

ABERDEEN CITY COUNCIL

COMMITTEE	Education, Culture & Sport
DATE	24 March 2011
DIRECTOR	Annette Bruton
TITLE OF REPORT	Implementation of Budget Decision - Reduce Communities Team
REPORT NUMBER:	ECS/11/024

1. PURPOSE OF REPORT

This report provides information about the implications of the budget decision to reduce the costs of the Communities team by £1.4million in 2011/12 and provisionally by a further £1million in 2012/13.

The report will also provide information on the implications of moving all centres to leased centre status as also agreed at the Budget meeting, including seeking confirmation of the affected centres.

Finally the report includes a high level implementation plan for this work.

2. RECOMMENDATION(S)

It is recommended that the committee:

- (a) Agree that all community centres move to a lease type model managed by community organisations as appropriate to the facility:
 - I. the 9 stand alone community facilities, as listed in section 5.2.2 would be suitable for transfer to a leased centre arrangement.
 - II. the 15 community facilities, as listed in section 5.2.3 would be suitable for a Management Agreement governance arrangement.
- (b) Instruct officers to negotiate an arrangement with management committees of the above centres which will ensure a sustainable, ongoing delivery of adult learning, youth development, and capacity building activities which fit into a local and city-wide pathway framework.
- (c) Agree that if required, transitional arrangements can be negotiated with transferring centres to ensure that they remain operational during the period of change.
- (d) Agree that any model constitution that is agreed by future committees is compatible with the requirements of OSCR, thereby allowing

community organisations to seek to achieve charitable status if they wish.

- (e) Note that a future report will be brought to committee on the future of Torry Learning House, Tilly Flat and Cummings Park Flat.
- (f) Instruct the Director of Education, Culture & Sport to carry out a detailed analysis of all funded activity (both externally and internally delivered), taking into consideration a social and economic impact analysis of each activity, reporting back to an appropriate committee.
- (g) Instruct the Director of Education to report back to a future committee on future priority areas of service delivery, based on feedback from members of this committee.
- (h) Note the service delivery implications of the reduced budget, and seek more information on service implications in future reports.
- (i) Note that the service will continued to be inspected by HMIE
- (j) Instruct the Director of Education, Culture & Sport to review the number of community facilities within Aberdeen City, as part of the wider Service Asset Management Plan for Education, Culture & Sport.

3. FINANCIAL IMPLICATIONS

The Council decision on 10 February 2011 was to reduce the budget for an Integrated Communities team by £1.4million in 2011/12 and by a further £1million in 2012/13.

3.1 Move to “Leased Centre” Status

The further decision to move Council Community Learning Centres to “Leased Centre” status will require an ongoing development grant budget of up to £300,000. (Due to costs associated with development grants and increased insurance costs.) These additional costs will be built into the remaining budget. If long term wind and water tight leases are granted in respect of these facilities, this will tie the Council in to ongoing repairs and maintenance commitments, the detail of which will be covered in future reports. In addition, the Council (EP&I service) has recently introduced a scale of charges for works associated with preparing the Schedule of Condition required for leases for these facilities. This new charge will cost the Education, Culture & Sport service £1,400 per centre.

The centres will also require to apply for new Public Entertainment Licences, which would cost approximately £700 per centre.

3.2 Potential Loss of Income

Existing management committees of Council Community Learning Centres currently generate approximately £1.1million per annum which is used by the service to employ tutors and sessional staff within communities. This income is generated from recreational lettings and

learning courses run at the centres. There is a risk that this income may be lost.

3.3 VS/ER Costs

Costs associated with the disestablishment of staff through the appropriate Council procedures will be funded through the service budget, and thereafter from the corporate fund set up for this purpose. Ongoing pensions costs will be met from the corporate fund set up for this purpose.

3.4 Fixed building costs

Costs associated with the building costs for existing and proposed leased centres is approximately £1.8million per year. (This figure does not include development grants and other services costs).

3.5 Costs required for externally delivered projects

The Council decision included a commitment to continue to support effective projects. Costs associated with continuing to support effective projects is approximately £700,000 (for those externally delivered projects).

