



COMMUNITY
LEARNING &
DEVELOPMENT
PARTNERSHIP



| Priority Themes | | | | | |
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| Theme 1 – Children & Young People – Attainment and Achievement | | | | | |
| Contribution to LOIP Outcome | | | | | |
| Outcome 2 – Learning opportunities are available to those who need them most. | | | | | |
| Outcome 3 – Health and wellbeing inequalities are reduced. | | | | | |
| Key – S (short -term, 1 year) ; M (medium term, 2 years); L (Longer term, 3 years) | | | | | |
| Objective | Key Actions | Key contributors | Timeline | Success factors/measures | |
| 1.1 | Build on existing children’s rights activity across the CLD sector by identifying areas for improvement and taking positive action, and in doing so help children to better experience their rights. | <ul style="list-style-type: none"> Widen awareness of the UNCRC Children’s rights and “the Promise” across CLD Partners through training and the sharing of learning. Promote use of national training available for practitioners. Integrate and embed the rights into Service planning and partnership monitoring and evaluation. Implementation of the recommendations outlined in the Rights Report for Dumfries and Galloway 2017-2020 Co-production of a new Youth Participation Strategy alongside young people that will | Youth Work (DGC) Lifelong Learning (DGC) Education (DGC) Employability & Skills (DGC) South West Educational Improvement Collaborative (SWEIC) | S | <ul style="list-style-type: none"> No. of practitioners trained and impact gathered through ongoing evaluation No. of young people involved in the ongoing development and review of the Rights Report, CLD Partnership Plan and Youth Participation Strategy implementation |

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| | | strengthen youth democracy structures in D&G. | | | |
| 1.2 | Focus our joint CLD Partner resources on meeting the emerging health and wellbeing needs of our children and young people to help aid recovery from the short and longer-term impacts of Covid. | <ul style="list-style-type: none"> Identify key messages from Covid evaluative reports and CLD Plan consultation to inform service planning. Tailor a range of interventions and supports across partners targeted at those who need assistance most. Region wide provision for young people with caring responsibilities (Young Carers) will be piloted in collaboration with the Young Carers Project. Capture evidence and case studies to help demonstrate impact. | <p>CLD Partnership</p> <p>Youth Work (DGC) Lifelong Learning (DGC)</p> <p>Health & Social Care (HSC) Community Development</p> <p>SWEIC</p> | S | <ul style="list-style-type: none"> No. of young people supported against those identified as needing support Evidence that interventions have had a positive impact No. of young people engaging with services No. of young people reporting an increase in their confidence and other well-being indicators as a result of interventions No. of YP benefitting from targeted community based health & wellbeing initiatives/activities |
| 1.3 | Ensuring partners continue to adopt a co-ordinated approach to targeting resources to ensure our young people are achieving and are supported to reach their full potential. | <ul style="list-style-type: none"> Delivering activities and initiatives around community based engagement and youth work. Increase the opportunities for young people to participate in accredited award programmes i.e. Duke of Edinburgh's Award with a view to increase | <p>Youth Work (DGC) Lifelong Learning (DGC) Education (DGC) Employability & Skills (DGC)</p> <p>D&G College Skills Development Scotland</p> | S | <ul style="list-style-type: none"> No. of young people completing accredited awards i.e. Duke of Edinburgh's Award, Dynamic Youth Awards and Youth Achievement Awards Young People's learning portfolios and case |

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| | | <p>engagement beyond the number of young people participating pre-pandemic.</p> <ul style="list-style-type: none"> • Continue to track achievement within and out with the school day to improve career choices, positive destinations and life opportunities and covering the 16-24 age bracket. • Increase work placement opportunities and developing pathways to increase opportunities for senior phase students. • Embedding of Youth Awards/Accredited Awards. • Increasing Work placements/pathways/Senior Phase opportunities. • Promoting use and uptake of My World of Work (MWOW). • Contribute to the new Recognising Skills & Achievement Policy. • CLD Partners are offering placements to young people through the Kickstart Scheme to aid employability. | <p>Young Person's Guarantee Partnership</p> <p>SWEIC</p> | | <p>studies will assess the impact of participation</p> <ul style="list-style-type: none"> • No. of children using MWOW • No. of schools with effective tracking in place • Participation measure • No. of youth awards achieved • No. of work placements secured against identified need • No. of young people in meaningful employment, education or training (Youth Guarantee Partnership) • Reduction in the number of young people with an 'unknown' status • Number of young people sustaining their Kickstart employment or gaining further employment as a result of the Kickstart Scheme • No. of young people participating in universal and targeted youth work provisions |
| 1.4 | Increase opportunities and participation rates in STEM related | <ul style="list-style-type: none"> • Integrate STEM learning into activities and programmes. | <p>STEM Partnership</p> <p>Lifelong Learning (DGC)</p> | S/M | <ul style="list-style-type: none"> • No. of young people participating in STEM activities |

