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**Workshop Reference:** CO1

**Workshop Title:** Participatory Budgeting – Big P small b

**Project:** Dundee Decides

**Presenters:** Christine Miller and Lydia Banks

**From:** Dundee City Council

**Theme:** Communities

**Description of workshop**

This workshop will take people through the development of PB work in Dundee led by the Community Regeneration Team of the City Council and how it was underpinned with the principles of good community engagement. It will look at how this process widened the base of participation and supported community empowerment with a commitment to transfer decision making from the council to the community.

The workshop will explore the future role CLD has in PB and delivering on the Community Empowerment Act and where the balance of participation sits against the decisions on budget.

How can CLD ensure that this process is truly empowering, inclusive and involving the whole community?

Practical use of a digital platform?

What barriers does this bring and how can these be overcome?

**Learning Outcomes:**

- Understanding of Participatory Budgeting
- How good community engagement underpins PB
- Using digital engagement to widen participation
- Understanding and addressing barriers

**Participant Activities:** Small Group discussion; Feedback; Next Steps

**Relevant Competences:**

- Know and understand the community in which we work
- Facilitate and promote community empowerment
- Develop and support collaborative working

**Relevant Ethics:** Equity, Empowerment

**Workshop Reference:** IN2

## **Workshop Title:** New Beginnings

**Project:** Get Ready for Work – Employability for Refugees

**Presenters:** Carol McKelvie, Andy Smith, Hayley Hart

**From:** Dundee City Council

**Theme:** Inclusion

### **Description of workshop**

Workshop on the theme of 'inclusion' in relation to the Get Ready for Work programme. We would like to show how important inclusion is to our project and how it informs everything we do.

To best articulate the rationale behind our practices, we would like to challenge the audience to step outside of their comfort zone and into the head space of our clients. To achieve this, we will use an immersive audio experience: a mixture of sounds and voices from Arabic speaking countries, as well as interviews with some of our clients describing the challenges they have faced in coming to the UK. This audio piece will be followed by a brief description of the Get Ready for Work programme.

We will conclude the workshop with an ASOL (Arabic for Speakers of Other Languages) session, led by our bilingual volunteer and tutor. In this language session we will teach the audience a greeting in Arabic and challenge them to try and write their name in Arabic script.

### **Learning Outcomes:**

- Understanding specialised provision
- Understanding partnership values
- Working with diverse communities
- Social inclusion

**Participant Activities:** Immersive experience (the journey); ASOL (Arabic for Speakers of Other Languages)

### **Relevant Competences:**

- Know and understand the community in which we work
- Build and maintain relationships with individuals and groups
- Provide learning and development opportunities in a range of contexts
- Facilitate and promote community empowerment
- Develop and support collaborative working
- Evaluate and inform practice

**Relevant Ethics:** Empowerment

**Workshop Reference:** LL2

**Workshop Title:** A Community Based Approach to Building Resilience in Children

**Project:** The Young Gallery

**Presenters:** Fiona Doring, Alison Peebles

**From:** Impact Arts

**Theme:** Lifelong Learning

**Description of workshop**

Impact Arts' The Young Gallery won the Scottish Government's Award for Improving Quality – Measuring and Demonstrating Impact at 2018's Advancing Healthcare Awards.

This workshop will present the model of delivery which has taken place in Glasgow's East End for the last 5 years, engaging children aged 3-12 years with artists and art therapists and which is about to be rolled out in North Ayrshire. We will discuss our evaluation methods and findings and then Alison Peebles, Art Therapist will lead a short Experiential Art Session entitled "What matters to me?" to allow some creative hands on learning.

**Learning Outcomes:**

Role of creativity in impacting on wellbeing and confidence.

Role of art therapy in tackling emotional issues and building resilience in children.

Methods of evaluating increased emotional wellbeing.

**Participant Activities:** Experiential art session following presentation; Q&A

**Relevant Competences:**

Build and maintain relationships with individuals and groups

Develop and support collaborative working

Evaluate and inform practice

**Relevant Ethics:**

Primary Client, Empowerment, Duty of Care, Transparency, Confidentiality,

Cooperation, Boundaries, Self-care

**Workshop Reference:** LL4

**Workshop Title:** Promoting Educational Attainment Across the Family

**Presenters:** Alan Milson

**From:** Glasgow Clyde College

**Theme:** Lifelong Learning

**Description of workshop**

Glasgow Clyde College's Community Learning and Development section have been working with local schools and community organisations to create a range of innovative outreach provision focused around family learning, STEM topics and health and wellbeing.

