

## ABERDEEN CITY COUNCIL

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<b>COMMITTEE</b>	Education and Children's Services Committee
<b>DATE</b>	17 September 2024
<b>EXEMPT</b>	No
<b>CONFIDENTIAL</b>	No
<b>REPORT TITLE</b>	Community Learning and Development (CLD) Plan
<b>REPORT NUMBER</b>	F&C/24/269
<b>EXECUTIVE DIRECTOR</b>	Eleanor Sheppard
<b>CHIEF OFFICER</b>	Shona Milne
<b>REPORT AUTHOR</b>	Margaret Stewart
<b>TERMS OF REFERENCE</b>	1.1.1

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### 1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to update on the outcome of the CLD Review, on progress towards delivery of the Community Learning and Development Plan 2021-2024 and share a proposed interim Plan for 2024-25.

### 2. RECOMMENDATION(S)

That the Committee

- 2.1 Note the content of the CLD review and the recommended outcomes to be realised;
- 2.2 Note the progress made towards delivery of the Community Learning and Development Plan 2021-2024;
- 2.3 Approve the proposed interim Plan; and
- 2.4 Instruct the Chief Officer Education and Lifelong Learning to present an updated 2 year CLD Plan to the Education and Children's Services Committee in September 2025.

### 3. CURRENT NATIONAL CONTEXT

- 3.1 The Scottish Government Strategic Guidance for Community Planning Partnerships, Community Learning and Development, places a number of obligations on Community Planning Partnerships and Local Authorities in respect of Community Learning and Development (CLD) including the establishment of 3 yearly Community Learning and Development Plans.
- 3.2 The responsibility for meeting The Requirements for Community Learning and Development (Scotland) Regulations (2013) ( the CLD Regulations) rests with

the Local Authority as a whole. Within Aberdeen City Council, CLD Services comprise Community Development, Youth Work, Adult Learning and Family Learning and now sit within the Education and Lifelong Learning Cluster.

- 3.3 Local authorities cannot meet the requirements of the CLD Regulations without engaging with other partners, learners and community groups and organisations. Such engagement is carried out in accordance with [CLD values and principles](#). As a result, work to develop and evaluate progress is undertaken in partnership with a range of others.
- 3.4 As part of wider education reform work, the Minister for Higher and Further Education; and Minister for Veterans announced on 5 December 2023 an independent review of CLD provision across Scotland. The independent [Review](#) of Community Learning and Development (CLD) was published in July 2024. Given the need to ensure that national guidance is taken into account in statutory CLD Plans, and that we await information on how Scottish Government will respond to the recommendations, there was a need to consider interim arrangements for CLD statutory planning. Review findings are organised around 4 key themes - Visibility and Awareness, Accessibility and Availability, Support and Learning and Pathways and progression.
- 3.5 **Visibility and Awareness:** The national Review found the visibility of CLD is limited due to the term not being understood and often fragmented delivery provision. Some CLD staff are being integrated into services across a local authority and losing the identity. The Review found that the landscape in Scotland is confused and there is a need for an overarching narrative which sets out the Scottish Government's vision for education framing it as a Lifelong Learning Journey.
- 3.6 **Availability and Accessibility:** The review found there is divergence in approach across all local authorities. The review found the main barriers to accessing CLD were location of services and public transport links. CLD learners want services that are local and no or low cost in welcoming and safe community spaces. Funding for CLD across Scotland is reducing and the evidence gathered suggests the need for a review of funding across all learning in general.
- 3.7 There is evidence in some areas where Scottish Attainment Challenge and Pupil Equity Funding has been used successfully to fund Youth work in school with positive impact on learners.
- 3.8 ESOL (English for Speakers of Other Languages) provision was highlighted as a concern due to the variability of the offer, versus the number of citizens who require the support.
- 3.9 **Learning and Support:** The standard of CLD learning opportunities being delivered by dedicated CLD staff and volunteers were found to be generally very good. The review found the HMIE framework to be helpful in supporting managers to self-assess, evaluate and report on quality and improvement priorities. There is a call for a more risk based approach to inspections to free time up for more strategic inspections on issues impacting all providers.

