

***Outer Hebrides  
Community Learning &  
Development Plan  
2015 - 18***

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## Introduction

### The Requirements for Community Learning and Development (Scotland) Regulations 2013

The Requirements for Community Learning and Development (Scotland) Regulations 2013 (the CLD Regulations) came into force on 1 September 2013 and support the achievement of the following policy goals:

- To ensure communities across Scotland - particularly those who are disadvantaged - have access to the CLD support they need
- To strengthen co-ordination between the full range of CLD providers, ensuring that community planning partnerships, local authorities and other providers of public services respond appropriately to the expectations set by the CLD Strategic Guidance
- To reinforce the role of communities and learners in the assessment, planning and evaluation processes, enabling them to shape CLD provision
- To make the role and contribution of CLD more visible.

The CLD Regulations place a requirement on the local authority to initiate, maintain and facilitate a process which ensures that CLD in the area of the local authority is secured in such a way that it:

- identifies target individuals and groups
- considers the needs of those target individuals and groups for CLD
- assesses the degree to which those needs are already being met
- identifies barriers to the adequate and efficient provision of relevant CLD.

In meeting this requirement, the local authority must involve and consult those that are representative of both the target individuals and groups and CLD providers within the area of the local authority

The purpose of the plan is to set out how Comhairle nan Eilean Siar will co-ordinate its CLD provision with other CLD Providers and what action will be taken to meet the CLD needs of the community.



## What is Community Learning and Development (CLD)?

Education Scotland identifies CLD as “a distinct sector of education alongside schooling and further and higher education” and the Scottish Government wish to see CLD continue to focus on prevention and early intervention. The types of activities that the Scottish Government wishes to see partners undertaking to deliver CLD outcomes include:

- community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers);
- youth work, family learning and other early intervention work with children, young people and families;
- community-based adult learning, including adult literacies and English for speakers of other languages (ESOL);
- volunteer development;
- learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders; and
- learning support and guidance in the community.

The purpose of Community Learning and Development (CLD) is to empower people, individually and collectively, to make positive changes in their lives and their communities, through learning. The principles that underpin CLD practice are:

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

Working with Young People, Adults and Community Groups, the difference that CLD providers aim to deliver on is:

- improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship; and
- stronger, more resilient, supportive, influential and inclusive communities.



## Core National CLD Policies

Community Learning and Development (CLD) is identified as having a key role in delivering a wide range of Scottish Government policies. The following core policies and related guidance, underpin CLD work.

- The Community Learning and Development Strategic Guidance

<http://www.educationscotland.gov.uk/communitylearninganddevelopment/about/policy/strategicguidance/index.asp>

<http://www.gov.scot/Publications/2012/06/2208/o>

- The Requirements for Community Learning and Development (Scotland) Regulations 2013 (the CLD Regulations)

<http://www.educationscotland.gov.uk/communitylearninganddevelopment/about/policy/regulations.asp>

<http://www.legislation.gov.uk/ssi/2013/175/introduction/made>

- National Youth Work Strategy

<http://www.educationscotland.gov.uk/communitylearninganddevelopment/about/policy/youthworkstrategy.asp>

[http://www.educationscotland.gov.uk/Images/YouthWorkStrategy181214\\_tcm4-823155.pdf](http://www.educationscotland.gov.uk/Images/YouthWorkStrategy181214_tcm4-823155.pdf)

- Adult Learning in Scotland

<http://www.educationscotland.gov.uk/communitylearninganddevelopment/about/policy/statementofambition.asp>

[http://www.educationscotland.gov.uk/Images/AdultLearningStatementofAmbition\\_tcm4-826940.pdf](http://www.educationscotland.gov.uk/Images/AdultLearningStatementofAmbition_tcm4-826940.pdf)

- Adult Literacies in Scotland

<http://www.educationscotland.gov.uk/communitylearninganddevelopment/adultlearning/adultliteracies/aboutadultliteracies.asp>

<http://www.gov.scot/Resource/Doc/339854/0112382.pdf>

- English for Speakers of Other Languages

<http://www.educationscotland.gov.uk/communitylearninganddevelopment/adultlearning/ESOL/index.asp>

[http://www.educationscotland.gov.uk/Images/ESOLStrategy2015to2020\\_tcm4-855848.pdf](http://www.educationscotland.gov.uk/Images/ESOLStrategy2015to2020_tcm4-855848.pdf)



## Outer Hebrides Single Outcome Agreement 2013 - 23

The Single Outcome Agreement (SOA) sets out the Local Outcomes for the Outer Hebrides for 2013 – 2023. Community consultation and a review of statistical information led to agreement on seven Local Outcomes that set a ten year vision for the Islands and seven local priority areas for the period from 2013 to 2017. Through a Logic Modelling process intermediate outcomes, short-term outcomes and potential activities were identified which it was felt would contribute to the achievement of the Local Outcomes over time.

Short term Outcomes and potential activities were identified that would contribute towards the achievement of the Intermediate Outcomes. Partners working together to achieve the Intermediate Outcomes will support progress towards our Priorities and Local Outcomes.

The following link will take you to the Outer Hebrides Single Outcome Agreement  
[http://www.ohcpp.org.uk/index.php?option=com\\_content&view=article&id=121&Itemid=175](http://www.ohcpp.org.uk/index.php?option=com_content&view=article&id=121&Itemid=175)

### SOA Priorities and Outcomes Supported Through CLD

The Intermediate Outcomes and Priorities identified as being supported through CLD are set out in the CLD Strategy and listed below.