3.6 State Aid Implications

At this stage, it is considered unlikely that there will be any State Aid implications in relation to the above, however if any implications arise, these will be reported to the appropriate committee.

4. **OTHER IMPLICATIONS**

This section must include any legal, resource, personnel, property, equipment, sustainability and environmental, health and safety and/or policy implications and risks that your report may have.

4.1 **Personnel Implications**

The budget decision will result in a requirement to reduce the existing staffing resource by approximately 67%. The budget available to deliver front line adult learning and youth development activities through tutors and sessional staff will be reduced by approximately 83%.

There are approximately 537 permanent staff (there is also a significant number of vacancies and fixed term staff.) Of these, 395 have zero hour contracts - if the recommendations within the report are agreed, it would be intended to retain these zero hours staff within the establishment, however the budget available for funding these staff will reduce by 83%.

The remaining 142 staff have permanent full time or part time contracts (approximately 94 FTE). In the proposed new structure there are 37.5 FTE posts. Delivery of this will require a reduction of 56.5 FTE, or up to 104 members of existing permanent staff.

The reduction in the workforce will be delivered through the implementation of the Council's VS/ER policy in the first instance. At this

stage it is not anticipated that a further Statutory notice would be required. Any excess staff remaining after the restructure is complete will be managed through the Council's Redeployment Procedure, and if required the Redundancy Assessment Procedure.

4.2 Property Implications

There are currently 27 centres owned by Aberdeen City Council and managed by Community Learning and Development to deliver community learning and development activities. The full list of these facilities is listed at Appendix A. The budget decisions will result in these facilities becoming externally managed. It is recommended that this would be either through a Lease or Management Agreement model, dependent on the nature of each facility.

4.3 Legal Implications

The decision will involve entering into leases and other legal agreements with a range of management committees. Where there are no management committees, officers will seek to establish such committees from local residents.

4.4 National Inspections

The service is currently regularly inspected by HMIE as part of the inspection of Community Learning & Development. In order to mitigate the impact of the change in service delivery on HMIE inspections, it is proposed that that lease or management agreement will include a requirement for participation in the HMIE inspection process.

5. BACKGROUND/MAIN ISSUES

This section will consider some of the major milestones that require to be progressed in order to deliver on the budget decision.

5.1 Development and delivery of re-engineered service.

The financial decision will reduce funding available for staff, including Community Learning & Development, Community Training and Economic Development and Neighbourhood Community Planning Staff by approximately 67%.

This reduction in staff will result in a reduction in activity. However officers are developing a streamlined management structure which will seek to deliver the following in a sustainable way:

- A core adult learning expertise which has the capacity to integrate and develop pathways for adult learning activities delivered and/or funded by partner community organisations including leased centres.
- A core youth development expertise which has the capacity to integrate and develop pathways for youth development activities

delivered and/or funded by partner community organisations including leased centres.

- A limited resource (approximately £100,000 each) for tutors and sessional staff to deliver youth development and adult learning activities to communities without the partner community capacity for funding any or sufficient of these activities.
- If management committees of the centres that are to become leased agree to continue to fund learning activities within their local communities, the number of activities that could take place could increase.
- Resource to help support and sustain capacity development within new and existing community groups and organisations including support for volunteer development.
- Resource to deliver work placements for school pupils.
- Resource to co-ordinate health and wellbeing activities throughout communities.
- Resource to monitor the various Council funded partnerships to ensure that the Council is getting best value and that Following the Public Pound requirements are delivered.
- Resource to measure, plan and evaluate the social impact of services for internal and externally delivered projects and services.

It is intended to cease the current funding to Sacro.

5.2 Move centres to leased centre status.

5.2.1 There are currently 51 community centre type facilities throughout the city which are owned by the Council. The current routine costs for servicing these facilities amounts to some £1.87million per year. Many of these buildings will require significant maintenance over the next 5 – 10 years. In the current economic climate, it is suggested that there may be insufficient funds to continue to support this number of buildings, and it is therefore suggested that it would be prudent to undertake a strategic review of all of these properties as part of the wider Educational Asset review.