3.10 **Pathways and Progression:** The review highlights the need to be clearer on what it is CLD is setting out to deliver and sharing the successes in order to do this. CLD services would benefit from a national shared and measurement framework. Learners receive awards through work with CLD and there is a need to consider how these could be aligned to the Scottish Credit and Qualifications Framework.

3.11 The review makes a number of recommendations and details the outcomes the Independent reviewer believes are required by 2026. These outcomes are that:

- There is a clearly discernible strategic direction being set for CLD, covering all its elements, at both the national and sub national levels;
- Learners and potential learners are aware of the opportunities presented by CLD, and can access those that they wish to undertake in a way that meets their needs;
- The design and delivery of CLD strategies and plans is informed by input sought from learners and potential learners;
- CLD enjoys good recognition amongst learners, potential learners, decision-makers and budget-holders as an approach to tackling a wide range of (sometimes interrelated) social and educational challenges, which spans three core elements – Youth Work, Adult Learning (including ESOL and family learning), and Community Development/Empowerment;
- Those involved in CLD are fully aware of the outcomes they are setting out to deliver;
- There is a consistent approach to gathering data and reporting on outcomes which allows for an overall national picture to become clear;
- That learner progress and awards can be better mapped to the Scottish Credit & Qualifications Framework;
- That decision-makers, budget-holders and planners have a comprehensive picture of the need for CLD, and are regularly horizon scanning to be well-placed to adapt should that become necessary. roles and responsibilities, including accountability, are clearly established and transparently set out, with the legislative underpinning for CLD supporting this as required;
- CLD workers and volunteers are widely recognised as effectively qualified, experienced and trained, with qualified CLD staff enjoying parity of esteem with similarly qualified counterparts, such as teachers and social workers; and
- That there is a recognised career pathway – mapped to qualifications – for those working in CLD, including the opportunity to move into senior education management roles within Local Authorities and also, for volunteers who wish to move into CLD as a career.

3.12 The Review then outlines the outcomes to be achieved by the end of the next Scottish Parliament

- There is a steady pipeline of people entering the CLD workforce, both as staff and volunteers, which reflects an increasingly diverse Scottish population;

- There is a more systematic approach to improving learners' and potential learners' awareness of and accessibility to CLD learning opportunities;
- There is a greater consistency across CLD providers in terms of delivery and workforce planning, with regular opportunities for sharing and learning from good practice across the country;
- Project and programme delivery plans for CLD activities have the stability and predictability of funding to allow them to be sure that the medium to longer-term interventions often required in CLD can be delivered; and
- That CLD's role within Scotland's overall Lifelong Learning system of education is fully recognised and is reflected in terms of the balance of government spending

3.13 The timing of the publication of the Review limited the extent to which it could inform statutory CLD Plans. As a result, education authorities were encouraged to consider setting an interim one year plan for 2024/25, and publish a 2 year Plan in September 2025. It was proposed that Education Authorities carry forward any outstanding actions from existing plans and reflect significant changes or learning within their interim one year Plan.

3.14 **CURRENT SITUATION ACROSS ABERDEEN CITY**

The current Aberdeen City Council Community Learning and Development Plan 2021-2024 was developed in line with national expectations and approved by the former Operational Delivery Committee on 16 September 2021. CLD reported their progress in delivering year 2 of the Plan to the Education and Children's Services Committee in September 2023.

3.15 Since establishment of the Plan, CLD and partners have worked hard to deliver against the Plan, whilst taking account of the rapidly changing context. The service is delighted that the quality of their work was recognised in the recent Education Scotland Inspection Report. Proposed next steps from the recent Inspection have been built into the Interim Plan.

3.16 HMIE noted that the CLD Plan is closely aligned to the Local Outcome Improvement Plan, and that CLD Practitioners played a critical role in helping communities shape highly relevant Locality Plans published in April 2024. The content of the refreshed Locality Plans has been considered in developing the Interim Plan for 2024-25.