#### SOA Priorities

##### **Our assets have provided opportunities for sustainable economic growth.**

Over the next three years Partners will work to achieve:

- Job growth in the identified sectors
- Support communities to become more economically sustainable
- Utilise the natural and cultural resources for sustainable economic benefit
- Preparing a skilled workforce for growth sectors in the islands

##### **Older people positively contribute to our economy and communities, and access appropriate and quality services to enable them to retain their independence**

Over the next three years Partners will work to achieve:

- Building the capacity of communities to support older people
- Supporting older people into training, lifelong learning and employment
- Supporting older people into healthier lifestyles
- Support older people to remain independent for as long as possible

##### **Our children and young people have the best start in life**

Over the next three years Partners will work to achieve

- Early interventions to ensure that parents are supported
- Support for families in communities
- Support families and children to lead a healthier lifestyle
- Identify and support vulnerable families



### **Communities are safer and healthier by preventing, and reducing the harmful effects of alcohol**

Over the next three years Partners will work to achieve

- Provision of diversionary activities
- Provide education and information for parents, children, young people and adults

### **Our communities are physically and mentally healthier through an increase in physical and social activity**

Over the next three years Partners will work to achieve

- Increase access to opportunities for physical exercise
- Increase access to social activities
- Support communities to provide social and physical activities locally
- Support people to access the natural environment safely

### **The people of the Outer Hebrides have an improved standard of living through addressing poverty and inequalities.**

Over the next three years Partners will work to achieve

- Access to information about benefits and support
- Reduced fuel poverty

### **SOA Intermediate Outcomes**

- A sustainable skilled workforce.
- More people in employment.
- People are independent for longer and less isolated.
- People lead longer healthier lives.
- Young people have the employability skills that meet employer needs.
- People have more self-confidence and higher self-esteem.
- Young people are making informed and appropriate life choices.
- .
- Places of work and study are safe.
- A culture where low or no alcohol consumption is valued and accepted as the norm.
- Parents feel better supported and have improved parenting skills.
- More access to employment, services and resources within communities.
- Community assets are being utilised more fully to the benefit of the community



## Comhairle nan Eilean Siar Corporate Strategy 2012 - 17

### CNES Strategic Priorities and Objectives Supported Through CLD

#### Priorities and Objectives

##### Strategic Priority 1

The Comhairle will encourage the creation of jobs, retention of population and a positive change in the demographic balance to increase the proportion of working age population.

Strategic Objective 1.1 Provide employment, study and training opportunities for young people and women returning to work.

##### Strategic Priority 3

The Comhairle aims to provide excellent bilingual educational provision that prepares young people for life.

Strategic Objective 3.2 Ensure that children and young people continue to grow in confidence and develop wide ranging abilities that prepare them for study, training or employment.

Strategic Objective 3.6 Promote lifelong learning.

##### Strategic Priority 4

The Comhairle aims to promote healthier lifestyles and to support people to live in the community for as long as they can and to have a positive experience of health and social care when they need it.

Strategic Objective 4.4 Assist people to live fulfilling active and independent lives by encouraging healthier lifestyles, including access to leisure, recreational and sporting pursuits.

##### Strategic Priority 5

The Comhairle aims to strengthen social and economic development in the community of the Outer Hebrides.

Strategic Objective 5.4 Increase the level of youth engagement in decision making.

Strategic Objective 5.5 Support the Third Sector throughout the Outer Hebrides.

##### Strategic Priority 6

The Comhairle aims to maximise benefits from the Outer Hebrides' natural, cultural, environmental and historic resources.

Strategic Objective 6.8 Continue to support Gaelic language and cultural development.



## Co-ordination of CLD in the Outer Hebrides

### Outer Hebrides Community Planning Partnership

#### Vision

*“The Outer Hebrides is a prosperous, well-educated and healthy community enjoying a good quality of life and fully realising the benefits of our natural environment.”*

The Outcome Groups of the Outer Hebrides Community Planning Partnership (OHCPP) are responsible for the oversight of delivery of the SOA outcomes and therefore reporting on progress. This includes assessing progress, addressing issues and pushing forward delivery of outcomes in partnership.

One of these Outcome Groups is the Education, Skills and Training Outcome Group (ESTOG). This Outcome Group is also the area’s Employability Partnership and Community Learning and Development (CLD) Partnership.



### CLD Learning Community Area Partnership

#### Overview

A CLD Learning Community Area Partnership exists for each Learning Community Area surrounding the presenting schools in the Western Isles (The Nicolson Institute, Sir E Scott School, Sgoil Lionacleit & Castlebay School). Each CLD Learning Community Area Partnership brings together key people, within the catchment area of each of these schools, who are involved in Youth Work, Adult Learning and other Community Work.

Each of the CLD Learning Community Area Partnerships identified their local learning needs which have been used to identify the CLD Plan Outcomes 2015 – 18 (Appendix 1).

#### Action Plans

Each partnership prepares a local CLD Action Plan which sets out what CLD Partners will do to support the achievement of the CLD Outcomes. The first Action Plans for each area will be agreed and in place from 1 October 2015.



The Action Plans will be set out using the following format.

Outcome:				
	Action	Delivery partner(s)	Tasks	PI Target

Progress reports for each Area Action Plan will be submitted to the Education Skills and Training Outcome Group of the Community Planning Partnership and to the Comhairle through Service Committees in November and June of each year.

Each Partnership will annual self-evaluations to measure the impact of their work on the individuals and groups in their Learning Community Area. Progress towards achievement of identified outcomes is reported back to the Outer Hebrides Community Planning Partnership through the Education Outcome Group and to the Comhairle.

### Main Responsibilities

- Prepare and maintain a Learning Community Area Profile.
- Undertake Needs Assessment and Analysis within their Learning Community Area every three years, taking into account the requirements of the CLD Strategic Guidance and the CLD Regulations 2013.
- Contribute towards the development of the 3 year CLD Plan Outcomes ensuring that priority areas are aligned with the Single Outcome Agreement.
- Agree an Area Action Plan and Improvement Plan to meet the CLD Plan Outcomes.
- Report on Action Plan progress in November and June. This report will contain both quantitative and qualitative data and will be submitted to the CLD Team Leader for onward reporting to the Education, Skills and Training Outcome Group and the Comhairle.
- With partners carry out an annual Self Evaluation on Performance Indicators 1.1, 2.1, 4.1 & 5.10 (HGIOCL&D?2) in June each year and submit submitted to the CLD Team Leader for onward reporting to the Education, Skills and Training Outcome Group and the Comhairle.