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| | activities, including work to help inform future career choices. | <ul style="list-style-type: none"> • Participation in annual conference/STEM learning events. • Utilisation of Education Scotland funding to increase and widen opportunities. | <p>Education (DGC) Youth Work (DGC) D&G College</p> <p>Youth Work Partnership</p> <p>SWEIC</p> | | <ul style="list-style-type: none"> • No. of young people progressing into STEM careers |
| 1.5 | Develop a new universal offer for Family Learning in partnership with Schools to help reduce the poverty related attainment gap and support our most vulnerable parents and carers. | <ul style="list-style-type: none"> • Review the existing model for Family Learning in partnership with Education to help develop a new model which builds capacity and leads to increased provision across our schools. • Engage with schools to investigate how Family Learning approaches can be made more universal. • Agree a new model and provide upskilling/support as required. • Monitor new approach to capture best practice and share across the authority. | <p>Lifelong Learning (DGC) Education (DGC)</p> <p>SWEIC</p> | S/M | <ul style="list-style-type: none"> • Level of Family Learning activities • No. of practitioners able to support Family Learning activities |
| 1.6 | Increase the use of Pupil Equity Funding involving the CLD Sector to improve outcomes and experiences for young people. | <ul style="list-style-type: none"> • Identify best practice where the CLD Sector has effectively utilised PEF both locally and nationally. • Build an evidence base to demonstrate where CLD can most effectively contribute. • Engage with Head Teachers and Parent Councils to develop a | <p>Lifelong Learning (DGC) Youth Work (DGC) Education (DGC)</p> <p>Third Sector providers</p> <p>SWEIC</p> | M | <ul style="list-style-type: none"> • Amount of PEF funding allocated to CLD Sector |

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| | | shared understanding around where CLD can contribute. | | | |
| 1.7 | Build upon and continue to develop the role of the D&G Youth Council and the Youth Work Partnership in capturing key issues affecting young people and helping to improve service provision. | <ul style="list-style-type: none"> Youth Council Elections, including the Scottish Youth Parliament, will be delivered between September – November 2021 and will see a new cohort of young people aged 12-25 elected to represent their geographic area or communities of interest. Orientation will take place between December 2021 – January 2022. Joint Meetings will take place between Dumfries and Galloway Youth Council and Dumfries and Galloway Council and the Community Planning Partnership annually. Re-establish the Listen2Us and wider Champions Board forums in collaboration with care experienced young people. Develop the existing Regional Youth Work Partnership model that includes 4 Locality Youth Work Partnerships and 1 overarching Youth Work Strategic. | <p>Youth Work Partnership</p> <p>Youth Work (DGC)</p> <p>Youth Council</p> <p>CLD Partnership</p> | S/M | <ul style="list-style-type: none"> No. of young people who express an interest in standing, No. who participate in training and campaigning Improved networks for young people elected to nominated Youth Councillor roles with Third Sector Organisations including Carers Project, Dumfries and Galloway Multi-cultural Association, LGBT Youth Scotland and DG Voice Progress and complete actions outlined within the Joint Action Plan developed by the Youth Council and Dumfries and Galloway Council Increased representation and inclusion of young people in local, regional and national decision making forums End of project report for term 1 of the Youth Council will be presented in late 2021 that details all work undertaken by the Youth Council over their term from April 2019 – November 2021 |

