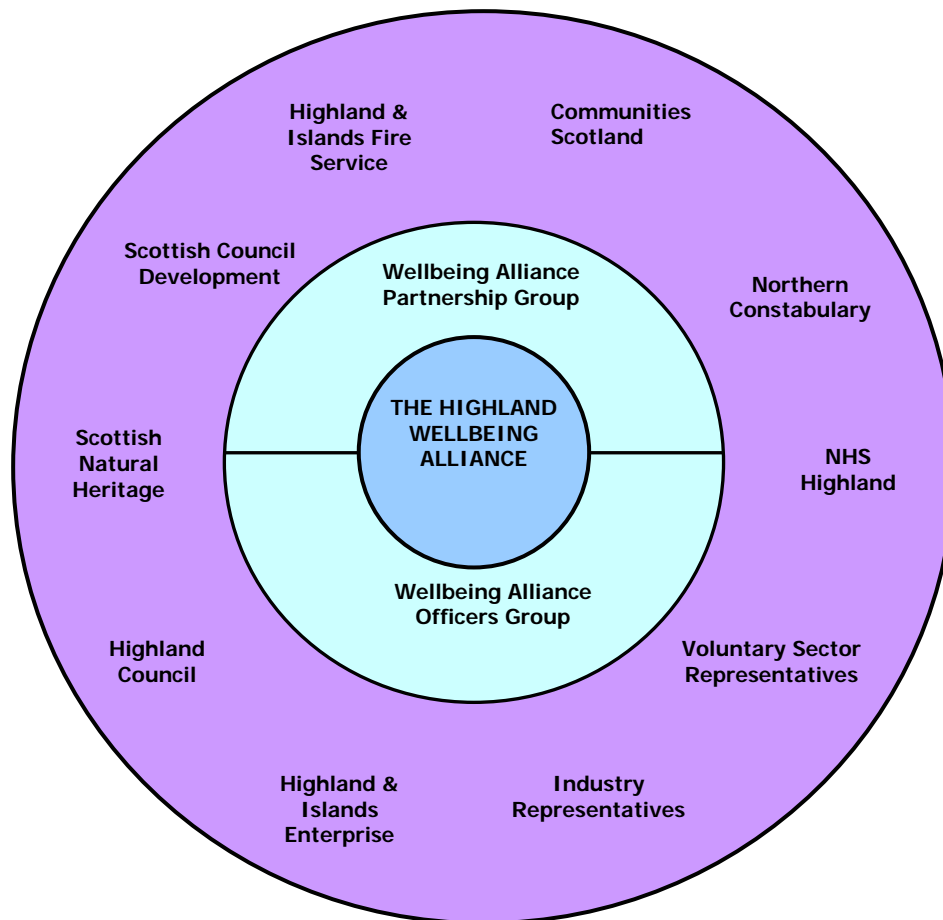
Organisation/Agency	Contact Name(s)
Careers Scotland	Anne Aitken (Head of Development Services)
Centre for Lifelong Learning: University of Aberdeen	Donald Paterson (Co-ordinator) Hazel McFarlane (Administrator)
Cli Gàidhlig	Peadar Morgan (Director)
Communities Scotland	Polly Chapman (Social Justice Manager) Mairi Maciver (Planning Officer)
Enterprise in Education	Moira Forsyth (Business Development Officer)
Gaelic in the Community	Brian O'Headhra (Project Officer)
Highland & Islands Fire Brigade	Alec Kidd (Head of Fire Safety)
Highland Adult Literacies Adult Basic Education	Mary Rhind (Adult Literacies Co-ordinator) Julie Simmons (Adult Literacies Strategy Officer)
Highlands & Islands Community Capacity Partnership (HICCaP)	Helen MacDonald
Highlands & Islands Enterprise	Fiona Hampton (Head of Infrastructure Team) Chris Higgins (Community Regeneration Team) Anne MacDonald (New Futures Fund)
Highlands & Islands Social Inclusion Partnership	Bob McKinnon (Programme Manager)
Highland Theological College	Lewis Vernal (College Secretary)
Inverness College (UHI Academic Partner)	Jacqui Hepburn (Development Manager Lifelong Learning)
Jobcentre Plus	Susan Johnston (Partnership Manager)
Lead Scotland	Jennifer Third (Regional Manager North)
Learndirect Scotland	George Junor (Learning Centre Development Manager) Morag Booth (Learning Centre Development Officer)
Ross County Football Club	Neil Mackintosh (Life Skills Through Sport Project Manager)
Sabhal Mòr Ostaig	Alison Dix (Head of Lifelong Learning)
STUC Lifelong Learning Unit	Jacqueline McGuigan (Lifelong Learning Officer)
The Highland Council	Graham Watson (Community Development Manager) Christopher Phillips (Lifelong Learning Manager) Colin MacAulay Alan Simpson (Area Manager – Badenoch & Strathspey) Graham Ross (Community Education Worker) Mary Robb (Community Education Worker) Pablo Mascarenhas (Principal Youth Strategy Officer) Seonaid Green (Community Learning & Leisure Officer) Carron McDiarmid (Policy Officer – Executive Office) Ann Evans (Housing Policy Officer, Housing) Lawrence Jamieson (Community Education Worker)
The Prince's Trust (Scotland)	Bill Anderson (Manager – Highlands & Islands)
U3A	Sheena Munro (Chairperson)
UHI Millennium Institute	Iain Morrison (Community Learning Manager)
Volunteering Highland	Sandra Gorman (Senior Development Officer)
WEA	Hilary Lawson (Tutor Organiser)

Appendix B – The Partners

The Partners are:

The Partnership

The Highland Wellbeing Alliance is a community planning partnership of the Highland Council, NHS Highland, Communities Scotland, Scottish Natural Heritage, Northern Constabulary, Highlands and Islands Enterprise, Highland and Islands Fire Service, Scottish Council for Development and Industry and representatives from the Voluntary Sector. Its current aims and objectives are set out in the Community Plan for Highland. The partnership is informal and acts on a consensus basis. The structure of The Highland Wellbeing Alliance incorporates a Wellbeing Alliance Partnership Group, a Wellbeing Alliance Officers Group and a number of sub-groups have also been established.