3.17 The CLD team have undertaken an evaluation of progress against the full CLD Plan 2021-24 in order to identify areas for further action over the lifetime of the Interim Plan for 2024/25. The full evaluation is available in Appendix A with key successes including:

- Establishing a kinship worker who has worked with individual families to bridge the gap between the kinship team and supports available across the city.
- 96% of learners have shared that their confidence has increased following engagement with family learning
- Most learners on the 2 ESOL for care courses run in partnership with Bon Accord Care secured paid placements.

- Working in partnership with Shmu (Station House Media Unit), 62 adults facing personal challenges were supported with 23 going on to secure positive destinations in education or employment.
- The healthy minds team has successfully supported learners who face social isolation through activities within the community and within Cornhill Hospital with almost all reporting increased confidence.
- Support for ESOL has expanded to meet demand with over 200 learners currently being supported. Learners are being supported to set up learner managed support groups to improve mental health and reduce social isolation.
- Funded Projects supported 686 volunteers who contributed 103,711 hours of volunteering time
- We now have 3 community resilience groups across the city in Cults, Culter and Bridge of Don. These groups will support the community in the face of adverse weather and other civil contingency events.

3.18 The evaluation has helped to identify areas for continued focus and inclusion in the Interim Plan including:

- Continue to improve data sharing and joint planning between youth work and employability providers.
- Further develop multi agency response to The Promise, including Edge of Care pilots as we develop our model of Family Support
- Further develop city wide CLD partners contribution to the Family Support Model and explore how commissioned services contribute to the Family Support Model
- Further develop opportunities for Learner's Voice, the voice and experiences of learners, to shape future provision and priorities and use this to influence service delivery, and the development of a sense of agency
- Ensure community learning providers are encouraged and supported to contribute to the future libraries model and the development and delivery of a City adult literacies strategy
- Continue to tackle health inequalities through effective adult and family learning
- Develop actions to more effectively measure and demonstrate the impact of CLD interventions on communities.
- Develop and embed shared self-evaluation across partners and consistent sharing of data to develop a fuller understanding of the impact of CLD, which could better inform the use of resources
- Further progress improvements to strategic governance and decision making in CLD by senior leaders and CLD partners. This should include CLD partners setting and jointly monitoring shared measures of success and ensuring that one strategic group has strategic oversight of all aspects of CLD across the whole plan
- Ensure there is sufficient input or influence from community representatives, young people and adult learners in CLD strategic planning

- 3.19 The Interim Plan, contained in Appendix B, outlines the intended focus of the CLD service over 2024/25.
- 3.20 The CLD Service will present an evaluation of delivery of their Interim Plan, alongside a proposed 2 year Plan for approval in September 2025.

#### 4. FINANCIAL IMPLICATIONS

- 4.1 There are no direct financial implications arising from the recommendations of this report.

#### 5. LEGAL IMPLICATIONS

- 5.1 There are no direct legal implications arising from the recommendations of this report. The Requirements for Community Learning and Development (Scotland) Regulations 2013 place duties upon the Authority in relation to the process to be undertaken in securing community learning and development including a requirement to publish plans every 3 years containing information about the provision of CLD.

#### 6. ENVIRONMENTAL IMPLICATIONS

- 6.1 There are no environmental implications

#### 7. RISK

Category	Risks	Primary Controls/Control Actions to achieve Target Risk Level	*Target Risk Level (L, M or H)  *taking into account controls/control actions	*Does Target Risk Level Match Appetite Set?
<b>Strategic Risk</b>	Risk of not delivering against statutory requirements.	Mitigated by establishing and reporting progress against the CLD Plan	L	<b>yes</b>
<b>Compliance</b>	Risk of not complying with CLD regulations.	Mitigated by embedded self-evaluation by CLD teams and staff CPD	L	<b>yes</b>
<b>Operational</b>	Risk of not working to the national policy goals given the changing	Mitigated by being agile and responsive to changes in the needs of the community	L	<b>yes</b>

	context in the city.			
<b>Financial</b>	Risk of not using resource most effectively to support communities	Mitigated by delivering against the CLD Plan and by remaining alert to unanticipated challenges facing those we serve and responding proactively.	L	<b>yes</b>
<b>Reputational</b>	Risk of not delivering a strong CLD provision for city residents	Mitigated by having a clear and well scrutinised plan	L	<b>yes</b>
<b>Environment / Climate</b>	Risk of not complying with local and national NetZero target	Mitigated by proactive measures to manage resources	L	<b>yes</b>