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| 1.8 | Develop CLD Partners' role in Learning for Sustainability and contribution to Scottish Government Education outcomes | <p>Support actions and activities which encourage:</p> <ul style="list-style-type: none"> • Learning which is focussed on building personal and social development. • Learning which focuses on understanding citizenship (inclusive of relationships with others, socio-ecological relationships & community relationships). • Developing a community approach to attainment which is inclusive and achievable (i.e. outdoor learning for health and wellbeing). • Learning will focus on skills for life and work beyond formal education. • Ensuring that partners are active in closing the poverty-related attainment gap and reducing inequity within education. | <p>Lifelong Learning (DGC) Education (DGC) Youth Work (DGC) Employability & Skills (DGC)</p> <p>SWEIC</p> | M | <ul style="list-style-type: none"> • No. of young people participating • No. of young people citing improvements in confidence • No. of new activities utilising outdoors/natural environment • Evidence of attainment gap narrowing |
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| Theme 2 – Learning, Skills and Employability | | | | | |
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| Contribution to the LOIP | | | | | |
| Outcome 1 – Everyone who needs help to work receives the right support. | | | | | |
| Outcome 2 – Learning opportunities are available to those who need them most. | | | | | |
| | Objective | Actions | Key Contributors | Timeline | Success Factors |
| 2.1 | CLD Partners facilitate a co-ordinated range of learning opportunities, informal interventions and accredited courses/qualifications targeted at those who need help most to help build confidence, combat isolation and improve health and well-being. | <ul style="list-style-type: none"> • Provide a range of health and wellbeing related activities, informal and formal accredited opportunities which are easily accessible. • Create a central information point to make it easier for our communities to know what is available in their local areas. • CLD Partners are helping to inform and contribute to the Regional Skills Investment Plan. • Opportunities for learning and new employment emerging through Borderlands and the South of Scotland Enterprise Agency are being maximised. | CLD Partnership Youth Work (DGC) Lifelong Learning (DGC) Employability & Skills (DGC) HSC Community Development SOSE Third sector providers | S | <ul style="list-style-type: none"> • No. progressing from informal learning to securing accreditation • No. securing new jobs • % citing improved confidence/health & wellbeing • No. of community-based health & wellbeing initiatives/activities • No. of Community Food Providers accessing training |
| 2.2 | CLD Partners are playing a key role in helping people to prepare for employment opportunities and secure employment. | <ul style="list-style-type: none"> • Agree clear roles & responsibilities with the Local Employability Partnership. • Contribute to the Young Person's Guarantee Partnership & No One Left Behind (NOLB)25+ group with a particular focus on pre-employability pipeline supports. | Young Person's Guarantee Partnership NOLB 25+ Third Sector Employability Forum | S | <ul style="list-style-type: none"> • No. of participants gaining a qualification, (passed assessment required and certification gained increasing skills) • No. of participants achieving an increase in income |

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| | | <ul style="list-style-type: none"> Contribute to the PACE Partnership and help to support those facing the risk of redundancy with a particular emphasis on learning new skills/increasing confidence. | Skills Development Scotland (SDS) | | <ul style="list-style-type: none"> No. of unemployed participants commencing employment or self-employment No. of employed participants gaining new employment or self-employment (promotion/progression with existing employer, progression to another employer) No. of participants sustaining employment or self-employment for 13/26 and 52 weeks |
| 2.3 | Develop a new Lifelong Learning framework for D&G through CLD Partners to help promote what is available and aid the progression of learning at all levels and across all ages. | <ul style="list-style-type: none"> Capture lifelong learning activity currently available across partners. Identify key learning requirements from CLD Plan consultation and informal feedback. Engage with partners to consider what a cohesive pathway might look like. Agree a new model and promote across the region. Investigate ways to recognise prior learning (including volunteering experiences) in | D&G College Lifelong Learning (DGC) NHS Youth Work (DGC) TSDG Employability & Skills Partnership Gaelic Language Plan Implementation Group | M | <ul style="list-style-type: none"> A new pathway framework is in place Creation of a resource (online or physical) that informs communities of the offer from partners Increased number of people are accessing informal learning opportunities and accredited awards Participation and progression rates amongst learners |

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| | | order to fast track progression through formal qualifications. | | | |
| Theme 3 – Inclusion and equalities | | | | | |
| Contribution to the LOIP | | | | | |
| Outcome 3 – Health and wellbeing inequalities are reduced. | | | | | |
| | Objective | Actions | Key Contributors | | Success Factors |
| 3.1 | Focusing work around those within protected characteristics groups: Age Disability Sex (Gender) Gender Reassignment (Transgender Identity) Marriage and Civil partnership Pregnancy and Maternity Race Religion or Belief Sexual Orientation | <ul style="list-style-type: none"> Ensuring our CLD activities are open and inclusive and that any barriers to participation are removed wherever possible. Provide tailored support in terms of confidence building, learning & skills and meeting identified need. Targeting of initiatives and activities which eliminate discrimination, harassment and victimisation. Respecting the needs of particular groups and facilitating specific sessions/activities as may be required and requested. Equalities impact assessments are being utilised by partners to inform their work and service planning. | CLD Partnership Poverty & Inequalities Partnership | S/M | <ul style="list-style-type: none"> Amount of targeted work with the minority protected characteristics groups No. progressing from informal learning to securing accreditation No. securing new jobs % citing improved confidence/health & wellbeing No. of community based health & wellbeing initiatives/activities |
| 3.2 | Providing tailored support to those experiencing poverty and hardest to reach to help build confidence, become more independent, develop new skills and to become self-sufficient. | <ul style="list-style-type: none"> Identify those who need assistance most through CLD Partners and Tackling poverty Reference Group. Develop a clear offer of co-ordinated support with partners. | Poverty & Inequalities Partnership Lifelong Learning (DGC) Youth Work (DGC) Employability & Skills (DGC) | S | <ul style="list-style-type: none"> % of learners citing increases in confidence No. of staff trained/more confident No of individuals supported |