### Membership

The Membership typically is drawn from the following partners:

- Community Education Worker (Lead Officer)
- Secondary School Rep
- Primary School Rep
- Extended Learning
- Youth Groups Rep
- Arts & Culture Rep
- Sports Development Rep
- Active Schools Rep
- Gaelic Organisations Rep
- Health Promotion Rep
- VCWI Rep
- Local Voluntary Groups Reps
- Local Learning Association Rep
- Community Facility Reps
- Local Learners (Adult & Youth)



## CLD CPD

### Competent CLD Workers

The CLD Standards Council sets out their expectations of a competent CLD Worker as:

Competent CLD workers will ensure that their work supports social change and social justice and is based on the values of CLD. Their approach is collaborative, anti-discriminatory and equalities-focused and they work with diverse individuals, communities of place or interest and organisations to achieve change. They can influence or lead people, understanding when this is or is not appropriate. Central to their practice is challenging discrimination and its consequences and working with individuals and communities to shape learning and development activities that enhance quality of life and sphere of influence.



They have good interpersonal and listening skills and their practice demonstrates that they value and respect the knowledge, experience and aspirations of those involved. They will initiate, develop and maintain relationships with local people and groups and work with people using:

- non-formal contact;
- informal support; and
- informal and formal learning and development opportunities

The competences can be accessed through the CLD Standards Council website

[http://www.cldstandardscouncil.org.uk/the\\_competences/Competences\\_for\\_Community\\_Learning\\_and\\_Development](http://www.cldstandardscouncil.org.uk/the_competences/Competences_for_Community_Learning_and_Development)

Competent CLD workers will also have self-management skills, such as time management and communication, that are appropriate to the level at which they are practising. While these are not detailed in the competences, they are covered through the SCQF framework and the National Occupational Standards.

CLD practitioners are aware of their values and principles and critically reflect on their practice and experience so that they integrate their knowledge, skills, values and attitudes and use these effectively in their work. They use self-assessment, participative processes and evidence of the impact of their work to plan and manage their activities.

These are essential to their ability to develop and manage their own practice and identify their own learning and development needs.



## Continuous Professional Development (CPD)

The Standards Council vision is that participation in CPD activities will be a central and established part of all CLD practitioners practice. Practitioners should:

- Ensure they maintain and develop their competence through reflective practice and CPD
- Integrate directly with personal development plans
- Take responsibility for their own learning

## i-develop Learning For CLD

As part of the CLD Standards Council for Scotland's CPD Strategy, "A Learning Culture for the Community Learning and Development Sector in Scotland", they have developed a web-based framework called "i-develop" to support creative and innovative learning and development for CLD practitioners, based on the values, principles, skills and competences they need as communities, individuals and employers.

The Framework integrates the theories and practices that help shape effective CPD for the CLD sector, such as peer sharing, communities of practice, learning journeys and reflection-in-action in order to shape a learning community of practitioners across CLD.

The site provides access to an e-learning centre and can be accessed through the following web page <http://www.i-develop-cld.org.uk/>

## Standards Council Registration

The Register is open to all CLD practitioners who demonstrate the values, principles, competences, Code of Ethics and commitment to CPD that underpin the sector, with two types of membership, based on qualifications and experience:

### Registered Members

- Practitioners with a Standards Council approved degree level qualification and two years verified practice in a community learning and development setting, or
- Practitioners without a Standards Council approved or recognised qualification but with 10 years professional experience

### Registered Associate Members

Full-time, part-time and voluntary practitioners in community learning and development including:

- Practitioners who have recently completed an approved professional qualification but have still to gain two years verified practice, or
- Students undertaking an approved professional qualification, or
- Practitioners with a qualification below degree level, or
- Practitioners with qualifications in other disciplines



## Identifying Community CLD Needs

### Consultation

Various consultations have taken place within each CLD Learning Community Area. These included:

- One to one interviews carried out with Learning Community Partnership Members, Community Group representatives and individuals in public places.
- Focus Groups with Young People in Youth Clubs and Adult Learners in Adult Learning settings.
- Surveys undertaken through Survey Monkey.

### Data Gathering

Data has been gathered from a number of sources to produce comprehensive Area Profiles for each CLD Learning Community Area. Sources of information included Census 2011, Scottish Neighbourhood Statistics, NOMIS Official labour Market Statistics and data from the Comhairle's Economic Development Department.

### Analysis

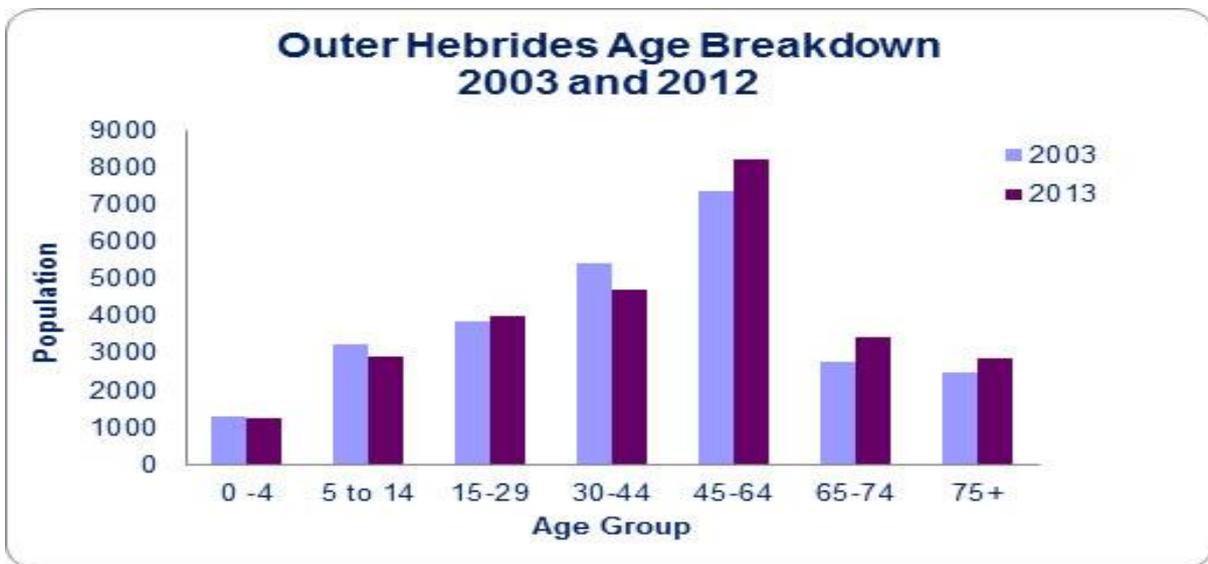
Each CLD Learning Community Area Partnership Group held workshops involving both CLD Providers and members of the public to analyse the information collected and to produce a CLD Needs Analysis report for their area. The result of the analysis carried out is set out in the following pages and the CLD Plan Outcome 2015 – 18.