24 of these centres currently operate on a “leased centre” model.

The remaining 27 centres are owned by Aberdeen City Council and managed by Community Learning and Development to deliver community learning and development activities.

5.2.2 Nine of these facilities are stand-alone and may be suitable to become leased facilities. These are:

- Rosemount Community Centre
- Seaton Community Education Centre
- Northfield Community Centre
- Mastrick Community Centre
- Torry Community Learning Centre
- Torry (Abbey Place) – subject to a previous committee decision

- Middleton Park Community Centre
- Hilylands Community Centre (due to open in Summer 2011)
- Tilly Youth Project

5.2.3 A further 15 facilities are part of other facilities such as 3Rs schools, non-3Rs schools, and sports centres:

- Cults Academy (Secondary 3Rs School)
- Seaton Project (Primary 3Rs School)
- Beacon Community Centre (Secondary 3Rs School)
- Bridge of Don Community Centre (Secondary School)
- Dyce Community Centre (Primary School)
- Torry Youth Project (Sports Centre)
- Tullos Community Centre (Primary School)
- Loirston & Loirston Annex Community Centre (Primary School)
- Cornhill Community Centre (Primary School)
- Sunnybank Community Centre (Primary School)
- Mile-end Community Centre (Primary 3Rs School)
- Hazlehead Community Centre (Primary 3Rs School)
- Airyhall Community Centre (Primary 3Rs School)
- Manor Park Community Centre (Primary 3Rs School)
- Kincorth Community Centre (Library/ CAP/ Health Centre)

It is recommended that these facilities are managed by community organisations or existing leased centres via a Management Agreement rather than a lease. (This would be consistent with a previous decision by this committee in relation to the Kaimhill Community Facility within Kaimhill 3Rs school.)

5.2.4 A further 3 facilities are community flats: Tilly Flat, Cummings Park Flat and Torry Learning House. It is recommended that these centres would not be suitable to lease or delivery via a management agreement, as there is little income generation potential. Cummings Park Flat is currently funded through Fairer Scotland Funding, therefore unless this funding is continued, the service would seek to have this property declared surplus to requirements. For Tilly Flat and Torry Learning House, officers are currently evaluating whether there would be sufficient resource to retain these community assets. Officers will report back to the next committee on this issue.

5.2.5 Currently, leased community centres in Aberdeen receive a development grant from the Council, but have no explicit requirement to ensure the delivery of learning activities in their communities. However Management Committees within Community Learning Centres currently fund approximately £1.1million of learning activities in their communities. To ensure the sustainability of adult learning, youth development and capacity building activities within communities covered by the existing Community Learning Centres, it is recommended that the Council negotiates an appropriate arrangement with the proposed new leased centres which meets these requirements.

5.2.6 While officers will progress this piece of work as quickly as possible, the additional work required in relation to capacity building within existing management committees (and developing management committees where there are none), coupled with a reduced workforce (which will be essential to deliver as early as possible to deliver budget savings) will mean that there may be a gap between having Council staff to support these services and having fully operational leased centres in place. Officers intend to negotiate with Management Committees to provide for transitional arrangements during the period of transfer. During this period proposals for model lease and constitution will be brought to committee for consideration and agreement.

It is intended that any transitional arrangements would be put in place to help to ensure continuity of service and avoid the potential requirement to mothball facilities, but not to delay the overall process.

A detailed paper will be brought to committee in due course setting out the detail of the various transfer arrangements.

5.2.7 A meeting was held with representatives of Community Learning Centre Management Committees on the evening of the 3rd March 2011. The purpose of this meeting was to make the Management Committees aware of the Council decision and discuss the implications of this decision. The participants of the meeting discussed:

- Concern about implications of the decision and the associated timescale.
- Concern about what is expected of the Committee and their volunteers, for example they are aware that one leased centre full-time employee and Management Committee Chairperson allegedly works a 90 hour week.
- A possible expectation that any funded employees would be expected to work hours that exceed the working time directive.
- Concern about being personally liable, and potential governance structures that could mitigate against this.
- Concern about what support would be available for youth facilities where the management committees consist of under 16 year olds, this concern particularly relating to potential child protection issues.
- Discussion about the potential to become charitable organisations. This would require the Council supporting a charitable model constitution.
- The possibility of a single charity or many charitable organisations being set up.
- Whether a different model may be acceptable, where there was a centralised facilities management structure, with increased emphasis being placed on management committees to raise funds.
- The difference in the size and complexity of most Community Learning Centres, because many are linked to other premises, compared to the free standing, relatively smaller purpose built and more modern Leased Centres is an area of concern.

