

Aberdeen City

Community Learning and Development

Strategic Plan

2018 – 2021

DRAFT

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Welcome to
Aberdeen's Community Learning and Development (CLD)
Strategic Plan 2018 - 2021

“The adoption of preventative approaches, in particular approaches which build on the active participation of services users and communities, will contribute significantly to making the best possible use of money and assets. This will help to eradicate duplication and waste and, critically, take demand out of the system over the longer term”

Commission on the Future Delivery of Public Services

We have now come to the end of the 2015 – 2018 CLD Strategic Plan. Over this time period we have made a number of achievements however there is still progress to be made.

CLD can and does contribute to the national agenda on Community Empowerment, Prevention and Early Intervention. In the following plan we set out the ways in which we will continue to build upon the work of the past three years and support individuals, families and communities to express their voices, and build their skills in ways which will allow them to achieve their best possible outcomes.

In writing the plan we have focussed on four main priorities:

- Governance
- Lifelong Learning
- Community Development
- Workforce Development

Across these priorities there is particular focus on building the capacity of individuals and communities, in particular of those in the most disadvantaged areas, to support and deliver on services which will tackle identified needs. Much emphasis is therefore put on the recruitment, retention, training and celebration of volunteers. Demand on services is higher than ever before making the role volunteers play within their community, of place or interest, crucial.

In this plan Aberdeen City Council (ACC) and Partners confirm their commitment to supporting young people, adults, families and communities to make positive changes in their own lives and in their communities through Community Learning and Development

Governance of the Community Learning and Development Strategic Plan 2018-2021

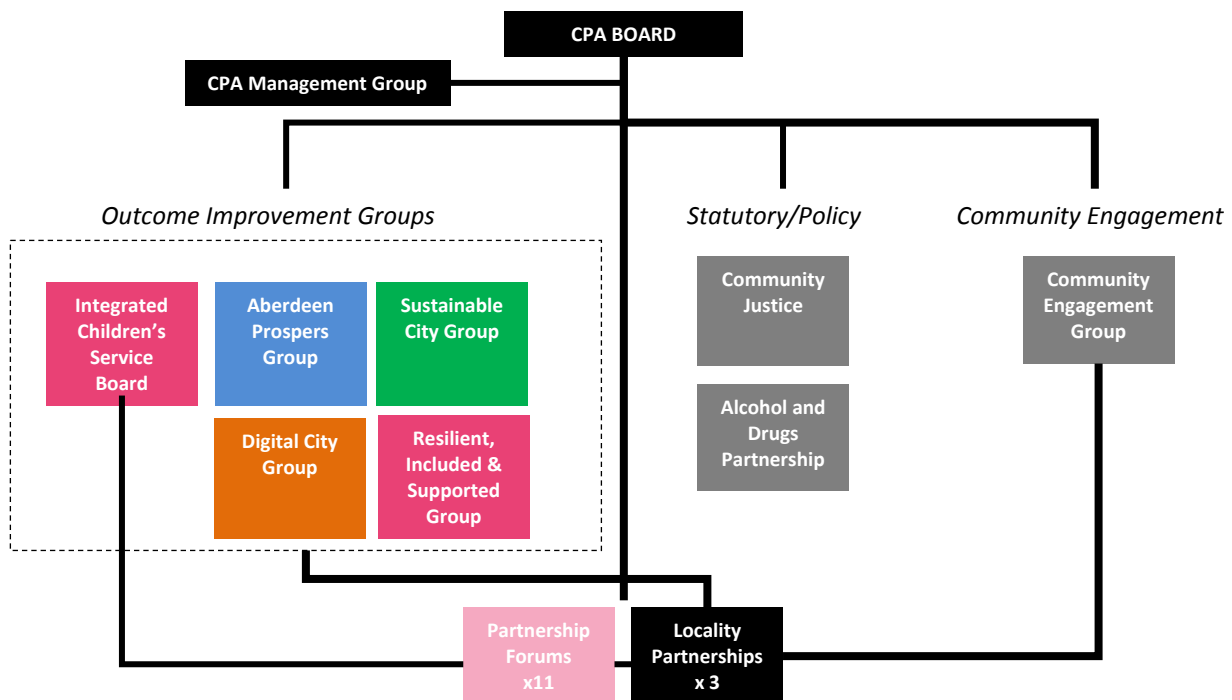
A review at strategic level of Community Planning and Locality Planning to better meet the requirements of the Community Empowerment Act (Scotland) 2015 resulted in the creation of three Locality Partnerships each with a Locality Plan, which is a ten year Improvement Plan. These concentrated on the geographic areas identified as being areas of most deprivation in Aberdeen. These are:

- Torry
- Northfield
- Tillydrone, Woodside and Seaton

A concurrent review of the Learning Partnerships¹ and Associated School Groups focussing on the delivery of the Inclusion agenda resulted in the creation of the Partnership Forums. These groups are planning to deliver on the four National Improvement Priorities and the four CLD Strategic Plan Priorities. The Partnership Forums are responsible for the governance of the delivery of the CLD plan at local level.