## Outer Hebrides Fact File

### Population

The population of the Outer Hebrides at the 2011 Census was 27,684 which was an increase of 4.5% from the 2001 Census. 25.7% of the population is aged between 0-24 which is below that for the Highlands and islands (27.1%) and that for Scotland (29.2%). The area is seeing an increasingly aging population with an increase in those aged over 65 from 19.8% in 2001 to 21.6% in 2011. There is a trend for young adults to leave the islands for further education or employment purposes. Population projections for the area suggest a decreasing population in contrast to that of both the Highlands and islands and Scotland as a whole.



In the Outer Hebrides one person households have increased from 14% in 1961 to 37.2% in 2011 (Scot. avg. 34.7%), thus changing from being the least common household type in 1961 to becoming the most common household type in 2011. The Outer Hebrides had the highest percentage, 17%, with one person aged 65 or over living alone.

Figures from the 2011 Census show that 459 people spoke a language other than English or Gaelic at home. Of these 170 stated that they did not speak English very well with a further 28 stating that they did not speak English at all.

### Employment

Based on figures for September 2014 79.3% of all people aged 16 to 64 were in employment with 5.2% unemployed. These figures are both better than the Scottish average. The percentage of people employed in; Elementary Occupations, Skilled Trade Occupations, Caring, Leisure and Other Service Occupations are higher than the Scottish average. However those employed in Professional Occupations are much lower than the Scottish average. Earnings in the Outer Hebrides are lower than the Scottish average by nearly 10%. 18% of people are retired in Outer Hebrides which is the highest in Scotland.



## Qualifications

The number of school leavers moving to a positive destination is among the highest in Scotland with 96.9% of school leavers in 2013/14 entering a positive destination. The Outer Hebrides is the 8th highest Local Authority with people aged 16 and over with no qualifications at 30%.

## Health

In the 2011 census 57.6% of the people of the Outer Hebrides describe their health as being very good compared to the national average of 52.5%.

BMI statistics published by National Statistics for Scotland in 2012 show that the Western Isles has the highest rates of childhood obesity amongst Primary 1 pupils, with 26.7% of P1 pupils being overweight (5.3% above the national average). Local adult participation in activities in the Western Isles is also the lowest in Scotland.

The standardised alcohol-related death rate in the Outer Hebrides is higher than the Scottish average – 0.3 deaths per 1,000 population in the Outer Hebrides compared with 0.2 deaths per 1,000 population in Scotland. There has been no change in the number of alcohol-related discharges in the Outer Hebrides between 2010 and 2011; however there was a national annual increase of 5.4% between 2010 and 2011.

None of the datazones in the Outer Hebrides are found in the 15% most deprived datazones for the Health Domain in Scotland although one datazone, (in Barra and South Uist) is in the 25% most deprived.

## Gaelic language

The Outer Hebrides has the largest proportion of people with some Gaelic language ability standing at 61%. However the Outer Hebrides has experienced a decline of 10% since the last census in 2001.

## Crime

Domestic Abuse Recorded by the Police in Scotland 2012-13 shows that the Outer Hebrides had the 2nd lowest rate in Scotland at 341 domestic abuse incidents recorded per 100,000 population. There were a total of 94 domestic abuse incidents reported in the Outer Hebrides in 2012-13, down from 114 in the previous year, which was the highest recorded figure since 2003-04.

Racist Incidents Recorded by the Police in Scotland 2012-13 shows that the Outer Hebrides had the lowest rate in Scotland of racist incidents recorded per 10,000 population at 0.7. Only 2 incidents were recorded, the lowest since 2004-05 when 18 incidents were recorded.

## Deprivation and Inequality

None of the datazones in the Outer Hebrides are found in the 15% most deprived datazones in Scotland although one datazone, (in Stornoway West) is in the 30% most deprived.



Two of the datazones are found in the 15% most deprived datazones under the Crime Domain with the most deprived being in Stornoway West.

The main area of deprivation in the Outer Hebrides falls under the Access Domain with over 80% of the datazones found in the 15% most deprived datazones in Scotland.

The Outer Hebrides has the highest levels of fuel poverty in Scotland with 58% of households being fuel poor, including 86% of pensioner households.



## CLD Needs Consultation Outcomes

### Learning Community Surrounding The Nicolson Institute



#### Community Profile

The Learning Community Surrounding The Nicolson Institute comprises three main areas. Area 1 covers from Point to Tolsta including Stornoway. Area 2 covers the area from Ness to Carloway and Area 3 covers Lochs, Uig, Bernera and Breasclete. These areas are approximately covered by the Multi member wards of An Taobh Siar agus Nis, Loch a Tuath, Sgir'Uige agus Ceann a Tuath nan Loch, Sgire Rubha, Steornabhaigh a Deas, and Steornabhaigh a Tuath.

The population for each of these wards is set out in the table below.

	All people	Males	Females
An Taobh Siar agus Nis	3244	1640	1604
Loch a Tuath	2862	1454	1408
Sgir'Uige agus Ceann a Tuath nan Loch	3405	1698	1707
Sgire an Rubha	2525	1232	1293
Steòrnabhaigh a Deas	3807	1773	2034
Steòrnabhaigh a Tuath	3815	1838	1977

The percentage of the population in each ward aged under 16 varies from 14% in Steòrnabhaigh a Deas to 22% in Loch a Tuath with an average across all the wards of 17%. The percentage in each ward between the ages of 20 and 65 range from 56% in Loch a Tuath and An Taobh Siar agus Nis to 59% in Sgire an Rubha with an average of 57% across all wards. Finally in the over 65 age group the percentage ranges from 17% in Loch a Tuath to 25% in and An Taobh Siar agus Nis. There are 3235 one person households in the area.