- Discussion around existing leased centres noting that many have had several years to develop their finances, programmes and structures. Some have had substantial capital injection from the Council to upgrade their buildings.
- Difficulties in recruiting and sustaining a volunteer workforce.
- Support for groups such as Alcoholics Anonymous that were not revenue generating.
- The sustainability of learning and youth development activities.
- Options for managing the gap between reducing the Council staffing resource and having the capacity to run facilities as leased type centres.

5.3 Funded Projects

Elected members have expressed a desire to continue to support all effective funded projects. The following funded external projects are all considered as effective, in that they deliver outputs as agreed by the Council:

<u>Name of Project</u>	<u>Annual Support</u>
Printfield Community Project	£65,812
Fersands Mini Family Centre	£94,244
St Machar Parents Support	£112,416
Aberdeen Lads Club	£103,957
Workers Education Association	£39,780
Fersands & Fountain Project	£138,433
Middlefield Community Project	£104,766

In light of the significant impact on the budget available for such projects, it is recommended that these projects, along with all funded activity (both externally and internally delivered) for this service is evaluated fully during 2011/12, taking into consideration a social and economic impact analysis of each activity.

5.4 HMIE Inspections

It is anticipated that the reduction in workforce coupled with the change process may significantly impact on the number and quality of CLD activities happening in Aberdeen, particularly during the next financial year.

This will impact on HMIE inspections during this period, including an anticipated re-inspection in relation to the improvement notice that is in place following the last inspection at Kaimhill.

5.5 Community Learning Hubs

The priorities of the new service will be to deliver the budget reductions and the transfer of responsibility for community learning facilities to Management Committees, therefore there will be insufficient resource to

progress the negotiations that will be required to deliver community learning hubs in the short term.

5.6 Learning Partnerships

It is intended to retain sufficient resource to continue to facilitate learning partnerships across the city to drive the delivery of community based learning.

The delivery of learning partnerships can be considered as “virtual learning hubs” and will therefore partly mitigate against the non-delivery of Community Learning Hubs.

5.7 More Choices More Chances (MCMC) and Curriculum for Excellence

The reduction in resource will have an impact on MCMC and Curriculum for Excellence work. The detail of the impact is currently being developed and will be reported to a future committee.

5.8 Youth Development and Adult Learning

There may be insufficient resource remaining to deliver a city-wide service. If this is the case, members are requested to consider how/where they would wish this work to be concentrated. This may involve delivering limited parts of the service on a city-wide basis, or concentrating on specific geographical areas of the city.

In the short term, all staff on fixed term contracts will not have their contracts extended. This will mean that some programmes will cease at the end of March 2011. It is anticipated that other programmes that require to cease will continue on to the end of the summer term, which will allow the detail of these changes to be communicated to the next Education, Culture & Sport Committee.

Local elected members will be made aware of planned stoppages of programmes as appropriate.

It is also relevant to note that Aberdeen College, who have delivered adult learning in partnership with the Council for the last 13 years, are, along with many other local organisations facing financial challenges. It is understood that the College will, therefore, be re-focussing its resources. The College will continue to run partnership classes where there is already an agreed end date between April and June, but all other provision will cease at the end of March. For the next academic year, the College may be prepared to run full-cost recovery adult learning classes, but there will be no subsidy available for these. This means there will be no possibility (without additional full cost funding) that the College will be able to pick up adult learning provision, which is lost as a result of the reduction of the CLD adult learning programme, and the routes to accredited learning for any adults wishing to study in a community setting will be significantly impaired.