The Agencies

Highland Council Education, Culture & Sport Service - main activities are education, arts, community learning, sports, nursery education, libraries, support for families and young people, leisure centres, genealogy, community centres and halls, heritage, Gaelic, play, grant aid, archives and outdoor education. Overarching aims and objectives in addition to service goals, action plans and resources are detailed within the Service Plan 2002-2005. The key Improvement Themes are:

1. Achievement for All
2. Participation and Inclusion
3. Health and Wellbeing
4. Infrastructure and Resources

5. Performance Management

In the context of Community Learning & Development the key Education, Culture and Sport Goals are as follows:

- To promote lifelong learning for individuals and provide a focus for community development
- To provide a learning environment which is adaptable and relevant to the changing needs of 21st Century Learners

Currently there are 3 main strands to Community Learning & Development, namely 'work with young people', 'community development work' and 'adult & continuing education' which encourages life-long learning. Enhanced consultation with groups of practitioners e.g. Highland Council Community Learning & Development Teams identified that the following CLD Activity takes place:

Activities common to a number of geographic areas include:

- Adult Learning Programme (covering a wide range of skills – literacy, numeracy, parenting and confidence building)
- Gaelic Language and Cultural Development
- Identifying individual community needs
- SIP work
- Youth Forum
- Youth Banks
- Youth Voice
- Youth Dialogue
- Learning Centre Development
- Advisory support to Community Groups e.g. on legislation such as Child Protection/Disability Act/Equal Opportunities and also signposting to funding sources
- Summer Youth Programmes
- Grants to Voluntary/Community Organisations
- Drug and Alcohol Abuse Programmes
- LEADER Plus Projects

Examples of 'Area specific projects' include:

Community Conference, Local History/Photography Project, Community Focal Points, New Media Skills Project, Rural Youth Issues Group, 'Step it Up' Pilot, Caledonian Ceilidh Trail, Horticultural Training for participants with individual learning needs, Rural Connections, Prison Literacies, New Enhanced consultation with groups of practitioners e.g. Highland Council Community Learning & Development Teams including Ross & Cromarty, Skye & Lochalsh, Inverness, Nairn, Badenoch & Strathspey and Caithness & Sutherland.

This list is by no means exhaustive and is designed to give a general overview of the broad range of current CLD activity within the Highland Council Area.

The Highland Social Inclusion Partnership Programme is one of 49 Social Inclusion Partnerships funded via the Scottish Executive. It is an initiative of The Highland Wellbeing Alliance and managed by Highland Council. Current funding for the Highland SIP Programme is through Communities Scotland. Funding supports a range of Youth Projects which focus on 'closing the gap' for groups and communities who are disadvantaged. In Highland there are 7 geographic areas projects with management of projects and initiatives devolved to local Steering Groups comprising WBA Partners and local people. The Council's Community, Learning & Leisure Service manages most of the local projects and is central to supporting development. Social Inclusion Policies aim to tackle the linked problems, experienced by individuals and areas such as unemployment, poor skills, low incomes, poor housing, high crime environments, bad health and family breakdown. There are 3 strategic aims:

1. To ensure that the needs of disadvantaged young people are met and reflected in the Youth Strategy and other policies for young people.

2. To enable young who are vulnerable to social exclusion to realise their full potential.
3. To promote the social inclusion of young people by making mainstream services more responsive, integrated and co-ordinated.

The Programme is entering a transition period. From 2005 a new Community Regeneration Fund will be introduced. Following an Evaluation of the Programme in 2003 the WBA Partners are examining ways of sustaining the activity supported by the Programme and developing the new Regeneration Strategy.

Adult Basic Education Service (ABE) is part of the Highland Council's Education, Culture & Sport Service. ABE is a free service providing one-to-one and small group tuition for adults wishing to improve basic literacy, numeracy and information handling skills. English as an additional language (EAL) is also available. ABE is a key provider of Adult Literacies in the Highland Area within the Community Learning & Development Strategy Partnership. ABE Co-ordinators, who work in all areas of Highland, organise literacy provision using trained volunteer tutors. They also liaise with organisations in their areas to explore the potential of Partnership working to create new Literacy learning opportunities.

Highlands & Islands Enterprise (HIE) was established by the Enterprise and New Towns (Scotland) Act 1990 and commenced operations in April 1991. Its remit is economic and social development, training and environmental renewal in the Highlands & Islands which covers just over half the area of Scotland. The continuing need for a wide ranging development agency focusing on both economic and community development in the Highlands & Islands was endorsed in the Enterprise Networks Review 2000 and the Scottish Executive's ambitions for the Network are set out in its publication, 'A Smart Successful Scotland'.

Local Enterprise Companies (LECs) are the main delivery mechanism for the HIE network's programmes. Ten LECs operate in the HIE area (with 6 in Highland) and draw their boards from local business people and community leaders. The LECs have individual operating agreements with HIE to carry out a range of activities tailored to the needs of their areas.

The HIE core body, based mainly in Inverness, provides strategic leadership to the Network and support services to the LECs, and implements wider Highlands & Islands programmes and major projects.

Communities Scotland is a Scottish Executive agency which works with others to improve the quality of life for people in Scotland by regenerating disadvantaged communities and helping deliver better housing. By improving understanding, Communities Scotland will support good practice in adult literacies and numeracy and community learning and development.

Careers Scotland is part of Highlands & Islands Enterprise and Scottish Enterprise. The Organisation provides services, information and support to individuals at all ages and stages of career planning and to employers wishing to recruit and maintain a productive workforce.

Current aims are:

- to make it easy and encouraging for people in the Highlands and Islands to access their services, regardless of age, geography and circumstances;
- to improve the employability and enterprise skills of the people in the whole of Scotland;
- to increase participation in learning and employment;
- to be the leading national advocate for the guidance and employability sector

Jobcentre Plus was created in April 2002 replacing the Employment Service and aspects of the Benefits Agency. It remains part of the Department for Work & Pensions. The key aims of the organisation are: "to get more people into paid work, to enable employers to fill their vacancies and to give people the support that they are entitled to if they cannot work". A range of programmes and services are aimed at enabling this including:

- Work Based Learning for Adults (WBLA) and Training for Work (TFW)

- Basic Skills Training
- Work Trials & Employment on Trial
- New Deal
- Workstep and New Deal for Disabled People
- Signposting to other 'partners' services e.g. Skillseekers, Learndirect Scotland, Lead Scotland Voluntary Work

The Jobcentre Plus Vision (2003-2007) outlines aims & objectives and sets new standards. For example, *"our business will focus more and more on customers with the greatest disadvantages...through local partnerships we will help them overcome the barriers to work and support them in the difficult transition from welfare to work that will transform their lives"*.