For each Locality Partnership a representative from the equivalent Partnership Forum will directly report progress to the Locality Partnership. This allows local connections to flourish and to ensure that development work is undertaken in a coordinated manner. Agreement will be reached at this local level on which areas of the Locality Plans are being delivered through the Partnership Forum, effectively a sub group of the Locality Partnership; and which areas will be taken forward through the Locality Partnership and other means such as Outcome Improvement Groups.

The Partnership Forums will report progress through the Integrated Children's Services Board and the Community Engagement Group which are Outcome Improvement Groups of Community Planning Aberdeen.



¹ previously the groups charged with the governance and the delivery of the CLD plan

CLD Plan 2018 -2021

The overarching strategic objectives for the plan are: -

- **Improved life chances for people of all ages through learning, personal development and active citizenship**
- **Stronger, more resilient, supportive, influential and inclusive communities**

The plan has 4 CLD outcomes. Outcome 1 relates to the governance of the plan. Outcomes 2 and 3 are outcomes that have been agreed by Community Learning and Development Managers Scotland regarding Youth Work, Adult Learning and Capacity Building. Outcome 4 relates to workforce development required to ensure delivery of the plan.

Outcome 1 – Partnership Forums

The Partnership Forums progress to date was reviewed by their Chairpersons in April 2018. From this workshop a report and revised Guidance has been sent out to all partners, including guidance on using the refreshed data sets provided.

- Partners work effectively together to deliver, develop and evaluate services which meet local need and strategic priorities.

Outcome 2 (a-c)– Work with Young People

Information from the city-wide youth work survey, CLD Service Management Information System - Performance Information Evaluation System (PIES), Local learning Audits, Partnership Forum plans/data and National Youth Work Strategy were used to inform the improvement model for these outcomes

- Young people are confident, resilient and optimistic for the future
- Young People express their voice and demonstrate social commitment
- Young people create, describe and apply their learning skills

Outcome 2 (d-f) – Work with Adults

Information from citywide Place Standard tool survey, PIES, Local learning audits, English for Speakers of Other Languages Strategy, Adult Literacies in Scotland 2020, Family Learning Framework and Statement of Ambition for Adult Learning were used to inform the Improvement Model for these outcomes.

- Adult learners are confident, resilient and optimistic for the future
- Adult learners express their voices, co-design their learning, and influence local and national policy
- Adult learners apply their skills, knowledge and understanding across the four areas of life

Outcome 3 (a-c) Community Development

Information from citywide Place Standard Tool Survey, Local learning Audits, PIES, Community Empowerment Act were used to inform the Improvement Model for these outcomes.

- Communities are confident, resilient and optimistic for the future
- Communities express their voice and demonstrate commitment to social justice and action to achieve it
- Community members identify their capacities, learning and skills, enhance them and apply them to their issues

Outcome 4 – Workforce Development

Information from ACC CLD staff Performance Review & Development, Community Planning Partners' workforce development priorities, Scotland's CLD Workforce Development Action Plan, North Alliance, Northern Alliance, Growing the learning culture in CLD and the national CLD competencies were used to inform the Improvement Model for this outcome.

- Workforce Development should be informed by the changing needs of learners and communities and keep pace with and support the implementation of Local and National Policies.

Targeted provision

Geographic Communities.

While there is a requirement upon local authorities to coordinate the CLD offer across the city, Partners recognise that resources will be balanced between supporting the wider community and priority areas. The three priority areas benefit from Locality Plans, with progressed monitored through Community Planning Aberdeen.

Priority areas are areas that are identified as areas of multiple disadvantage, areas classified as “at risk” do not fall into this category but still have a high level of disadvantage meaning they are at risk of becoming a priority area in future.