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| | | <ul style="list-style-type: none"> • Demonstrate progression and impact. • Making our services easier to access by providing additional help, training, information and support to those with: <ul style="list-style-type: none"> - Visual impairments - Hearing impairments - Dyslexia | D&G College | | <ul style="list-style-type: none"> • Partner links established with SW Branch of Dyslexia Scotland |
| 3.3 | Ensuring equality of opportunity and support is available to those involved in the Justice System at every stage, including victims and families. | <ul style="list-style-type: none"> • Provide dedicated support for learning within HM Prison through Lifelong Learning and which allows for continuation upon release and re-integration into the community. • Agree networks of support through Community Justice Partners. • Track progress, progression and positive impacts. | Community Justice Partnership Lifelong Learning (DGC) | S/M | <ul style="list-style-type: none"> • No. of learners supported • No. progressing into education/employment on release |
| 3.4 | Improving how we support parents and carers to meet the needs of their children and young people. | <ul style="list-style-type: none"> • Develop Family Centre models and approaches to help support our most vulnerable families. • Increase the capacity of our parents through parental involvement and engagement programmes. • Deliver a range of learning opportunities for parents, carers and families to help secure qualifications, progression into volunteering and employment. | Children's Services Plan Priority 6 Working Group (Whole Family Support) Social Work (DGC) NHS Dumfries & Galloway | S | <ul style="list-style-type: none"> • No. of participants gaining a qualification, (passed assessment required and certification gained increasing skills) • No. of participants achieving an increase in income • No. of unemployed participants commencing employment or self-employment |

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| | | <ul style="list-style-type: none"> Maximise use and uptake of the new Parental Employability Support Fund. | | | <ul style="list-style-type: none"> No. of employed participants gaining new employment or self-employment (promotion/progression with existing employer, progression to another employer) No. of participants sustaining employment or self-employment for 13/26 and 52 weeks No. of parents benefitting from new Parental Support Fund |
| 3.5 | Increase the level of ESOL provision and associated support available to Syrian/Afghan refugees as part of the Resettlement Board. | <ul style="list-style-type: none"> Utilise CLD Partners to increase the weekly number of hours available for ESOL Learning. Partners are working together to remove any barriers and are adopting a learner centred approach. | <p>Lifelong Learning (DGC)</p> <p>D&G College</p> <p>Resettlement Board – Employability & Skills Workstream</p> | S | <ul style="list-style-type: none"> ESOL Learners have access to the same learning offer No. of adults progressing into employment has increased |
| 3.6 | Gypsy Traveller families within Dumfries & Galloway are having their needs met. | <ul style="list-style-type: none"> The specific needs of Gypsy Traveller families are understood. Partners have a co-ordinated approach to accommodation, health and learning needs to help improve the quality of life for Gypsy Traveller families. | Gypsy Traveller Liaison Group | S/M | <ul style="list-style-type: none"> No. of positive interventions recorded |

| Theme 4 - Health & Wellbeing | | | | | |
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| Contribution to LOIP | | | | | |
| Outcome 3 – Health and wellbeing inequalities are reduced. | | | | | |
| | Objective | Key Actions | Key Contributors | | Success Factors |
| 4.1 | Recognise and understand the specific impacts that Covid -19 has had on health & wellbeing and prioritise support to those who need it most. | <ul style="list-style-type: none"> Partners have access to the most up to date information/intelligence to help inform local priorities. Continue to ensure that our most vulnerable are accessing - the support they need at all times (i.e. food, health, digital, health) - are being supported to access funding that they are entitled to (including new Young Start benefit scheme). | Lifelong Learning (DGC) Youth Work (DGC) HSC Community Development Social Security Scotland Third Sector Dumfries & Galloway (TSDG) | S | <ul style="list-style-type: none"> No. of Community Food Providers supported No. of Food Providers Network meetings No. of community based health & wellbeing initiatives/activities Joint promotion of community based health & wellbeing initiatives/activities |
| 4.2 | Developing and promoting a clear offer through CLD Partners to support the health & wellbeing of our communities. | <ul style="list-style-type: none"> Support the development of a new regional model for Health Improvement which meets the needs of our local communities. CLD Partners are working together to offer a range of activities and learning opportunities aimed at improving Health & Wellbeing and targeted at: <ul style="list-style-type: none"> -those specifically affected negatively by the impacts of Covid -those with low confidence -practitioners | Lifelong Learning (DGC) Youth Work (DGC) NHS D&G HSC Community Development Social Security Scotland TSDG | S/M | <ul style="list-style-type: none"> No. of people benefitting and citing improvements in confidence/wellbeing No. of tailored opportunities on offer No. of community based health & wellbeing initiatives/activities |