The **STUC Lifelong Learning Unit** in the Highlands and Islands (STUC LLL Unit) was established in July 2003 with funding from both HIE and Learndirect Scotland. The main office is based in Glasgow, where there is also a Lifelong Learning Unit covering the Scottish Enterprise area which includes the STUC Pathfinder project on Everyday Skills. The STUC is governed by the General Council which consists of the 46 trade unions who are affiliated to the STUC. There is a General Secretary and 2 Depute General Secretaries who manage the STUC and ensure delivery of the 'workplan' which is agreed with the General Council.

The STUC LLL Unit has one Lifelong Learning Officer who is based in Inverness and has the role of working with the Trade Unions to promote learning in the workplace throughout the Highlands and Islands. The key clients are the 46 affiliated trade unions and their members, with the concentration of work being with the unions who have successfully secured SULF (Scottish Union Learning Fund). There are 6 active local TUCs (Wick and Thurso, Orkney, Shetland, Inverness, Moray and the Western Isles) who deal with trade union issues at a local level. The STUC LLL Unit is also establishing a network of Union Learning Reps (ULRs) and currently have approximately 50 ULRs based from Shetland to Mallaig. Their role is to promote learning with their individual union members and to source appropriate learning to meet their needs. To date, all of the ULRs are exceedingly enthusiastic and keen to develop the role of ULR as the new type of trade union activist.

The Priority aims and objectives of the STUC LLL Unit can be summarised as follows:

- Raising awareness – both with the trade unions and key partner organisations
- Advising and Supporting – ensuring the trade unions understand the Highlands & Islands economy and learning infrastructure
- Developing a learning infrastructure – to develop a sustainable trade union learning infrastructure in the area
- Encouraging learning activity – develop a network of ULRs and promote the trade unions as a key player in the skills arena
- Developing strong dynamic partnerships – encourage the trade unions and key partners to work together
- Increasing the demand for learning – using the trade unions as a tool to implement learning in the workplace

Highland Adult Literacies is a Sub-group of the **Community Learning and Development Strategy Partnership**. It was formed in 2001 to initiate and progress the Highland Literacy and Numeracy Action Plan in response to funding made available by the Scottish Executive in order to improve the skills of those with low levels of literacy in Highland area. The funding is used by organisations and agencies to run projects with their client group which promote the improvement of basic literacy and numeracy skills. It also provides literacy resources and training for practitioners, and allows for specific literacy posts e.g. Prison Literacy Officer, Workplace Literacy Officer, as well as increased hours for the Adult Basic Education Service Co-ordinators.

The priority groups to be targeted which national research has identified as being most likely to be in need of improving basic skills, are

- People with limited education, especially young adults
- Unemployed people and those facing redundancy

- People with English as a second or other language
- People who live in disadvantaged areas
- Workers in low skill jobs
- People on low incomes
- People with a health problem or disability affecting learning, speech, sight or hearing
- People living in rural areas*
- Gaelic speakers seeking Gaelic literacy*

**N.B. The last two priority groups are specific to Highland area.*

Partner Organisations of the Literacies Sub-Group include: Adult Basic Education, WEA Highland, Highland Libraries, Careers Scotland, Highland and Islands Enterprise, Lead Scotland, TAG, Inverness College, North Highland College, Sabhal Mor Ostaig and Porterfield Prison.

Highland & Islands Fire Service currently delivers two key initiatives aimed at young people but with strong family and community links. Risk Watch is a lifelong learning initiative which begins with pre-school and follows on into adulthood and industry. It involves the local Community Safety Partnership as the main driving force and strengthens the community links with schools, all partnership organisations and parents. One of the activities Risk Watch encourages is for the children to run a community safety event or workshop at their school for the benefit of their community.

The Community Fire Safety Award is a scheme for young people and youth groups. Students are required to attend five weekly sessions at their local Fire Station, with sessions led by local fire service personnel. Approximately two thirds of the course is dedicated to the promotion and understanding of home fire safety with the remaining one third geared towards educating the students on the role of the fire service and basic fire fighting. In addition to this those attending can receive accreditation towards the Duke of Edinburgh Bronze Award. This will present those attending with firm understanding of a number of Fire Service concepts and issues but most importantly they will develop a sound knowledge of Home Fire Safety. This will hopefully allow them to make informed decisions regarding home fire safety, not only for themselves but for those around them. The training involves home links and brings the parents and the community into the fire station, which increases awareness in community safety.

From the perspective of Highland & Islands Fire Brigade the aim of the course is to educate young persons and their parents in Home Fire Safety and as future decision/policy makers to embrace the need for Home Fire Safety education and promotion. With this in mind the underlying objective of the course is to effect behavioural change with regard to home fire safety and reduce fire deaths and injuries in the home thus making communities safer.

The Voluntary Sector

Volunteering Highland operates via a Headquarters in Inverness and a number of satellite offices i.e. one in each LEC Area. The organisation has charitable status and is an essential, non-profit making link between volunteers and voluntary organisations. Accessible to all, Volunteering Highland exists to:

- Provide free advice and information on volunteering
- Support, screen and match volunteers to available opportunities
- Encourage organisations to adopt standards of best practice
- Provide training opportunities

Currently, the two main projects are the Handypersons Scheme which provides a free repair and assistance service to vulnerable members of the community (e.g. the elderly) of Inverness and surrounding areas. The FALCON Project supports adults with special needs. Other active projects include The Primary Care Project (which is a separate legal organisation) which includes a number of schemes e.g. Step It up Highland, Prescription Delivery and the ILHCC Volunteer Transport Scheme.