In addition it is noted that there may be expectations that as Social Care raise the threshold level for support, the communities team may be able to fill this widening gap. It is not expected that this will now be possible.

5.9 Implementation Plan

The primary driver for these developments is the delivery of budget savings, therefore reductions in staff costs will be prioritised within the implementation plan.

March 2011 – Development and agreement of revised structure; Cessation of all fixed term contracts; stop programmes as required; initial discussions with Management Committees

April 2011 – Approve staff to leave under VS/ER; fill structure through job matching; analyse programmes that will require to stop at end of summer term.

May 2011 – report to committee on programme stoppages and other progress; Agree transition arrangements for Learning Centres with Management Committees; complete filling of posts in new structure.

June 2011 – implementation of Centre transition arrangements; new staffing structure operational; remaining staff on redeployment; programmes winding down.

July 2011 – development of social/financial outcome analysis structure; negotiation of leasing/ management agreement arrangements with Management Committees; VS/ER staff released.

August – December – carry out social/ financial outcome analysis; move relevant centres to leased centre status.

Jan 2012 – March 2012 – report outcomes of social/ financial outcome analysis; complete all centres to leased centre and management agreement status.

6. IMPACT

This report relates to the Combined Community Plan and Single Outcome Agreement as follows:

- People of all ages take an active part in their own learning to achieve their full potential Learning and training is appropriate and accessible to learner's needs
- Children and young people access positive learning environments and develop their skills, confidence and self esteem to the fullest potential
- Children, young people and their families/carers are involved in decisions that affect them. Their voices heard and they play an active and responsible role in their communities

- Educational attainment in Aberdeen is continuously sustained and improved
- School leavers enter positive destination of employment, training or further and higher education with a focus on and support for young people who require More Choices and More Chances
- Children and young people actively participate in their communities and have optimum involvement in decision making
- All children, young people and their families have access to high quality services when required and services provide timely, proportionate and appropriate response that meeting the needs of children and young people within Getting it Right for Every Child, (GIRFEC) requirements
- Improve the quality of life in our most deprived areas
- Citizens are increasingly more active in their communities regardless of age, gender, sexual orientation, ethnic origin, where they live, disability or faith/religion/belief and contribute to 'active citizenship'
- Develop pathways to participation which enhance the diversity of local representation at and engagement with regional, national and international arts, heritage and sporting events
- Our public services are consistently high quality, continually improving, efficient and responsive to local people's needs

Public – This report will be of interest to the public, as the recommendations will impact on services delivered throughout the city.

An Equality and Human Rights Impact Assessment will be required in respect of this budget decision.

7. **BACKGROUND PAPERS**

8. **REPORT AUTHOR DETAILS**

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Appendix A

Activities currently delivered by Community Learning & Development, Training Unit, and Neighbourhood Community Planning

The service includes the direct delivery and enabling the local communities to deliver the following services:

Support to volunteers

This involves recruiting and training volunteers of all ages to engage in a wide range of activities which strengthen local communities, e.g. Management Committees, under twelves groups, inter-generational work, greater involvement in neighbourhood projects, holiday playschemes, youth mentoring, out of school clubs, under fives groups, adult literacies and adult learning. These opportunities can help with employment prospects as well as promoting positive mental health for the individuals concerned.

Youth work

All youth work focuses on the 4 capacities of Curriculum for Excellence (also SOA 4) in that it enables young people to become successful learners, confident individuals, responsible citizens and effective contributors. Examples of youth work include:

- **Streetwork and detached youth work** – Youth work in outdoor areas which encourages active and responsible citizenship and reduction in anti social behaviour. This takes place in conjunction with the Police and mediation workers from SACRO
- **Drop ins** – open sessions across the city which allow young people to make the first step into a facility
- **Mental and Physical Health** – a range of activities helps to promote these including fitness and sports groups, and groups which give support for mental health. There is also youth work partnership with NHS Grampian at Square 13 focusing on sexual health.
- **Inclusion and equalities** – although intrinsic to the youth work approach specific projects also take place and there is youth work input to the city LGBT (Lesbian, Gay Bisexual and Transgender) Group.
- **Music Projects** – focused music facilitation sessions in conjunction with youth workers. 52k has been sourced from lottery funding to enable young people to gain skills of all kinds and many have gone on to be music tutors or youth workers as well as gaining careers in the music industry
- **Information and Guidance** – is available through all youth work intervention but specifically there is a city wide information service and information points in schools and centres across the city