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| | | <ul style="list-style-type: none"> Making it simpler for the community to be made aware of and access the wide range of opportunities available including access to groups and clubs. | | | |
| 4.3 | Evidencing and promoting the positive impacts that recreational, cultural and leisure activities can have on the health & wellbeing of our communities. | <ul style="list-style-type: none"> Provide activities for our communities to improve their health & wellbeing through cultural and leisure experiences. Build the evidence base to help demonstrate the impact that culture and leisure can have on communities. | Leisure & Culture (DGC) Active Schools (DGC) DG Unlimited HSC Community Development | M | <ul style="list-style-type: none"> No. of opportunities available Development of case studies Increase in no of community based health & wellbeing initiatives/activities No. of community based initiatives and activities for disabled people and those with Autism in the local community |
| Theme 5 – Community Development, Empowerment and Renewal | | | | | |
| Contribution to the LOIP | | | | | |
| Outcome 6 – People are safe and feel safe. | | | | | |
| Outcome 7 – People are well connected. | | | | | |
| Outcome 8 – Individuals and communities are empowered. | | | | | |
| | Objectives | Key Actions | Key Contributors | | Success Factors |
| 'To build communities based on justice, equality and mutual respect' | | | | | |
| 5.1 | Supporting communities to grow, strengthen and recover from the impacts of Covid. | <ul style="list-style-type: none"> CLD Partners are working with local groups and organisations to | Community Development, | S | <ul style="list-style-type: none"> No of groups/organisations supported and |

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| | | <p>help recovery following the impacts of Covid.</p> <ul style="list-style-type: none"> • Help and support is being provided for new community led projects which will stimulate community wealth building and growth. • Partners are facilitating listening events with our communities, groups, businesses and organisations to explore opportunities and ideas and transfer them into action. • Individuals and communities are able to have more control/influence over decisions that affect their lives/local areas. • The concept of “20 minute neighbourhoods” is developed and recognises strengths, gaps and opportunities within our communities. • Place/locality planning and community led recovery is at the heart of our work with communities and is helping understand and realise local aspirations and ambitions. | <p>Engagement & Ward Working (DGC)</p> <p>TSDG</p> <p>South of Scotland Enterprise</p> <p>Voluntary groups & organisations</p> <p>Private Sector Businesses</p> <p>Youth Work (DGC)</p> <p>Economic Development (DGC)</p> <p>NHS D&G</p> <p>Health & Social Care Partnership</p> <p>Social Enterprises</p> | | <p>successfully engaged with to achieve their aspirations</p> <ul style="list-style-type: none"> • No of new projects successfully supported |
| 5.2 | Continuing to support and work with communities to take a lead in transferring/managing community assets/services for the benefit of their communities. | <ul style="list-style-type: none"> • Partners have streamlined and effective processes in place which reduce bureaucracy and speed up decision making. | Community Development, Empowerment & Engagement | M | <ul style="list-style-type: none"> • Empowerment of communities through Community Asset Transfers |

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| | | <ul style="list-style-type: none"> Communities are feeling confident in taking on responsibility for assets. Maximise involvement of communities in Participatory Budgeting approaches. | <p>TSDG SOSE</p> <p>NHS D&G Police Scotland Scottish Fire & Rescue</p> <p>Voluntary groups & organisations</p> | | |
| 5.3 | Building upon existing best practice and further develop our approaches to Community Engagement. | <ul style="list-style-type: none"> Increasing use of consultation mandates as appropriate. Facilitating formal training/learning opportunities. Capturing the voices of our communities through listening events and turning these into positive actions. Increasing the number of practitioners and partner organisations trained in community engagement practices. We are listening to parents and carers to help meet the needs of their child. Recognising the new Locality Hubs as the main reference point for local Community Planning and maximise opportunities stemming from this. Community Councils are being supported and empowered to become more representational | <p>Community Development & Engagement (DGC)</p> <p>TSDG SOSE</p> <p>Voluntary groups & organisations</p> <p>NHS D&G</p> <p>Health & Social Care Partnership</p> <p>Police Scotland Scottish Fire & Rescue</p> <p>D&G Participation and Engagement Network</p> <p>Community Planning Participation &</p> | S/M | <ul style="list-style-type: none"> No of consultation mandates approved No of practitioners trained in community engagement approaches Percentage of Community Councils satisfied with the support provided by the Community Planning and Engagement Service |