Other Client Groups include all Voluntary Organisations within the Highland Area – for which Volunteering Highland can conduct a TNA/Skills Audit and subsequently deliver training & development.

Workers Educational Association (WEA) has been established for a period of 100 years – it is a national, voluntary & democratic organisation which seeks to encourage access to learning for all throughout life, particularly adults who have experienced barriers to learning due to economic circumstances, social isolation, limited confidence, low self esteem or lack of educational opportunities.

Within Highland, the WEA provides a diverse programme of community adult learning opportunities. Every attempt is made to reduce real or perceived barriers to learning and to encourage non-traditional students to attend. Courses are held locally in accessible venues at low or no cost. Where required, a pre-school crèche is provided. Learning programmes are student-centred and course content wherever possible is negotiated with students.

Course content can be divided into three main programme strands: learning in the community, in the work place and the open or liberal programme. Approximately half of all provision has optional SOA accreditation. Particular initiatives have included:

Community Programme – meeting the needs of targeted groups of learners:

- *It's Your Turn* – first step pre-vocational course for unemployed and adult returners living in rural areas
- International Women's group and ESOL provision for growing ethnic minority population
- Many confidence-building/personal development/guidance/first step courses designed to meet needs of particular groups

Workplace Programme

- UNISON/WEA Learning at Work courses which include work-based Return to Learn and Improve your Study Skills
- Highland Workplace literacy project providing literacy and numeracy support to workers
- Women @ Work project (supporting women's networks throughout the Highlands)

Liberal or Open Programme

- Variety of courses to encourage critical awareness and new understanding of topic including cultural life, local history, creative writing, archaeology field trips, international current affairs etc.
- Local Reminiscence project
- Lunchtime talks on variety of topics

The Prince's Trust was established in 1975 on a UK wide basis, it has since devolved to 4 Nations. The Prince's Trust Scotland is divided into 5 Areas, one of which covers the Highlands & Islands. The Prince's Trust (Highlands & Islands) covers the same geographical area as the HIE Network and consists of an Area Group in each geographic area – comprising a number of Volunteers and an Area Chair. The Prince's Trust (Scotland) consists of two distinct strands: PSYBT and the Prince's Trust. There is a Joint Chair and Council. The four target groups of the Prince's Trust (Scotland) are all within the 14-25 age range and include:

- Educational underachievers
- Ex-offenders/those at risk of offending/serving prisoners
- The unemployed
- Those in or leaving care

Key clients participate in the following projects/initiatives:

1. Highland Recharge – aimed at long-term unemployed people located within rural areas
2. Team – a 12-week programme of personal development, open to young people both unemployed and employed status

3. XL Clubs are part of mainstream activity in Highland Schools and are aimed at re-engaging disengaged young people e.g. educational underachievers
4. Moving On Initiative – a project aimed at supporting and advising young people aged 16-21 who are preparing to leave or have left care.
5. Sound Live – a 6-day residential course that develops a young person's musical talents, followed by a 6-month period of support and advice aimed at young people aged 18-25 who have at least a basic knowledge of an instrument, are unemployed, have an interest in developing a musical talent and are New Deal Participants (in some areas).
6. European Programme – 2-3 week opportunities to work in Europe or to take part in a Community Project in Europe aimed at young people aged 18-25 who are from one of the key target groups and are unemployed.

Lead Scotland enables disabled adults and carers to access guidance, education and learning opportunities and subsequently increase employability. Lead Scotland can advocate on behalf of students with learning providers or support the student to advocate on their own behalf. The local Lead Co-ordinator provides home-based educational guidance and support involving trained volunteers. They work in partnership with colleges, learning centres and voluntary organisations to tailor support with learning to the needs of the individual learner. Lead Scotland also has 5 branded virtual learning centres operating in the Highlands. Lead Scotland's aims and objectives in relation to CLD National Priorities include:

- Design and deliver projects which respond to local/national needs thereby overcoming barriers to learning faced by disabled adults and their carers;
- Deliver and develop Lead's equality model of volunteer involvement;
- Build in existing strategic partnerships and alliances and develop new strategic partnerships;
- Involve students and volunteers actively in service development;
- Manage resources and develop effectively the involvement of volunteers;
- Access diverse and more stable funding for Lead's activities.

U3A (The University of the Third Age in Scotland) was founded in Scotland in 1987. U3A is a registered charity which operates via 10 Committee Members with Branches in the Black Isle & Inverness and branches in Nairn & Grantown-on-Spey. The Organisation is a membership body whereby individuals pay a small annual membership fee thus enabling them to attend regular meetings and listen to guest speakers. There are also a number of interest groups established which include philosophy, music appreciation, local history, archaeology, walking, current affairs, languages, food and books.

There are U3A's established throughout Scotland and all are affiliated to the Third Age Trust. The principles of the organisation are that the Third Age Trust and the U3As recognise the immense resources of skills, experience and enthusiasm, possessed by older people who are no longer in full-time employment. Individual members are both learners and teachers, giving their services freely. All contribute to any eventual costs of using educational or cultural facilities. While subscribing to the guiding principles of the Trust, each U3A is independently managed by its own members. As far as is practicable, U3A members are willing to help other members of the elderly population to organise themselves to achieve similar benefits to those enjoyed in existing U3As.

The priority objectives are:

- To encourage those older people no longer in full-time employment to engage in educational and cultural activities
- To find and help such people use their skills to teach and learn
- To provide affordable education to all members
- To make the population, as well as educational establishments, aware of the existence and aims of U3As
- To encourage people of all cultures to participate and both give and receive the benefits of mutual experience
- To seek to include the housebound and the disabled in the educational and cultural activities of the U3As
- To ensure adequate recognition of the abilities of the elderly

- To obtain access to, and the use of, facilities for the activities of the U3As from National and local government and other organisations
- To actively demonstrate the continuing contributions made by the third agers to the well-being of the community as a whole

Gaelic Agencies/Organisations

Cli Gàidhlig is the Scots Gaelic access and promotion organisation. It is a membership charity, with members throughout Scotland and in over 20 other countries. The aims of Cli Gàidhlig are:

- to promote the learning and national status of Gaelic
- to disseminate information on Gaelic and Gaelic affairs
- to act as the voice of Gaelic learners and non-native speakers

Sabhal Mòr Ostaig (based on the Island of Skye) is an independent educational institution, founded in 1973. It is the only college of FE/HE in the UK offering advanced courses solely through the medium of Gaelic, and has a pivotal role in the developments related to Gaelic and the wider community. Sabhal Mòr Ostaig offers a range of course including Level 1-Level 8 in Gaelic but aims to link these to other standards and national qualifications. Sabhal Mòr Ostaig's mission is to be the centre of excellence for the development and enhancement of the Gaelic language, culture and heritage, by providing quality educational, training and research opportunities through the medium of Scottish Gaelic; and by interacting innovatively with individuals, communities and businesses, to contribute to social, cultural and economic development. Sabhal Mòr Ostaig is a UHI Academic Partner.