These courses have been developed to provide an environment for learning which blends core learning skills with a practical based curriculum that fosters curiosity, creativity and imagination using a variety of learning experiences. In addition, in order to support a learning continuum, we have had a number of these courses credit rated through SCQF. This has provided opportunities to learners to gain, for the first time for many, qualifications in areas such as STEM, Health and Wellbeing and Family Learning.

We have undertaken this delivery with a range of partners in the community enabling us to provide targeted provision to the community as an outreach section of college provision. This approach has brought recognition from a number of national awards including SQA, The Herald Society and the College Development Network.

**Learning Outcomes:**

Recognising approaches to raising attainment through a family learning approach  
Understanding partnership approach to outreach provision

Exploring developing first level qualifications suitable for community based learning  
Exploring developing innovation course targeting STEM, Family Learning, Health and Well-being.

**Relevant Competences:**

Provide learning and development opportunities in a range of contexts  
Develop and support collaborative working  
Evaluate and inform practice

**Relevant Ethics:** Professional Learning, Social Context

**Workshop Reference:** PL1

**Workshop Title:** Strengths based leadership: Leaders as Facilitators and Change Makers

**Presenters:** Angela Morrell: Community Empowerment Manager North Ayrshire Council; Nicole Welsh: Youth Work Modern Apprentice & Peer Researcher

**Theme:** CLD Professional Learning – Growing the Learning Culture

**Description of workshop**

This workshop will provide participants with an insight into strengths based leadership approaches, from a manager's perspective and young person as a leader. This kind of leadership/change activism means everyone taking responsibility for the success of the organisation/ projects as a whole not just for their own jobs or work area.

This contrasts with traditional approaches to leadership, which have focused on developing individual capability while neglecting the need for developing collective capability or embedding the development of leaders within the context of the organisation/ project they are working in. Approaching leadership with a, persistent commitment and a constant focus on distributed leadership and culture of learning at all levels.

**Learning Outcomes:**

Understanding of Strengths based leadership  
Powerful questions  
Leadership v Management  
Distributed leadership examples

**Participant Activities:** Rules of engagement established; Active Listening; Small Group Discussion and sharing

**Relevant Competences:**

Build and maintain relationships with individuals and groups  
Provide learning and development opportunities in a range of contexts  
Facilitate and promote community empowerment  
Develop and support collaborative working

**Relevant Ethics:** Equity, Empowerment, Professional Learning, Self-awareness

**Workshop Reference:** PL2

**Workshop Title:** The black bit at the end of the Golden Banana – including the excluded in community regeneration.

**Presenter:** Neil Young

**From:** St Paul's Youth Forum

**Theme:** CLD Professional Learning – Growing the Learning Culture

### **Description of workshop**

Our community councillor described the area as the “black bit at the end of the golden banana”. With communities around getting significant funding, our community needed a different method to regenerate with very limited support.

This workshop will look at an 18-year project to transform a community through engaging young people to take power and control over their community. Ultimately with a reduction in youth crime of 97% over 10 years.

We will explore some of the key decisions and look how participants would make their choices. In particular, we will look at the issue of power, how by the organisation giving power to local young people, the experts in their community, real change was able to happen.

### **Learning Outcomes:**

Understand more about devolution of power to young people

Understand how we grew local talent to bring about change

Develop the theory - behaviour is communication, how to use this in a CLD setting

### **Relevant Competences:**

Know and understand the community in which we work

Build and maintain relationships with individuals and groups

Facilitate and promote community empowerment

Develop and support collaborative working

Evaluate and inform practice

**Relevant Ethics:** Social Context, Equity, Empowerment, Duty of Care, Cooperation, Boundaries

**Workshop Reference:** PL3

**Workshop Title: Leading youth work from Dundee to the UN**

**Project:** Leading and influencing in CLD

**Presenter:** Helen Sykes

**From:** The Helm

**Theme:** Professional Learning

**Description of workshop**

In this workshop participants will gain insight of The Helm Youth Project Dundee and the leadership journey of the people involved in stretching their work from the streets of Dundee to the United Nations. Discussions will focus on leadership styles Challenges, successes and failures and how this influenced social justice for service users.