## 8. OUTCOMES

<b><u>COUNCIL DELIVERY PLAN 2023-2024</u></b>	
	<b>Impact of Report</b>
<p><b>Aberdeen City Council Policy Statement</b></p> <p>A City of Opportunity</p> <p>Empowering Communities</p>	<p><i>The proposals within this report support the delivery of the following aspects of the policy statement:-</i></p> <p><i>Sharing the progress against the Community Learning and Development Plan aims to increase awareness of the scope of CLD provision and the impacts delivered through the plan as well as ensuring effective, responsible and inclusive delivery against the CLD plan contributing to a City of Opportunity and Empowering Communities.</i></p>
<b><u>Aberdeen City Local Outcome Improvement Plan 2016-26</u></b>	
<p>Prosperous Economy</p> <p>Stretch Outcomes</p>	<p><i>Sharing the progress against Community Learning and Development Plan aims to increase awareness of the scope of CLD provision and the impacts delivered through the plan as well as ensuring effective, responsible and inclusive delivery against the CLD plan contributing to:</i></p> <p><b>1. No one will suffer due to poverty by 2026.</b></p>

	2. 400 unemployed Aberdeen City residents supported into Fair Work by 2026.
Prosperous People Stretch Outcomes	<p><i>Sharing the progress against the Community Learning and Development Plan aims to increase awareness of the scope of CLD provision and the impacts delivered through the plan as well as ensuring effective, responsible and inclusive delivery against the CLD plan contributing to</i></p> <p>Prosperous people (Children and Young people):</p> <p>5.2 Increasing children's knowledge and understanding of their own physical and mental wellbeing and take an early intervention and prevention approach.</p> <p>7.1 Improving pathways to education, employment and training for all our children</p> <p>8. 83.5% fewer young people (under 18) charged with an offence by 2026.</p> <p>9. 100% of our children with Additional Support Needs/disabilities will experience a positive destination</p> <p>Prosperous People (adults):</p> <p>11.1 Supporting vulnerable and disadvantaged people, families and groups.</p> <p>11.2 Provide individuals and communities with the social resources needed to reduce feelings of loneliness and social isolation.</p> <p>11.3 Encouraging adoption of healthier lifestyles through a whole family approach.</p>
Prosperous Place Stretch Outcomes	<p><i>Sharing the progress against the Community Learning and Development Plan aims to increase awareness of the scope of CLD provision and the impacts delivered through the plan as well as ensuring effective, responsible and inclusive delivery against the CLD plan contributing to Prosperous Place:</i></p> <p>13.2 Contributing to the delivery of Aberdeen Adapts by developing a bottom up approach to community resilience to encourage greater ownership and independent action towards understanding communities' risks from climate change and adapting to them.</p> <p>15.1 Increasing the diversity, quality and use of Aberdeen's green spaces by facilitating community participation in them to restore nature and increase people's satisfaction, health, and wellbeing</p>
<b>Regional and City Strategies</b>	



Community Learning and Development Plan 2021-2024 Children's Services Plan Community Empowerment Strategy	<i>The proposals within this report support the Community Learning and Development plan 2021-2024 and subsequent plans.</i>
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## 9. IMPACT ASSESSMENTS

Assessment	Outcome
<b>Integrated Impact Assessment</b>	An Integrated Impact Assessment has been created
<b>Data Protection Impact Assessment</b>	Not required

## 10. BACKGROUND PAPERS

10.1 [Community Learning and Development Plan 2021-2024](#)

## 11. APPENDICES

- 11.1 Appendix A – Progress against the CLD Plan 2021-2024
- 11.2 Appendix B – Interim Plan 2024-25
- 11.3 Appendix C – Case Studies

## 12. REPORT AUTHOR CONTACT DETAILS

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