- **More Choices More Chances** – joint work between youth workers and teachers takes place in schools. In particular there are initiatives focused on the 16+ Learning Choices entitlement. Outwith schools, youth work focuses on young people gaining skills for learning, for life and for work (Building the Curriculum 4).). 200 tailored employer placements per year are offered by the Community Training Service to those in the MCMC group via ToolKit for Progress. In addition access to SQA Employability Units has been introduced via The Community Training s Approved SQA Centre with a rolling programme for schools and referring agencies
- **Youth Literacies** is a central plank of all youth work activity
- **Accreditation** – youth work encourages young people to undertake a range of awards such as Dynamic Youth, Youth Achievement Awards and Duke of Edinburgh Awards.
- **Work Experience** – provides the opportunity for all Aberdeen City pupils entering their final year of compulsory education to undertake a weeks work placement with an employer. This equates to approx 1800 placements arranged per academic year year. Included as part of this provision are employability talks to all Secondary schools in Aberdeen City , Health and Safety checks for all work Experience Placements and Employer marketing to enable new work placements to be established
- **Youth Work at Square 13** - Youth workers work alongside medical team providing 1:1 support, or small group discussions on such topics as pregnancy at young age, contraception, drugs, alcohol, healthy lifestyle. This work seeks to contribute to the decrease of young people infected with STI's
- **Youth Projects (Tilly, Torry and Mastrick)** - offer safe and welcoming environments where local young people can engage with skilled and qualified Youth Work staff. Various groups and services take place, offering development opportunities for individuals and the wider community. An example of this includes Tilly Youth Project's citizenship classes for S3 and S4 pupils at St Machar Academy. The project also works with partners such as Shmutrain and Aberdeen Music Initiative in delivering learning opportunities, qualifications, job search, employment training and music tuition.

Community and Services Capacity Building

As public finance becomes restricted, more emphasis will be require to be placed on local communities taking responsibility for planning and delivering local services. Community capacity building activities are essential to enable this to happen. PBB option ECS1 – C1 Integrated Communities Service will see a greater emphasis placed on this area of work. Examples of work in this area currently being undertaken by the Communities team in Aberdeen include:

- **Community Planning Networks and Community Forums** – these take place mainly in Regeneration areas. Co-ordination of regular meetings of representatives of communities, agencies and services to jointly identify and address local issues.

- **Community Project Partnerships** – these develop in response to local needs and involve services and communities working together to develop and deliver specific physical, social and economic regeneration projects
- **Neighbourhood Community Action Plans** – central portal for annual assessment of community needs and services priorities, and the partnerships and projects that will tackle them over a 12 month cycle.
- **Community Councils** - providing advice, support and training as required to 31 Community Councils across the city.
- **Community Newsletters** - supporting local people, when required, to be involved in the production and circulation of local newsletters, including working in partnership with key agencies such as Station House Media Unit
- **Neighbourhood Bulletins** - Production and circulation of 10 issues across the city, on a quarterly basis, providing local updates to residents, multiagency staff and businesses on community and local service activities, including projects within the Neighbourhood Community Action Plans.
- **Learning Partnerships** - Developing Learning Partnerships across the city to enable schools communities and services to work together to address key priorities eg truancy, support to families whose first language is not English.
- **Leased Centres** - Supporting Managing Groups by providing advice and training, as requested, to 24 Leased centres across the city.
- **Tenants' and Residents' Groups** - In conjunction with Tenant Participation Officers, supporting groups with advice, training and access to services
- **Community Centre Management Committees** - Working with locally elected community representatives to oversee and develop community learning programmes in local areas.
- **Staff partnerships** – these are administered to help multiagency staff work together more effectively together, avoid duplication and maximise resources

Adult Learning

Adult Learning in Aberdeen City focuses on local outcome 3 of the SOA: 'people of all ages take an active part in their own learning to achieve their full potential'. Over a 6 month period from January-June 2010, 2016 individuals participated in adult learning activities in the city and 359 undertook literacies learning (figures do not include community training unit figures detailed below). This area of work includes:

- **Family learning** – work with parents of school age children to build confidence and skills, with a view to participants becoming more involved

with their children's learning and developing a culture where education and community participation are valued.