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| | | <p>and taking a lead on key issues affecting their communities through:</p> <ul style="list-style-type: none"> -good governance -training and sharing of best practice - working in partnership with key public bodies and agencies | Engagement working group | | |
| 5.4 | CLD Partners are helping our communities to feel safe and which is leading to increased community confidence. | <ul style="list-style-type: none"> • Local communities/businesses are able to raise issues and have concerns affecting their communities dealt with proactively. • A range of early intervention and preventative initiatives are being deployed in communities to help reduce anti-social behaviour. | <p>Anti-Social Behaviour Strategy Group</p> <p>Community Justice Partnership</p> <p>Safer Communities Partnership</p> <p>Youth Work (DGC) Community Planning & Engagement (DGC) Police Scotland Scottish Fires & Rescue</p> <p>Third Sector Organisations</p> | M | <ul style="list-style-type: none"> • Results of Community Safety surveys |
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| Theme 6 – Climate Change | | | | | |
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| Contribution to LOIP | | | | | |
| Outcome 8 – Individuals and communities are empowered. | | | | | |
| | Objectives | Key Actions | Key Contributors | | Success Measures |
| 6.1 | CLD Partners are actively working with practitioners, individuals and communities to help increase awareness and understanding of climate change. | <ul style="list-style-type: none"> CLD Partners are working with local groups and communities to provide training, information sessions and courses to increase understanding and awareness of Climate Change. Investigate what “Green” skills pathways may look like to meet future labour market demands. | Community Development (DGC) Youth Work (DGC) Education (DGC) Lifelong Learning (DGC) Arts & Culture (DGC) D&G College Climate Emergency Officers Working Group TSDG SOSE Scottish Rural College – Dumfries NHS D&G Health & Social Care Partnership Economic Development (DGC) Private Sector | S | <ul style="list-style-type: none"> % of participants citing increased awareness/understanding No of practitioners receiving training |

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| | | | Voluntary groups & organisations | | |
| 6.2 | CLD Partners are actively working with individuals and communities to help support action to mitigate the effects of Climate Change. | <ul style="list-style-type: none"> • CLD Partners are working with communities to help identify and take forward projects and initiatives which would positively contribute to Climate change. • Integrate a carbon neutral approach into service planning and provision. • Investigate opportunities for CLD to get involved in the Galloway and Southern Ayrshire Biosphere. | Community Development (DGC) Youth Work (DGC) Education (DGC) Lifelong Learning (DGC) Arts & Culture (DGC) D&G College Climate Emergency Officers Working Group NHS D&G Health & Social Care Partnership Economic Development (DGC) TSDG SOSE Voluntary groups & organisations | S/M | <ul style="list-style-type: none"> • No. of projects supported • Producing case studies/identifying best practice • Climate change toolkit for staff teams • No of Climate Change Champions in place |

| Enabling Themes | | | | | |
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| Theme 7 – Digital | | | | | |
| Contribution to LOIP | | | | | |
| Outcome 7 – People are well connected. | | | | | |
| | Objective | Key Actions | Key Contributors | | Success Factors |
| 7.1 | Providing targeted support through CLD Partners to ensure that those who need assistance most are able to become more confident in using the essential digital skills for life and work. | <ul style="list-style-type: none"> Establish a strategic lead for Digital inclusion through CP Partners Analyse recent research undertaken on digital exclusion in Dumfries and Galloway to identify key gaps. Develop a co-ordinated digital skills programme and informal support offer through partners. Track and monitor progress of learning and confidence. Partners are working together and with community groups/organisations to maximise opportunities linked to the new South of Scotland Digital Skills Hub. Develop digital volunteers/champions to support communities. | D&G College TSDG Lifelong Learning (DGC) Youth Work (DGC) People & Transformation (DGC) Poverty & Inequalities Partnership SOSE Voluntary groups & organisations | S | <ul style="list-style-type: none"> No. of partners with digital exclusion plans in place % citing increased confidence in digital skills No. of groups/organisations within D&G benefitting from the new digital skills hub No. of digital volunteers/champions in place |
| 7.2 | Ensuring that funding opportunities available to support the purchase of digital devices; improve connectivity and reduce digital exclusion are co-ordinated across partners and targeted at those who need assistance most. | <ul style="list-style-type: none"> Use CLD Partner intelligence to identify gaps. Further develop the D&G Digital Partnership to share best practice and identify local need. | D&G College Youth Work Lifelong Learning SOSE TSDG | S | <ul style="list-style-type: none"> Partners have worked together to co-ordinate applications and reduced digital gap Amount of funding secured from Connecting Scotland |