The organisation **Comunn na Gàidhlig (CNAG)** was created in 1984 with the support of the Scottish Office to promote and co-ordinate Gaelic development. The organisation works at local, national and international levels. CNAG has charitable status and there is a Board of Directors with representatives from Highlands & Islands Enterprise, the Local Authorities and all the main Gaelic organisations and co-opted members.

CNAG operates the new Gaelic in the Community Scheme which runs from June 2002 – 2005. The Organisation aims to support all projects with a Gaelic element. For example CNAG funds other organisations' Gaelic projects at levels up to 80% (under the headings of Start-Ups and Community Enterprise, Equipment, Buildings, Events and Promotions and Other). Eligible bodies for Gaelic in the Community Scheme assistance include Community Councils/Associations, local Gaelic Partnerships, Historical Societies, Nurseries, fèisean, youth groups and playgroups.

Academic Partners

UHI Millennium Institute (UHI) was designated by the Scottish Parliament as a Higher Education Institution in April 2001. As such, it provides university-level education and research throughout the Highlands & Islands of Scotland. This is achieved through a partnership of fourteen colleges and research institutions in the region, co-ordinated by the UHI executive office based in Inverness. Each college and research institution has its own distinctive character and strengths. UHI has an associated network of over 50 outreach learning centres. Funding is derived from a range of funders including the Scottish Higher Education Funding Council, European Structural Funds, The Millennium Commission, Local Enterprise Companies and local authorities. UHI's mission is to play a pivotal role in the educational, economic, social and cultural development of the region through the establishment of a University of the Highlands & Islands. Therein, the organisation believes *"we have a major part to play in CLD not merely on the periphery"*. The overarching aim is to become a University by 2007 and the organisation is in the final stage of this transition.

Currently UHI has 4552 students (3,729 full-time student equivalents) undertaking 126 courses. Therefore 48% of students undertake full-time study with 52% participating on a part-time basis –

a number of these are adults returning to education. 86% of students are derived from the UHI catchment area. Courses include sub-degree (mainly HNC/D) (96), undergraduate degree (24) and taught postgraduate (6). FE Courses are delivered to 16-18 year olds via UHI's Academic Partners who are Inverness College, North Highland College and Sabhal Mòr Ostaig among others.

University of Aberdeen and in particular the **Centre for Lifelong Learning's** mission is:

"Within the context of national policy and the University of Aberdeen's strategic aims – to promote wider access to HE through innovation and student centred learning opportunities". The Organisation offers both Credit Bearing Learning and also Liberal Adult Education. With the exception of the Summer School for Access all learning is flexible/open in respect of delivery. The Evening Programme in the Highlands attracts approx. 1500 participants and is delivered throughout the Highland Area. This Programme is very client driven and reflects current topics/issues on a local level. E.g. Skye & Lochalsh benefited from a talk on Wind Farms.

In respect of Liberal Adult Education the client base tends to be in the 40-60+ age group. A number of community groups such as South West Ross Field Club (Kirkton) include a diverse age group. However, no-one is excluded on the basis of their age and, in fact, some talks are followed by a presentation to a school the following day. In respect of Credit Bearing Activity, the youngest student is aged 13 and the oldest participant is 84 years of age. However, in summary, the Centre caters for non-traditional students, including those who are at a distance, lack the traditional entry qualifications or have special needs such as mental health problems. Some may lack confidence or face challenges such as location and other family and work commitments. These students often benefit from additional support & guidance to succeed in academia.

Learndirect Scotland has been in existence for four years nationally. It was originally established as the Scottish University for Industry (SUI) due to the concern that training was too fragmented and organisations wanted one single point of contact for learning opportunities. Therefore, Learndirect Scotland is a brokerage service for learning which in turn promotes learning. Learndirect Scotland will shortly become part of the Scottish Executive as a non-departmental in-house body.

Currently there are 44 Branded Learning Centres in the Highland Area, with a total of 460 Learning Centres in Scotland. On a local level Learndirect Scotland operates from a base in the Green House (Inverness) – with a central office in Glasgow from where the Organisation operates a Helpline and Website offering a single point of national opportunities. By the nature of the business, the Client group comprises individuals aged 16+ and businesses i.e. a recent contract was to take 10,000 NHS Scotland staff through ECDL modules.

Learndirect Scotland's strategy is informed by the Scottish Executive, Smart Successful Scotland and the Lifelong Learning Agenda. Aims and objectives are therefore, as follows:

Focus on the LEARNER

- Aim to widen access to learning
- Stimulate demand for learning
- Develop infrastructure for learning
- Look at particular target markets
- Providing impartial information and advice
- About developing the "least imperfect system"

Inverness College is a UHI Academic Partner operating from 3 sites in Inverness with additional sites at Lochaber College, Dingwall Further Education Centre, Seafield Centre: Kishorn, Scottish School of Forestry: Balloch and Skye & Lochalsh Further Education Centre. The organisational structure comprises Schools in the areas of Arts, Culture & Heritage; Business; Construction; Engineering & Computing; Social Sciences and Rural Resource Management.

Inverness College Mission Statement

"Inverness College will provide quality further and higher education and training services that will enable the individual to raise personal achievement that will enhance the cultural and economic life of the Highland area and that will contribute to the creation of a university institution in the Highlands & Islands". A number of strategic objectives have been identified via the Strategic Development Plan(s) 2003-2006 and 2004-2007. These can be summarized as follows:

- To continue to promote wider access i.e. via geographic and social inclusion. The Vocational Pathways Project and communications with the Local Learning Centre Network contribute towards achievement of this objective.
- To continue to improve quality
- To develop higher education
- To improve the skills and employability of the workforce

Highland Theological College (HTC), a UHI Academic Partner, was founded in 1994 to provide a wide range of theological courses.