**Learning Outcomes:**

**Participant Activities:** Discussions

**Relevant Competences:**

- Provide learning and development opportunities in a range of contexts
- Facilitate and promote community empowerment
- Organise and manage resources
- Evaluate and inform practice

**Relevant Ethics:** Empowerment, Professional learning, Self-awareness

**Workshop Reference:** PL4

**Workshop Title:** Shape your CLD Standards Council

**Presenters:** Dr Marion Allison, Kirsty Gemmell

**From:** CLD Standards Council

**Theme:** Professional Learning

**Description of workshop**

The CLD Standards Council recently celebrated its 10<sup>th</sup> anniversary in this workshop we will consider the journey so far and what we know is coming up soon. As a member led organisation we need you ! Your views on our key priorities for the next 10 years are crucial to our development.

Key topics for discussion

- CLD identity
- Member benefits
- Registration
- Professional Learning pathways.

**Learning Outcomes:**

Have a greater awareness of the work of the CLD standards council  
Have led the development of key priorities for the future

**Participant Activities:** Group discussion

**Relevant Competences:**

Facilitate and promote community empowerment  
Organise and manage resources  
Evaluate and inform practice

**Relevant Ethics:** Professional learning, Empowerment, Cooperation

**Workshop Reference:** CO2

**Workshop Title:** Stay Mobile, Stay Connected

**Presenter:** Nicola Hanssen

**From:** Roar – Connections for Life

**Theme:** Communities

**Description of workshop**

'Stay Mobile Stay Connected' is a campaign to change the way we think about older people's health.

The campaign and services are co-produced with Roar and a group of older adults, aged 79 to 92, who have created a raft of campaign films with their own advice on achieving happiness and health in later life. <https://www.roarforlife.org/stay-mobile-stay-connected/>

Their first-hand tips range from practical ways to stay on your feet and to avoid loneliness and falls, to much more political demands for changing how public money is spent.

This workshop will explore the strategic, financial and social challenges and opportunities around reducing 'unintentional harm' in older age and why we need to build a new narrative and vision about active ageing within the context of the wider society.

**Learning Outcomes:**

A broader understanding of the national strategic drivers and governance around Falls Prevention and demographic challenges.

A broader understanding the difference between preventable 'unintentional harm' and the medical model approach to ageing.

A broader understanding of the environmental and social challenges older people face in staying mobile and staying connected.

A broader understanding of the potential benefits of every generation and community embracing this new narrative and vision and exploring any negative consequences.

**Participant Activities:** Balance challenge; Film screening; Place Standard; Feedback

**Relevant Competences:** Covers all competencies

**Relevant Ethics:** Equity, Social Context, Empowerment, Transparency, Cooperation, Self-Awareness, Self-Care

**Workshop Reference:** CO3

**Seminar Title:** Breaking the Silence: Gender and Genocide

**Presenter:** The Very Reverend Dr Lorna Hood

**Project:** Remembering Srebrenica

Theme: Communities

**Description of seminar**

“I tell my grandchildren about what happened so they are aware of why it’s important to keep fighting for justice. I fight for all women, regardless of their religion or nationality because we are women first.”

Bakira Hasecic, Genocide Survivor

The siege of Sarajevo which began on the 5<sup>th</sup> April 1992 was the longest siege of a capital city in modern warfare and marked the beginning of the Bosnian war. On the 11<sup>th</sup> July 1995, more than 8000 people were massacred in Srebrenica. In this seminar Lorna Hood will discuss how people and communities in Bosnia and Scotland are championing human rights, social justice and reminding us that peace is the most precious commodity we have.

**Learning Outcomes:**

Share ways to challenge discrimination.  
Consider how to build cohesive communities.

**Participant Activities:** Question and answer session

**Relevant Competences:**

Know and understand the community in which we work  
Build and maintain relationships with individuals and groups  
Provide learning and development opportunities in a range of contexts  
Develop and support collaborative working

**Relevant Ethics:** Social Context, Empowerment, Cooperation

**Workshop Reference:** IN1

**Workshop Title:** LGBT+ Inclusion in Schools

**Project:** Kirkaldy High School LGBT+

**Presenters:** Kirkaldy High School LGBT+ group: Paul Murray

**Theme:** Inclusion

**Description of workshop**

This will comprise of a talk about the work we have done in forming an LGBT+ Group and promoting equality and diversity across the school. It will then comprise of discussion and activities with the aims of understanding the LGBT+ community and how to deal with LGBT+ related issues that may occur in various situations.

**Learning Outcomes:**

- To understand the work of the KHS LGBT+ Group
- To give an introduction to the LGBT+ community.
- To understand the terms used by the LGBT+ community.
- To discuss examples of LGBT+ issues.