- **Community based adult learning classes** – offered across a whole range of subject areas, including health and wellbeing, cultural topics, languages and physical fitness. All adult learning classes aim to create opportunities to participate locally in social, educational and recreational activities, impacting on physical and mental health and building networks within communities.
- **Employability work** – support for individuals to take the first steps towards employment, or to increase potential in current employment, by building skills to match job opportunities is arranged and managed via Community Training. Adult learning tends to work with people who are the furthest from the job market in terms of skills.
- **Core skills** – all adult learning opportunities build participants' core and life skills. Accreditation is also offered in SQA Core Skills units in the areas of Communication, Numeracy, ICT, Working with Others and Problem Solving.
- **Certificated courses** – a wide range of SQA accredited courses is available through our partnership with Aberdeen College, where College tutors deliver in community centres on a curriculum identified by adult learning staff based on local demand. Certificated courses linked to employment are also offered via the Community Training Units Approved Centre status.
- **Adult work experience** – offered through the Community Training Unit, this provides work placements for adult returners within a range of local industries. Over a 12 month period, 115 people were helped into employment through this route. Thirty one participants also achieved a qualification through the Confidence to Care course. The Skills Bank service assisted 2,515 people with job searches and 146 people accessed on-line learning through Learn Direct.
- **Adult Literacies** - is central to all adult learning, but is also a specific part of the Service, offering specialist learning opportunities in a wide range of literacies activities, including family literacy, offender literacy, workplace literacy, health literacy and financial literacy. Literacies work helps participants to improve family, work and personal lives by undertaking everyday tasks with more confidence; to improve opportunities to find employment; to better understand issues affecting health and finances; and to participate in local democracy.
- **English for Speakers of Other Languages (ESOL)** –provides learning opportunities for new Scottish residents to acquire English language skills to enable them to integrate fully into their new community, to undertake everyday tasks and to participate in the workplace.

Health and Well Being

This includes drugs and alcohol related education and support, support to self-help groups e.g. autism awareness association and smoking cessation. It also includes regeneration projects to improve local access to active lifestyles. Examples of ongoing work in this area include:

- **Healthy Minds Team** - The Healthy Minds team assist adults in recovery of mental health problems to access learning and leisure opportunities within Aberdeen City. The team provides first step groups across the city such as computing, photography, cooking, sport and music as well as signposting to other community groups. As part of their role the team also raise awareness across the city about mental health by hosting fairs, organising information stalls, working in partnership and taking part in national events.
- **Openspace regeneration** - encourages greater intergenerational use of sites through innovative site based work, events and new facilities

Under 5's

A wide variety of opportunities have been developed throughout the city providing parents with an opportunity to play with their children and learn new skills. All types of play are crucial for children's development and early learning. Play helps children to: improve physical skills and co-ordination; work co-operatively and collaboratively; use all their senses to discover and explore their environment; and develop their imagination, creative thinking and ability to problem solve. Parents and carers are supported to be involved in the planning and delivery of activities for under fives. Funding comes from a variety of sources including grant aid, targeted funding and self financing by the parents. The parents are also involved in fundraising for equipment and staff where required.

- **Parents as Early Educational Partners (PEEP)** - aims to contribute towards improving the life chances of children, particularly in disadvantaged areas. The scheme supports parents and carers as their children's first and most important educators. PEEP is an early learning intervention, which aims to contribute towards improving the life chances of children, particularly in disadvantaged areas. It concentrates on supporting parents/carers to develop literacy and numeracy and self-esteem with their children.
- **Site based projects** - improve the provision of outdoor under 5's and family play facilities