Evangelical and non-denominational in character, the small but richly diverse community consists of men and women from all over Scotland and overseas. In addition to the core business of providing theological education and training, the HTC Learning Centre provides a local access point for students of other UHI and HTC courses. Areas of work include community education; UHI network degrees; business training; management courses and special projects in co operation with external agencies.

In respect of Learning Resources HTC has a library of over 35,000 titles, including two special collections: the theological section of the Fort Augustus Benedictine Monastery Library and elements of the William Temple Collection from the John Rylands Library in the University of Manchester. In terms of Research, HTC supervises postgraduate research in the five core disciplines of Christian theology; Old Testament; New Testament; Systematic Theology; Church History; and Pastoral Theology.

Business Community

Ross County Football Club (R.C.F.C.) Mission Statement is as follows:

Ross County Football Club will strive to be "the Club for the Highlands" and will deliver excellence in all areas of activity both within the Club and the Community. In summary 'Ross County.....more than just a football club'.

The Club currently engages with the Community via the Youth, Community and 'Life Skills Through Sport' Divisions. A number of projects and initiatives enable learning & development intervention 'inclusively' i.e. from age 3-adult, both male and female participants and on a pan-Highland basis. This is aimed at using 'football as the means of engaging with the local community, and in particular those disengaged from mainstream education and formal learning'. Funding derived from HIE, RACE, SFA, SportsScotland, Scotland Against Drugs matched by R.C.F.C. has resulted in 18,000 individuals participating in projects and initiatives including:

- 'Girls Get Kicking'
- Diet & Nutrition/Drugs Runaround Roadshow – delivered in conjunction with Partners, Highland Council and Northern Constabulary
- Lads & Dads Club/Footballing Families – delivered in partnership with Highland Schools
- Life Skills Programme
- Modern Apprenticeships in Sport & Recreation
- Coach Education
- Skills Centres/Girls Centre/Soccer Centre/Goal Keeping Centres/Mini Kickers and Holiday Programmes
- Determined to Success – Realising Your Potential – delivered in conjunction with Highland Council Enterprise in Education
- Adult Education Programme: Employer Coalition "Get a Goal" – in partnership with Highland Employer Coalition
- M-Learning

Appendix C – Links to National Strategies

Smart Successful Scotland – Refer to ‘The Highlands & Islands Dimension’ below.

Volunteering Strategy (2004) outlines the Scottish Executive’s aims to ‘embed a robust culture of volunteering in Scotland’ and how this work will be driven forward across a 5-year period. The Strategy consists of four strands – all of which are considered ‘complementary’ to the Highland CLD Strategy. These are:

- ✚ Strand one: Focusing on Project Scotland and young people – aims at engaging young people from all socio-economic backgrounds in volunteering for up to a one-year period
- ✚ Strand two: Dismantling the barriers to volunteering and closing the opportunity gap – aims at promoting volunteering with action focused on young people by overcoming barriers (inc. financial). This strand rests on partnership working between a range of organisations i.e. employers, support agencies, Scottish Executive etc.
- ✚ Strand three: Improving the volunteering experience – the key aspect of this strand is skills development of those who manage volunteers with a central role for Volunteer Development Scotland and the national network of Volunteer Centres
- ✚ Strand four: Monitoring, evaluation and ongoing policy development

Key outcomes from the strategy (relevant to CLD) are:

- ✚ Improved opportunities for skills and personal development through volunteering
- ✚ An increased range of young Scots aware of volunteering and the associated benefits i.e. to communities
- ✚ Experiences that match the needs, aspirations and lifestyles of volunteering

Working Together : Learning Together was a 2 year Programme funded under the Listening to Communities Programme of the Scottish Executive to provide training in understanding social exclusion, partnerships and participation for the Social Inclusion Partnerships and Working for Communities Pathfinders in Scotland. 60 partnerships and 900 people participating in the training - drawn from communities, agencies and partnership staff.

Jobcentre Plus : Strategy for Employment. The Jobcentre Plus Vision (2003-2007) aspires to build on achievements to date e.g. 280 new Jobcentre Plus Offices offering a range of advisory services and programmes e.g. New Deal. The key message in respect of community learning and development is “that over the next four years our business will focus more and more on customers with the greatest disadvantages and those who are not in touch with the labour market. Through local partnerships we will help them overcome the barriers to work and support them in the difficult transition from welfare to work that will transform their lives” - David Anderson (Chief Executive). For example in 2004-2005, Jobcentre Plus aims to “enable our customers to access skills training including New Deal and literacy/numeracy support aimed at customers with basic skills needs”.

A **National Strategy for Gaelic Learners** under the auspices of the NDPB Bòrd na Gàidhlig (Alba) is hoped for from 2005.

A **Partnership for a Better Scotland** is a Joint Statement by the Leaders of the Scottish Labour Party and the Scottish Liberal Democrats. It sets out the ‘work agenda’ for the next four years of the Parliament. *“There is a great deal of work to do. Work to encourage and stimulate economic growth. Work to tackle poverty and disadvantage, to improve and sustain our environment and to help all our communities live in peace and safety. Scotland needs the stability of a strong and determined government and a vibrant parliament to deliver the change and the improvement her people deserve”.* The Agreement is more than the combination of the two party’s manifestos. It sets out the vision for a Scotland where enterprise can

flourish, where opportunity does exist for all and where people have confidence to face the challenges of a global society. In particular there are strong links with Section 1: Growing Scotland's Economy (Enterprise and Lifelong Learning

Guidance: "In particular, the last couple of years have seen overlapping policy reviews in this area by three influential international organisations. First, the Organisation for Economic Co-operation and Development (OECD), based in Paris, conducted a Career Guidance Policy Review which involved 14 countries (OECD, 2004). Next, the World Bank decided to use an adapted form of the OECD process to conduct a parallel review in 7 middle-income countries (Watts & Fretwell, 2004). Finally, the European Commission, as part of its policy work on lifelong learning, decided to use the OECD questionnaire to collect information on all the existing and new EU member-states that had not been involved in the OECD review, and produced a report covering career guidance policies across the European Union as a whole (Sultana, 2004).