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| | | <ul style="list-style-type: none"> Maximise use of Connecting Scotland funding to help eliminate digital exclusion. | <p>Voluntary groups & organisations</p> <p>HSC Community Development</p> <p>NHS D&G</p> | | <ul style="list-style-type: none"> No of devices issued through Connecting Scotland funding |
| 7.3 | Supporting the CLD workforce to develop a high level of digital competence to enable them to support others and make best use of new digital platforms and technologies | <ul style="list-style-type: none"> Assess digital gaps in the workforce. Design and implement a programme to upskill and support practitioners. | <p>CLD Partnership</p> <p>HSC Community Development</p> <p>NHS D&G</p> | S | <ul style="list-style-type: none"> Assessment of skills gap complete % of practitioners citing increased knowledge/confidence in skills No of Digital Champions in place |
| Theme 8 – Volunteering | | | | | |
| Contribution to LOIP | | | | | |
| Outcome 8 – Individuals and communities are empowered. | | | | | |
| | Objectives | Key Actions | Key Contributors | | Success Measures |
| 8.1 | CLD partners are working together to share best practice, co-ordinate opportunities and ensure high quality experiences for our volunteers. | <ul style="list-style-type: none"> Partners have effective procedures, guidance and support arrangements in place for volunteers. Volunteers are being matched to opportunities that best suit their skills and experience and partners are utilising and promoting the new TSDG website for volunteering opportunities. Best practice is shared through the CLD Partnership. | <p>DGC Volunteering Group</p> <p>TSDG</p> <p>HSC Community Development</p> <p>NHS D&G</p> <p>Lifelong Learning (DGC)</p> <p>Youth Work (DGC)</p> <p>Young Person's Guarantee Partnership</p> | S/M | <ul style="list-style-type: none"> No. of volunteers matched to new opportunities No. of volunteers being supported through the NHS Community Health Development Volunteer Programme pathway No. of volunteer led & community based health & wellbeing initiatives/activities |

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| | | <ul style="list-style-type: none"> • DGC achieve accreditation through Volunteering Scotland. • NHS achieve accreditation through investing in volunteers. • Increasing opportunities for young volunteers. • Attracting retirees into volunteering. • Investigate use of the Ladder of Participation tool to help measure community representation and participation. | Voluntary groups & organisations | | |
| 8.2 | Providing accredited opportunities for volunteers to build confidence and maximise their impact. | <ul style="list-style-type: none"> • Volunteers are being engaged to identify need and have access to the support they require. • Partners are offering a range of accredited awards to support volunteers. | Community Development (DGC) TSDG HSC Community Development NHS D&G Lifelong Learning (DGC) Youth Work (DGC) Young Person's Guarantee Partnership Voluntary groups & organisations | S/M | <ul style="list-style-type: none"> • No of volunteers citing increased confidence • No of volunteers achieving accredited awards |
| 8.3 | Recognise the efforts and achievements of volunteering through celebration events. | <ul style="list-style-type: none"> • A range of celebration events are organised each year. | As above. | M | <ul style="list-style-type: none"> • No of celebration events held |

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| | | <ul style="list-style-type: none"> Partners are maximising informal opportunities/success stories to raise the profile of volunteering and thanks volunteers. | | | |
| Theme 9 – Workforce | | | | | |
| Contribution to LOIP | | | | | |
| Outcome 2 – Learning opportunities are available to those who need them most. | | | | | |
| 9.1 | Develop a new sustainable qualification pathway within the region to increase the number of people pursuing careers within CLD | <ul style="list-style-type: none"> Assess what qualifications are currently being offered through key partners. Re-fresh/update content of courses, where appropriate. Increase awareness of what is available and ensure a network of work placements is available to support progression. Secure cohorts in NC/HNC qualifications at D&G College from 2022 academic year. Help support the current workforce gap within Health & Social care | D&G College Lifelong Learning Youth Work Employability & Skills TSDG Education University of the West of Scotland (UWS) D&G CLD Practitioner’s Collective Youth Work Practitioner’s Forums Employability Training Practitioner’s Forum | S/M | <ul style="list-style-type: none"> No. of people progressing into formal CLD qualifications |
| 9.2 | Ensure our CLD Workforce have the necessary skills and training to help support our communities to recovery | <ul style="list-style-type: none"> Collate recent research undertaken on the needs of our workforce Ensure that training and support is provided across the following key areas, in particular: <p>- Digital Skills</p> | D&G College Lifelong Learning Youth Work Employability & Skills TSDG Education | S | <ul style="list-style-type: none"> No. of courses/learning events facilitated to meet the needs of practitioner’s No. of practitioner’s citing that their needs have been met |