**Participant Activities:** Talk; various discussion activities

**Relevant Competences:**

- Know and understand the community in which we work
- Build and maintain relationships with individuals and groups
- Facilitate and promote community empowerment

**Workshop Reference:** IN3

**Workshop Title:** Cyrenians

**Presenter:** Ewan Aitken

**From:** Cyrenians

**Theme:** Inclusion

**Description of workshop**

At the heart of change, personal and community are relationships, quality, authentic, values based human relationships which create the space for personal and collective transformation. The barriers to change are more often internal than external. Inclusion means not just access to services but a sense of belong and the belief we matter. These feelings and emotions are nurtured primarily through our relationships. We'll look at what it is to work in a values-led, relationship based way and how taking this perspective allows everyone involved to flourish, professional, volunteer and those we journey with.

**Learning Outcomes:**

Understanding what having a values-led approach means for us personally  
Understanding what taking a relationship based approach means for decision making

**Relevant Competences:** Build and maintain relationships with individuals and groups

**Relevant Ethics:** Boundaries

**Workshop Reference:** IN4

**Workshop Title: Digital CLD Workshop**

**Presenter:** Darran Gillan, Shane McCaffrey, Jake Wilson

**From:** Paisley YMCA

**Theme:** Inclusion

**Description of workshop**

Paisley YMCA launched Renfrewshire's first digital fabrication studio for young people across Renfrewshire to gather, create and learn using digital technology as a tool to craft and design a range of creative art installations and consumer products, using 3D printers, laser cutters, CNC routers, engraver machines and vinyl cutters, that develop new digital artists and makers into small businesses or trade entrepreneurs using technology to aid the Design, Manufacturing and selling process. This has been made possible through our ground breaking digital youth business incubator called iEnterprise. CLD practitioners will learn to use a wide range of digital tools to develop group and community work that is innovative and creative, raising awareness in individuals to become digital disrupters.

**Learning Outcomes:**

Using digital in a CLD context

The rise of STEMinism

iEnterprise a community enterprise approach to business

**Participant Activities:** Virtual Reality sessions; BBC Microbit Session (Coding)

**Relevant Competences:**

Know and understand the community in which we work

Provide learning and development opportunities in a range of contexts

Facilitate and promote community empowerment

**Relevant Ethics:** Empowerment, Self-awareness



**Workshop Reference:** PL4

**Workshop Title:** Shape your CLD Standards Council

**Presenters:** Dr Marion Allison, Kirsty Gemmell

**From:** CLD Standards Council

**Theme:** Professional Learning

**Description of workshop**

The CLD Standards Council recently celebrated its 10<sup>th</sup> anniversary in this workshop we will consider the journey so far and what we know is coming up soon. As a member led organisation we need you ! Your views on our key priorities for the next 10 years are crucial to our development.

Key topics for discussion

- CLD identity
- Member benefits
- Registration
- Professional Learning pathways.

**Learning Outcomes:**

- Have a greater awareness of the work of the CLD standards council
- Have led the development of key priorities for the future

**Participant Activities:** Group discussion

**Relevant Competences:**

- Facilitate and promote community empowerment
- Organise and manage resources
- Evaluate and inform practice

**Relevant Ethics:** Professional learning, Empowerment, Cooperation

**Workshop Reference:** WFS

## **Workshop Title: What's happening in the CLD Workforce?**

**Project:** *Working in Scotland's Communities* Workforce Research

**Presenter:** Eleanor Sanders White

**From:** Rocket Science

**Theme:** All

### **Description of workshop**

This session will provide a presentation of the findings of the Working in Scotland's Communities research into the CLD workforce, which was commissioned by the CLD Standards Council and Education Scotland, and carried out by Rocket Science UK Ltd.

Participants will get an insight into the findings of the research; based on responses from over 1000 CLD practitioners, 128 employers and 65 stakeholder organisations, and more than 50 follow-up interview, these focus on topics including the composition of the workforce, qualifications, pay and conditions and how practitioners and others see the current issues for the CLD workforce. There will be an opportunity to explore the questions and challenges raised by the research and how the CLD Standards Council and others can highlight them, explore them further and seek action to address them where required.

### **Learning Outcomes:**

- Knowledge of the CLD workforce across Scotland
- Understanding of the role of workforce research
- Key issues for development of the CLD workforce

**Participant Activities:** Small Group discussion; Feedback; Consideration of Next Steps

### **Relevant Competences:**

- Know and understand the community in which we work
- Evaluate and inform practice

**Relevant Ethics:** Professional learning.