Unemployment rates for those aged 16 to 74 who are economically active vary from a low of 2.5% in Sgire Rubha to 5.5% in Sgir'Uige agus Ceann a Tuath nan Loch. The average rate



across all six wards is 4%. The percentage of people aged 50 to 74 who are unemployed is on average higher than the percentage unemployed aged between 16 to 24 and this is most pronounced in Sgir'Uige agus Ceann a Tuath nan Loch where the percentages are 2.1% for those aged 50 to 74 and 1% for those aged 16 to 24.

Those in the wards who are suffering from a long term health problem or disability that limits their day to day activities ranges from 18.3% in Sgìre Rubha to 23% in Steòrnabhagh a Deas.

The Nicolson Institute had a school roll in September 2014 of 1053 pupils.

The Ness to Carloway area has 19.7% of the Outer Hebrides primary school children in attendance this current year. Lionel School has 37.6% of the total primary school figures in the Ness to Carloway area, Shawbost has 32.5% and Sgoil an Taobh Siar has 29.9%.

Based on the 2013/2014 School rolls for Lochs, Uig, Bernera and Breasclete area there are currently 175 pupils in education from primary 1 to 7 across all of the 5 schools. The majority of pupils currently attend Sgoil Nan Loch in the Lochs area, with 47% of pupils on its school roll. Bernera has the smallest % of pupils at just 7%.

The percentage of people over 16 years of age who have a qualification at Degree level or above ranges from 31% in Sgìre Rubha to 22.4% in Steòrnabhagh a Tuath. The percentages of those who have no qualifications ranges from 24.2% in Sgìre Rubha to 35.9% in An Taobh Siar agus Nis.

Those aged three and over with no skills in understanding, reading, writing or speaking Gaelic range from 28.3% in An Taobh Siar agus Nis to 49.6% in Steòrnabhagh a Deas. In the 2011 census, 59.6% of people in Bragar to Brue who have lived over 3 years in the area speak Gaelic. This is 61.2% in Shawbost to Carloway, 65.7% in Barvas to Borve, 65.6% in Galson to Swainbost and 63.2% in Habost to Port of Ness. This is a 7.7% drop from the 2001 census. 72% have some skills in Gaelic but 28% have none.

Across all the wards a total of 146 people do not speak English at all or do not speak it well.

Of all people aged 16-74 in the Ness to Carloway area, 16.7% work from home, 8.3% get the bus/coach to work and 58.5% drive by car or van. 7% are passengers in a car/van and 2.8% tend to walk.

In the Ness to Carloway area there have been no alcohol related charges in the 10-15 year age group since 2011/12. In the 16-19 year age group, there were 15.6 discharges in the period 2007/08-2009/10. This reduced to 11.6, then 8.3 and 5.6 in the following years with an increase in 2011/12-2013/14 to 8.6. The next highest number of discharges by age group for the period of 2011/12-2013/14 was 22.7 for the 65-69 year age group, 17.8 for the 60-64 years and 11.4 for the 55-59 years. There were 3.6 and 1.7 drug related hospital discharges for 15-19 year olds in the years of 2007/8 -2009/10 and 2008/09 - 2010/11 respectively. There have been no discharges in the years following this. The most recent figures show that there were 1.5 discharges in the 20-24 year old age group in 2011/12 - 2013/14.

In the Lochs area no discharges have occurred in the 10-15 year age group since 2011. For the age group 16-19 year olds, there were 5 discharges in the period 2007/08-2009/10 with no



discharges in the coming years until 2011/12-2013/14 where 18.8 discharges were made. There seems to be a significant issue with alcohol for the 75-79 year old age group as 25.6 discharges were made from 2011-1014. There are no drug related discharges for Lochs, Uig, Bernera and Breascleate Area.

In 2012 the Ness to Carloway had 470 'income deprived' people. Habost to Port of Ness and Barvas to Borve had the most at 110 people per area; Galson to Swainbost had 95 while Carloway to Shawbost and Bragar to Brue had 85 and 70 respectively. The area with the highest number of young people Under 16 years and under 20 years in 'poverty' was Carloway to Shawbost with 17.9% and 15.4%. The area with the lowest number recorded at 8.8% for under 16 was Barvas to Borve. This was also the area with the lowest number of under 20's at 9.2%

There are approximately 60 community groups operating from Lochs, Uig, Bernera and Breascleate area, with a number of Community Interest groups including the Muaitheabhal Trust who distribute the 'community benefit fund' available from the Beinn Mhor Wind Farm. Other groups include the Great Bernera Community Development Trust and the Ionad Hiort. The voluntary sector provides many services to the communities that live within area 3 ranging from youth clubs/organisations, to local history groups, book clubs, senior citizens groups with community associations playing a vital role in many of the townships across the area.

## Target Groups and Individual

Community Volunteers

Elderly - particularly targeting those in isolation

School Leavers, young people who are difficult to reach and not engaging

People with addiction problems

Disabled

Vulnerable and disengaged

People moving into the community

Families with young children

The unemployed

65+ men. There should be more to include them.



## Identified CLD Needs

- Develop new and support existing community groups to widen inclusivity and to provide services that meet their local community needs.
- Support access to youth provision in the community which targets junior and senior age groups
- Promote and support Community Councils
- Develop links between the Youth Council and the Nicolson Pupil Council
- Support Youth Clubs and other Youth Groups to deliver accredited awards as part of their youth programmes
- Support the recruitment of Volunteers
- Provide a range of accredited and non-accredited Community Based Adult Learning opportunities that meets the identified needs of the community and supports people into employment or further learning.
- Provide cultural and heritage learning opportunities and experiences for young people and the elderly locally and on the mainland
- Provide fitness related evening classes especially over the winter months for the community
- Provide activities to help and encourage isolated people.
- Provide Parent/Homework support.
- Support for those who are isolated by and affected by substance related problems.
- Support the development of effective parenting skills.
- Provide family learning opportunities & Intergenerational work, events and activities
- Provide a range of interventions that divert young people from risk taking behaviours
- Development and delivery of After School Clubs and Activities
- Provide support to young people at key transition points in their lives e.g. moving school & leaving school.
- Support unemployed out of education 16-18 year olds.
- Deliver CLD staff and volunteer training to meet skills gaps and CPD requirements

## Barriers to meeting these Needs

Transport and financial barriers to accessing services

Partners' reluctance to join forces and resources

Getting information out to people so they understand that there are services and opportunities to make their lives better

Lack of childcare prohibiting parents accessing training opportunities.