Together, these OECD, World Bank and EC reviews cover 37 countries. The 37 country studies, together with the three synthesis reports and a number of other papers commissioned as part of the reviews, constitute the largest database on career guidance policies we have ever had; the review process has also, in several countries, had a considerable impact in its own right. The core documents can be found on two websites (www.oecd.org/els/education/careerguidance and www.hrhc-drhc.gc.ca/guidance2003).

Source: Tony Watts. Address delivered to the staff of Careers Scotland on 4 May 2004.

Communities Scotland Corporate Plan 2003-2006

(http://www.communitiesscotland.gov.uk/web/FILES/Corporate_Plan_2003.pdf)

Explains how the agency will work with communities, local authorities, other agencies and the voluntary sector to help regenerate disadvantaged communities and provide better housing.

Appendix D - Links to Highland Strategies

The Wellbeing Alliance Draft Community Plan (2004) has identified the following joint action, pertaining to Community Learning & Development:

- A. Support the further development of UHI as a university with a mission to serve its region
- B. Seek to lead the field in the development and use of distance learning
- C. Build on existing initiatives to encourage high standards of management development in all sectors
- D. Help to develop the concept of 'learning; as a major sector in the economy
- E. Encourage investment in the voluntary sector as a means of enhancing community capacity
- F. Foster new ways of exchanging good practice in community development across Highland

This action programme will contribute to the three strategic objectives of:

- More people choosing to live, work and learn in Highland – and able to do so
- Individuals and communities feeling they are dealt with equitably
- Highland having the infrastructure to keep it in the forefront of modern rural regions

However, one of the key themes of the draft Community Plan (to be finalised by September 2004) is to encourage learning and to develop community capacity - and the CLD Strategy seeks to provide the detail on how this will be undertaken.

However, more generally, without community engagement there will be no 'effective' community planning. The CLD strategy also aims to set the context for this, and is to be supported by the awaited standards for community engagement.

'Young People in Highland – An Agenda for Action 2002-2005' What Works For and Against Young People? – was produced by The Highland Wellbeing Alliance - and was aimed at identifying 'What Works Against Young People?' i.e. risk factors leading to young people ending up homeless, unemployed, in poor health, offending or with few qualifications. These were summarised as:

- ✚ Living in a household where no one is in work
- ✚ Disruption to family relationships
- ✚ Education that doesn't meet their needs
- ✚ Peer pressure to take risks
- ✚ Low expectations or an absence of role models
- ✚ Victimisation or bullying
- ✚ Lack of suitable support from services when they're needed

The Strategy document subsequently identified 'What Works for Young People?' and criteria included:

- ✚ Strong and trusting relationships, at home, at work, at play
- ✚ Clear, high expectations
- ✚ Mentoring and positive role models
- ✚ Individual characteristics – outgoing, self motivation, resilience, intelligence, lack of disability
- ✚ Active involvement in families, school and community life
- ✚ Recognition and praise
- ✚ Parental interest and involvement in education
- ✚ Services that value and respect young people
- ✚ Activities that help promote self-esteem, self-confidence and culture

Clearly, there are strong links between this document and the Highland CLD Strategy – with:

‘Achievement Through Learning For Young People – engaging with young people to facilitate their personal, social and educational development and enable them to gain a voice, influence and place in society’

...A key strand within Community Learning & Development.

‘Young People in Highland – An Agenda for Action 2002-2005’ highlighted action required to achieve their vision which can be summarised as:

The Wellbeing Alliance to produce a comprehensive agenda for action to protect those particularly at risk and create a joint approach to meeting the needs of the diversity of young people in Highland. Whilst:

- + Involving young people in designing and delivering services based around their needs
- + Creating a more effective partnership between the public, private and voluntary sectors to meet the needs of young people
- + Having the best possible information about young people’s lives on which to base our policies
- + The UN Convention on the Rights of the Child: all rights apply to all young people without exception or discrimination of any kind, the best interests of the young person must be the primary consideration in all actions concerning young people and young people’s views must be taken into account in all matters
- + Improving services for young people who are in need of extra support or are disadvantaged: to raise their educational achievement, get them into jobs, improve their health and personal development
- + Enabling all young people to take an active part in community life
- + An increased emphasis on preventing problems, particularly when young people are making transitions
- + Reducing the risk factors in young people’s lives and emphasising what works
- + Addressing the particular issues about being young in Highland: lack of job and housing opportunities, access to affordable transport, leisure and community learning opportunities and appropriate information and advice services
- + Enabling young people to understand and care for their rich natural heritage, language and cultural heritage
- + Fulfilling the potential of youth work to engage the creative energy of young people to maximise their potential and ability to manage their own lives

In conclusion: “A youth strategy should be something that enables young people to meet and speak directly to decision makers”. Highland Youth Conference

- There are overlaps in respect of aims and objectives of both Strategy Documents – and therefore the CLD Action Plan Partnerships (as per recommendations) should set clear and measurable targets in respect of Achievement Through Learning for Young People with due regard to the ‘Young People in Highland Strategic Document’.

A Smart, Successful Scotland – The Highlands & Islands Dimension - the HIE network adheres to an aim first expressed at its inception: “Our aim is to enable people living in the Highlands & Islands to realise their full potential”. Our aim will be realized by pursuing four strategic objectives:

- Strengthening communities
- Developing skills
- Growing businesses
- Making global connections

In our efforts to achieve our aim, our activities will be environmentally responsible and appropriate to the needs and opportunities of the communities of the Highlands and Islands. As our vision makes explicit, we are working to leave a legacy for future generations and this requires development that is economically, socially and environmentally sustainable. Our four strategic objectives reinforce each other recognizing that

the people of the Highlands and Islands form the communities of the area and that it is impossible to work with either individuals or businesses without affecting those communities.”

Highland Association of Youth Clubs – Strategic Review (December 2002) & Strategic Plan (2003-2006) was conducted on the basis of the LEAP Framework and was successful in setting 10 key aims and objectives, whilst highlighting ‘capacity building’ required (inc. resources and infrastructure).