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| | | <ul style="list-style-type: none"> - Health & Wellbeing - Community engagement - Trauma Informed Approaches <ul style="list-style-type: none"> • Monitor to ensure approaches are integrated into practice. | <p>D&G CLD Practitioner's Collective</p> <p>Youth Work Practitioner's Forums</p> <p>Employability Training Practitioner's Forum</p> <p>SW Network/SWEIC</p> | | <ul style="list-style-type: none"> • No of Practitioners receiving practice supervision |
| 9.3 | Support the development of the CLD Practitioners' Collective to support CLD practitioners in their practice and act as an advisory group on local and national CLD matters. | <ul style="list-style-type: none"> • A self-sustaining network is established with clear governance arrangements in place. • Facilitate learning opportunities and peer support mechanisms for practitioners. • Capture the views of practitioners to help inform local and national planning. • Increase learning opportunities and support for CLD practitioner's working within local third sector groups and organisations. • Capture any unexpected outcomes or actions identified. | <p>D&G CLD Practitioner's Collective</p> <p>CLD Partnership</p> <p>Voluntary groups and organisations</p> | S/M | <ul style="list-style-type: none"> • No. of learning events facilitated • No. of third sector practitioner's benefitting • No of Practitioners engaging in peer support opportunities • No of events delivered |
| 9.4 | To encourage and increase membership to professional body for CLD (CLD Standards Council). | <ul style="list-style-type: none"> • Practitioners are being made aware of the opportunities available and benefits of being a member. | <p>D&G CLD Practitioner's Collective</p> <p>CLD Partnership</p> | M | <ul style="list-style-type: none"> • No. of practitioner's affiliated to professional bodies |

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| | | <ul style="list-style-type: none"> Practitioners are actively working to a set of professional standards. (i.e. CLD Core Competences) Encourage membership to other relevant networks/national organisation such as Youth Link and the Scottish Community Development Network, etc. | Youth Work Practitioner's Forum | | <ul style="list-style-type: none"> No of practitioners engaging in the Practitioner's Collective |
| 9.5 | Undertake a full analysis of the CLD Partner Workforce to help inform our future workforce needs. | <ul style="list-style-type: none"> Utilise research undertaken through CLD Plan consultation to identify a baseline position. Undertake an annual partner survey on the needs of the joint CLD workforce and to inform succession planning. Integrate broader needs of the workforce through the SWEIC. | CLD Partnership SW Network/SWEIC | M | <ul style="list-style-type: none"> No. of CLD Sector staff Participation levels in annual survey |
| Theme 10 - Governance and Quality Assurance | | | | | |
| | Objective | Key Actions | Key Contributors | | Success measures |
| 10.1 | Agree and implement an updated Terms of Reference for the CLD Partnership. | <ul style="list-style-type: none"> Partners have jointly developed and agreed a new Terms of Reference. Partners are committing to the expectations outlined in the Terms of Reference. | CLD Partnership | S | <ul style="list-style-type: none"> Terms of reference agreed and reviewed on an annual basis |
| 10.2 | Undertake a partner self-evaluation against the new Quality Indicators and develop an improvement plan. | <ul style="list-style-type: none"> Review previous self-evaluation activity and improvement plan. Identify most beneficial QI's to focus on as a partnership. | CLD Partnership Education Scotland | S | <ul style="list-style-type: none"> Annual self-evaluation undertaken with improvement plan in place |

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| | | <ul style="list-style-type: none"> Facilitate a self-evaluation and develop an improvement plan. | | | <ul style="list-style-type: none"> Self-evaluation of CLD Partnership survey |
| 10.3 | Complete an annual evaluative report on the work of the Partnership and secure approval through the Community Planning Partnership Board. | <ul style="list-style-type: none"> Review the previous 3 year's end of year reports. Establish a post-Covid baseline for CLD related performance information. Agree on any revised performance measures and present a report on 2021-2024 plan to the CPPB. | CLD Partnership | S | <ul style="list-style-type: none"> End of year reports approved at Community Planning Partnership Board Review performance framework |
| 10.4 | Investigate securing CLD Standards Council Standards Mark status | <ul style="list-style-type: none"> Progress the CLD Standards Council Standards Mark for CLD Partnership and Practitioner's Collective | CLD Partnership D&G CLD Practitioner's Collective | M/L | <ul style="list-style-type: none"> No of partners contributing to Standards Mark |
| 10.5 | Increase the involvement and representation of local groups and organisations through the CLD Partnership | <ul style="list-style-type: none"> Consider specific needs emerging through public consultation. Identify ways to increase engagement such as specific listening events/community conversations. | CLD Partnership | M | <ul style="list-style-type: none"> No. of local groups/organisations having their voices heard through CLD Partnership |

N.B. Targets (increase/decrease/dates) will be set for the quantitative measures through the CLD Partnership. In addition, there will be qualitative measures with evidence as well as case studies and personal testimonies.