Venues with adequate computer access and broadband.

Lack of funding available to groups.

Volunteers needed to take forward ideas in the community.



## Learning Community Surrounding Sir E Scott School



### Community Profile

The North Harris and Scalpay data zone has the highest % of Under 16's at 13.9%, closely followed by South Harris with 13.5%. Of all people aged 16-74 in this area, 23.7% work from home, 3.6% get the bus/coach to work and 53.8% drive by car or van. 6.6% are passengers in a car/van and 8.2% tend to walk.

In the 2011 census, 60.2% of people who have lived over 3 years in the area speak Gaelic, this is a 12% drop from the 2001 census. 34.9% of the 16 and over age group had no qualifications.

51.8% of all people surveyed said their general health was very good and 29.5% said it was Good. 10.4% of those surveyed with a Long-term health problem or disability say their day-to-day activities are limited a lot and 12.7% were limited a little.

In the 20-24 year age group, there were 3.4 drug related discharges in 2008/09-2010/11. This figure was similar at 3.3 the following year and there was an almost 100% increase in 2010/11/-2012/13 at 6.7 discharges. This decreased in 2011/12-2013/14 with 4.7 discharges.

9.2% of Lewis and Harris primary school children attend school in the area with 76% of those attending Sir E Scott School and 24% attending Leverhulme Memorial School. 8.5% of Lewis and Harris Secondary school children attend Sir E Scott School. The roll in Sir E Scott School stood at 106 in September 2014.

In 2012 the Area had 125 "income deprived people". Access to activities and events is impacted by transport difficulties with and fuel poverty is an issue. Mental health issues are a problem but are hidden. People need to be assured that there is help available for mental health issues.

There is a lack of full time, permanent employment although seasonal work seems readily available.

It is generally seen as a very safe community to live in with a very low crime rate.

### Target Groups and Individual

Young people with learning difficulties and disabilities once they have left school and for adults with additional support needs.

School leavers who have no positive destination need support.



People requiring mental health support.

Over 50s.

Families with young children.

People moving into the community.

### Identified CLD Needs

- Development of local clubs e.g. Book club and Drama club.
- Personal and Social Development interventions with young people to help them to keep themselves safe and to make the right decisions in life.
- There should be more intergenerational work.
- Develop practical skills opportunities and to raise awareness of apprenticeships and other positive destinations. Develop CV and interview skills.
- Support for school leavers and adults with additional support needs in their local community
- Develop and deliver CBAL, Adult Literacies and accredited learning that meets the needs of the community.
- Primary pupils are encouraged to take part in activities
- Deliver Gaelic homework support for parents
- Deliver Gaelic Conversation classes
- Develop cultural & heritage intergenerational activities and learning opportunities
- Deliver training and support for mother and toddler group.

### Barriers to meeting these Needs

Childcare – no childcare is available and this prohibits parents accessing training and employability.

Transport – makes it difficult for people to attend meetings, training and to volunteer.

Employment – lack of full time, permanent opportunities.

Cost of access to sports facilities and opening hours at sports centre

Unemployed people either need to go to Stornoway or have online access.

Volunteers-Lack of volunteers to help with community events/youth groups and after school clubs. People are often happy to help but not to take responsibility on committees.

Young people feel that the focus in the community is on older people.

CBAL classes often don't run due to lack of uptake.

Poor internet and phone signal.



## Learning Community Surrounding Sgoil Lionacleit



### Community Profile

Under the Land Reform Act South Uist and Benbecula participated in a successful community buy-out in 2006. This is an asset owning company whose main projects are recognised as being transformational in terms of social and economic regeneration – Loch Carnan Community Wind Farm and Lochboisdale Regeneration Project. In North Uist consultation is to take place regarding a similar buy-out but early indications are that the community are content with the current landlord that creates employment and encourages community development.

Uist has a strong, vibrant Voluntary Sector that engages effectively in partnership with the Statutory Sector. In 2012 the Third Sector contributed £5.7 million to the local Uist economy. 70+ groups are run by volunteers who in turn contribute more than 30,000 hours per year.

Within our future planning we have to consider the key background challenges of de-population that includes the a large number of our 16 and 17 year olds leaving every year although figures for 2012-13 show that the growing majority (66% in 2012-13) remaining on the islands post school in non-HE destinations, centralisation of services, an ageing population, transport infrastructure, limited broadband connectivity, fuel poverty, remoteness, welfare reform, economic sustainability, reduced funding opportunities and resourcing, impact of welfare reform, employment and pressures on care and support services.

The current population of Uist is 4,846. The 2011 census shows that 17.9% of the working population are employed in the Human Health and Social Work activities. 11.5% and 11.4% are employed respectively in wholesale/retail and construction industries. The Secondary school roll is 265 while the combined Primary schools roll is 316. The Outer Hebrides is the 8th highest Local Authority with people aged 16 and over with no qualifications at 30%. Between 2001 and 2011 the population of the Uists fell by 2.8%. During the previous decade it fell by 18%. In 2011 23% of the population was in the 0-18 age range, 50% in the 19-60 age range and 27% in the 60+ age range.

In terms of health the 2011 census 57.6% of the people of the Outer Hebrides describe their health as being very good compared to the national average of 52.5%.



## Target Groups and Individual

Those excluded due to being elderly and without transport.

School leavers and early 20's.

18-30 year olds.

Those with no family or transport

Young Carers/ Older Carers.