Youth Highland Consultation Paper was commissioned by The Highland Wellbeing Alliance in Autumn 2003 and was written by representatives of Youth Highland. “The Aim of this study was to give young people attending youth groups across Highland the opportunity to have their say about issues important to them in a way that they would feel comfortable with”. Source: Youth Highland Consultation Paper.

This acted as a means of consultation with Youth Groups eliciting feedback from young people on the best means for The Highland Wellbeing Alliance Agencies to spend their budgets. Furthermore, it provided the opportunity for young people to influence the Community Plan and also highlighted means of engaging with young people in the future.

The Learning Centre Strategy relates to the 80+ learning centres operated by voluntary, public and private organisations. The Strategy has been developed collectively by five public sector partners including HIE, Local Authorities, UHI & Academic Partners, Learn Direct Scotland and Jobcentre Plus in collaboration with Learning Centre Practitioners. It focuses on achieving eight priorities driven by the following overarching vision:

‘For each area, and across the Highlands and Islands as a whole, there will be a network of sustainable learning centres supporting and delivering training, learning, guidance and employability related services which meet the needs of their local area on an ongoing basis’.

The **Highland Literacy and Numeracy Action Plan 2004-2006** was drawn up and developed by the Community Learning Strategy Partnership. It has been approved by Scottish Executive as the strategy by which the funding that they have allocated to Highland to improve the skills of those with low literacy will be dispersed. Progression of this Action Plan and distribution of these funds is managed by the Literacies Sub-Group. Priority groups of people who, research shows nationally, have particular need are especially targeted. Gaelic literacy for Gaelic speakers is also covered by this Plan.

Wider Strategic Links include the **Highland Housing Strategy 2003-2008** the **Highland Joint Health Improvement Plan** and the **Highland Councils Joint Homelessness Strategy 2003-2008**. For example, the Highland Housing Strategy aims to ‘Develop sustainable communities and address social inclusion’ by ‘increasing opportunities for young people’ and ‘helping people to avoid poverty and ill-health’. Clearly, this can only be achieved via informal and/or formal learning & development activities and therefore both the Highland Housing Strategy and CLD Strategy take clear direction from the Community Plan.

Links also exist with the **Highland Children’s Plan 2005-2008** Taking Shape (Draft at 1st July 2004) and in particular ‘Theme 3: Achieving Potential’ and ‘Theme 5: Highlands Children and Young People Choose Rewarding Play and Leisure’.

Also in terms of **National Priorities for Children and Young People (May 2004)** – Children and Young People should be Achieving: *“children and young people should have access to positive learning environments and opportunities to develop the skills, confidence and self esteem to their fullest potential”*.

The Highland Council Film and Television Strategy identifies the economic, cultural and social importance of film and television-related activity in the Highland Council area; identifies the Highland Council’s role and objectives in relation to film and television-related development in the Highlands and defines a comprehensive film and television development strategy which clearly identifies and co-ordinates the activities of the various Highland Council services involved and expresses the Highland Council’s commitment to working in partnership with all those in the public, private and voluntary sectors who have

an interest in film and television-related development in the Highlands. The key link lies with the following objective:

- **Objective three:** To promote the development of film and television-related training and education in the Highlands and raise awareness among young people in the Highlands of the career opportunities the film and television industries offer

The Highland Council Strategy for Community Radio was produced by Cultural and Leisure Services and reflects the commitment to support the continued development and growth of the community radio sector in the Highlands. Specific objectives have been set to ensure that there is a co-ordinated and sustained approach to the sector's activities. These can be summarised as follows:

- **Objective One:** To support the maintenance and development of the community radio sector in the Highlands
- **Objective Two:** To support and encourage the promotion of the Arts and the culture and heritage of the Highlands including the Gaelic language and culture through the medium of community radio
- **Objective Three:** To promote the use of community radio as a cost-effect method of communication in the dissemination of advice and information to the public
- **Objective Four:** To work in partnership to facilitate and encourage the networking and exchange of information between the public, private and voluntary sectors and community radio groups

The Community Planning and Resource Project (A Highland Wellbeing Alliance Project) commenced in April 2004 and will be complete in September 2005. It is a Scottish Executive funded project concerned with building on the experience, broader partnership working, political commitment and community engagement achieved by the Highland Community Budgeting Pilot which ended in early 2004. The Project team is currently working with existing community projects and groups, community learning and development staff and The Highland Wellbeing Alliance Partners. Anticipated outcomes from the Project include:

- A better shared understanding of expenditure on mainstream public services
- Greater ability of community planning partners to jointly identify priorities for investment
- Increased capacity and confidence amongst community representatives participating in the pilot
- Development of the community planning process within Ross and Cromarty and for children's services in Highland

To date the Project Team have completed an audit of information and financial systems of all the partners; undertaken a technical study on the potential of GIS in Community Budgeting; agreed a framework for financial analysis; started to generate challenging data that encourages new thinking on aspects of the partners' work; begun to establish Community Planning Forums; initiated work with local Communities and provided considerable evidence for the first draft of the new Children's Plan.

Glossary

Community	Either a 'geographic community' or a 'community of interest' i.e. a group of people who share a common characteristic or identity
CLD	Acronym for Community Learning and Development
Community Learning & Development	Learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants
Community Learning & Development Strategy	A statement that highlights the joint aims of community learning and development partners over a 3-year period across a local authority area
Community Planning	This is a strategic process whereby the public services in the area of the local authority are planned and provided after consultation and ongoing co-operation among all public bodies and with community bodies
Community Capacity Building	Measures that strengthen the collective ability of a community
Community Regeneration	This is the process of tackling poverty, deprivation and social exclusion in a particular geographic area or within a particular group of people
Youth Work	Informal learning and personal and social development work with young people, enabling them to gain a voice, influence and place in society
Young People	The definition of 'Young People' varies considerably across the Partnership and between Partner Organisations – according to the nature of the Organisation, the type of intervention and the client group engaged with. Generally Young People will fall into the age range of 14-25.

Source: '*Working and Learning Together to Build Stronger Communities*'