## Identified CLD Needs

- Develop and deliver CBAL, Adult Literacies and accredited learning that meets the needs of the community throughout the year.
- Support community groups to develop and deliver services that meet community needs.
- Personal and Social Development interventions with young people to help them to keep themselves safe and to make the right decisions in life.
- Raising Health Awareness, promoting good eating and consequences of substance misuse.
- Provision of a youth café.
- Support Youth Clubs and other Youth Groups to deliver accredited awards as part of their youth programmes
- Provide cultural and heritage learning opportunities and experiences for young people and the elderly locally and on the mainland

## Barriers to meeting these Needs

Lack of people to take ideas forward.

Transport and fuel costs on/off island.

Transport times are a hindrance.

Community access to Comhairle facilities (time and cost).

Access to suitable Childcare provision

Lack of communication between community groups.

Broadband access and speeds

Access to funding



## Learning Community Surrounding Castlebay School



### Community Profile

The Isles of Barra & Vatersay are the most southerly inhabited islands in the Outer Hebrides and the most Westerly in the UK.

At the 2011 census the population of Barra & Vatersay stood at 1,354. The population continues to age but varies across the different island areas. The total school roll combined with Castlebay and Eoligarry primary and Castlebay secondary is 184 pupils with 53 primary pupils attending GMU (Gaelic Medium Unit) which represents 63% of the total school roll and there are 27 children in nursery of which 47% attend Croileagan. There were 455 residents who speak read and write Gaelic and a further 237 who speak but do not read and write Gaelic.

There are currently 108 young people aged between 18-30 age range living and working in this area and presently 66% of school leavers are choosing to remain living on the island compared to 45% in the 2000.

The key sectors of employment are: public sector, encompassing education, social work and health (36%), fishing, manufacturing and construction (18%). The 2011 census show that there were 585 people aged between 16-74 years old in employment on Barra & Vatersay which is equivalent to 43% of the total population. Unemployment stood at 7% of which 29 are males and 16 are females. Self-employment is also higher at 11.4% compared to 9.7% in the Outer Hebrides as a whole and 6.6% in Scotland.

Feedback from consultations highlighted the difficulty in obtaining employment on Barra & Vatersay unless it is part time/ seasonal or trade jobs i.e.; painting & decorating. It was also stated that often people are over qualified for the jobs that they do and it was very difficult for young graduates to obtain employment in the area.

There were 88 people with long term health problems which limited their day to day activities. Generally people feel that there is a good level of physical and mental health in this community. Most people equated the misuse of alcohol as one of the contributing factors which can lead to poor health & wellbeing.

Barra transport needs are complex and fairly unique and flight and ferry links to the mainland have PSO (public standard order) status.



## Target Groups and Individual

Underemployed adults.

Young people and adults at risk of social isolation.

People with mental health and substance misuse issues.

People with low or no qualifications.

People with above average BMI and inactive.

## Identified CLD Needs

- Better mental health services i.e.; CPN, befriending and counselling services be made available to members of the community and more frequent visits from health services from Uist and Lewis.
- Increased access to leisure classes.
- Increased range of healthy foods.
- Increased support to Young People experiencing bullying including cyber bullying.
- Increased support for Young people in interview skills, CV skills and in general life skills when leaving school.
- Increased issue based Youth Work such as cyberbullying, gay, lesbian rights, and equal opportunities.
- Improved advertising of local events and of employment opportunities.
- Increased awareness raising of alcohol issues including drink driving.
- Increased awareness of funding opportunities for Third Sector.

## Barriers to meeting these Needs

Resources, Manpower and Funding



## Unmet Needs

### Learning Community Surrounding The Nicolson Institute

Learning opportunities for people using the outdoors

Opportunities for social interaction and relationship development for young people outwith schools

Learning opportunities, clubs & activities for 3-8 year olds

Access to childcare provision

Interventions to tackle Bullying including Cyber Bullying

### Learning Community Surrounding Sir E Scott School

Learning opportunities for young people with additional support needs

Learning opportunities for those with literacy and numeracy needs, those for whom English is a second language and for those wishing to prepare for and access further and higher education

### Learning Community Surrounding Sgoil Lionacleit

Learning opportunities to raise self-esteem, bolster resilience and increase motivation

Learning opportunities to highlight risks of smoking and substance misuse

Learning opportunities for young people with additional support needs

Learning opportunities for young people aged between 3 and 8 years old

Local access to underpinning knowledge for apprenticeships

### Learning Community Surrounding Castlebay School

Services to support people facing mental health difficulties.



## CLD Plan Outcomes 2015-18

CLD Plan					Link to SOA		
Outcome	Actions	Target Group	Outcome Measures	Target For 2018	Intermediate Outcome	SOA Priorities	Local Outcome
1. Community Groups have a strong volunteer base, are thriving and providing valuable services.	a. Support existing community groups and community businesses to maintain and develop their capacity to deliver services.  b. Develop new community groups that meet identified local needs.	Community Groups	% of people who have provided unpaid help to organisations or groups in the last 12 months  (Scottish Household Survey)	50%	Community assets are being utilised more fully to the benefit of the community	Our assets have provided for sustainable economic growth	5



CLD Plan					Link to SOA		
Outcome	Actions	Target Group	Outcome Measures	Target For 2018	Intermediate Outcome	SOA Priorities	Local Outcome
2. Young people have the confidence and skills to move on to employment, volunteering, further education or training.	<ul style="list-style-type: none"> <li>a. Deliver activities that build the personal and social skills of young people.</li> <li>b. Deliver a range of accreditation opportunities for young people</li> <li>c. Provide support to Young people facing barriers to progression and employment to gain confidence and employment skills.</li> <li>d. Support the provision of work experience placements and volunteering opportunities for young people.</li> <li>e. Improve learning opportunities and provision for young people in rural areas.</li> </ul>	14 to 18 year olds	% of School Leavers who sustain a positive destination  (Skills Development Scotland)	90%	More people in employment  People have more self-confidence and higher self-esteem  Young people have the employability skills that meet employer needs  More access to employment, services and resources within communities	Our assets have provided opportunities for sustainable economic growth  Our children and young people have the best start in life	1  3



CLD Plan					Link to SOA		
Outcome	Actions	Target Group	Outcome Measures	Target For 2018	Intermediate Outcome	SOA Priorities	Local Outcome
3. Adults have the confidence and skills to seek employment or volunteering opportunities.	a. Provide support to adults facing barriers to progression and employment to gain confidence and employment skills b. Support the provision of work placements and volunteering opportunities for adults.	Unemployed adults	% of JSA claimants unemployed over 12 months (ONS)	Match the Scottish Average	More people in employment A sustainable skilled workforce More access to employment, services and resources within communities People have more self-confidence and higher self-esteem	Our assets have provided opportunities for sustainable economic growth The people of the Outer Hebrides have an improved standard of living through addressing poverty and inequalities.	1 3
4. People with literacy and numeracy needs, and those whose first language is not English, have the skills to gain employment and play an active role in their community.	a. Community based opportunities are available for literacy, numeracy and ESOL	People with English as a second language and adults with literacies needs	% of participants on ESOL and Literacy and Numeracy provision achieving positive outcomes (Interplan)	80%	More access to employment, services and resources within communities	The people of the Outer Hebrides have an improved standard of living through addressing poverty and inequalities.	3 5



CLD Plan					Link to SOA		
Outcome	Actions	Target Group	Outcome Measures	Target For 2018	Intermediate Outcome	SOA Priorities	Local Outcome
5. Adults can access learning opportunities to meet their needs and can progress from informal learning to Higher Education.	a. Identify local needs and deliver Lifelong Learning opportunities to adults b. Develop online learning c. Develop clear progression routes for learners	Adults	% of participants on CBAL classes who achieve positive outcomes <i>(Interplan)</i>	80%	More people in employment A sustainable skilled workforce More access to employment, services and resources within communities	The people of the Outer Hebrides have an improved standard of living through addressing poverty and inequalities.	3
6. Young people with Additional Support Needs can access CLD provision in their area.	a. Identify local learning needs and deliver appropriate interventions for young people who need additional support.	0 to 18 years old	% of Additional Support Needs Plans being met <i>(To be established)</i>		Young people are making informed and appropriate life choices	Our children and young people have the best start in life	3



CLD Plan					Link to SOA		
Outcome	Actions	Target Group	Outcome Measures	Target For 2018	Intermediate Outcome	SOA Priorities	Local Outcome
7. People are physically and mentally healthier.	<ul style="list-style-type: none"> <li>a. Deliver physical activities</li> <li>b. Deliver health and wellbeing community learning classes</li> <li>c. Deliver healthy living and risk awareness interventions</li> <li>d. Provide services to support young people and adults recovering from substance misuse</li> </ul>	All	% of people who perceive their health to be Good or Very Good  <i>(Scottish Household Survey)</i>	80%	People lead longer healthier lives  A culture where low or no alcohol consumption is valued and accepted as the norm  Young people are making informed and appropriate life choices	Communities are safer and healthier by preventing and reducing the harmful effects of alcohol  Our communities are physically and mentally healthier through an increase in physical and social activity	4
8. People have the confidence and skills to influence decision making.	<ul style="list-style-type: none"> <li>a. Support youth engagement in the democratic process.</li> <li>b. Provide opportunities to build confidence and skills in exercising people's democratic rights</li> </ul>	All	% of people who agree with the statement " I can influence decisions affecting my local area."  <i>(Scottish Household Survey)</i>	30%	People have more self-confidence and higher self esteem  Community assets are being utilised more fully to the benefit of the community	Our communities are physically and mentally healthier through an increase in physical and social activity	5



CLD Plan					Link to SOA		
Outcome	Actions	Target Group	Outcome Measures	Target For 2018	Intermediate Outcome	SOA Priorities	Local Outcome
9. Primary pupils access activities to meet their needs.	<ul style="list-style-type: none"> <li>a. Plan and Deliver accredited awards to primary school pupils</li> <li>b. Co-ordinate and deliver physical activity opportunities for primary pupils.</li> <li>c. Support Primary School Age Young Carers</li> <li>d. Support the development of children's reading, writing and numerical skills</li> <li>e. Develop and deliver Gaelic youth work provision for primary pupils</li> </ul>	3 to 8 year olds	% of 3 to 8 year olds participating in CLD activities who achieve positive outcomes (CLD)	80%	Young people are making informed and appropriate life choices	Our children and young people have the best start in life	3
10. People can speak Gaelic and have an understanding of the culture and heritage of the Outer Hebrides.	<ul style="list-style-type: none"> <li>a. Deliver Gaelic Language learning opportunities.</li> <li>b. Deliver activities through the medium of Gaelic</li> <li>c. Develop Gaelic Learning opportunities</li> </ul>	All	% of people participating in Gaelic Language support who state that their language skills have improved (To be established)	80%	People are independent for longer and less isolated	Our children and young people have the best start in life  Our communities are physically and mentally healthier through an increase in physical and social activity	3 4 6



CLD Plan					Link to SOA		
Outcome	Actions	Target Group	Outcome Measures	Target For 2018	Intermediate Outcome	SOA Priorities	Local Outcome
11. Young people and adults feel safe and secure and are not isolated.	a. Develop and deliver intergenerational activities b. Provide support and activities to young people who are, or at risk of being, excluded or isolated. c. Provide support services to people moving in to a community.	People facing, or at risk, of social isolation	% of people who have a very or fairly strong feeling of belonging to their community <i>(Scottish Household Survey)</i>	95%	Places of work and study are safe	Our communities are physically and mentally healthier through an increase in physical and social activity	4
12. CLD Partners deliver well planned, high quality services that reflect local needs through competent staff and volunteers.	a. Partners to engage in joint self-evaluation including profiling, mapping & analysis of trends to develop local improvement plans. b. Develop benchmarking c. Partners to identify CLD Practitioner Training Needs and plan and deliver joint CPD. d. Partners to participate in planning for the Senior Phase of Curriculum for Excellence.	CLD Staff & Volunteers	% of CLD Learning Community Partnership Self-Evaluations of impacts on participants and the local community rated Very Good or Excellent <i>(CLD)</i>	65%	A sustainable skilled workforce	Our assets have provided opportunities for sustainable economic growth	7



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