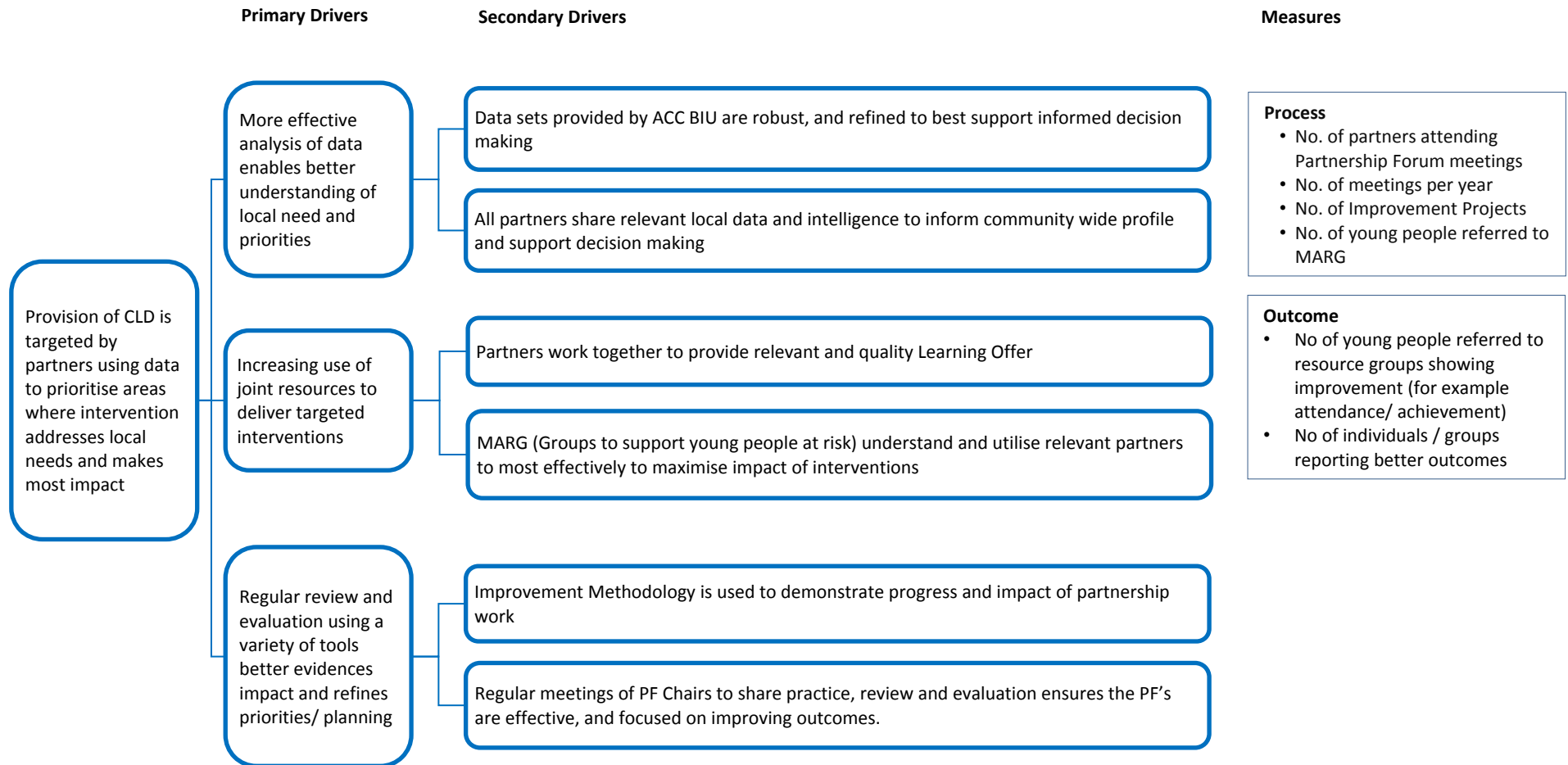
For “at risk” communities, it is important to make the appropriate resource available, to prevent multiple disadvantage occurring. Here a limited, targeted partnership approach may have a larger impact in securing more positive outcomes for communities. A priority for this plan is to identify means to redirect resources into areas designated “at risk” where such targeting of resources may have a significant in preventing a increase in demand.

Key **Communities of Interest** have been identified as:

- ESOL and literacies learners
- LGBT Young People
- Learning and Physical disabilities groups
- Offenders and those at risk of offending
- People facing multiple challenges including substance use issues and poor mental health
- Those experiencing poor health inequalities
- People affected by Welfare reform
- Young people at risk of not achieving a positive destination
- The Travelling community

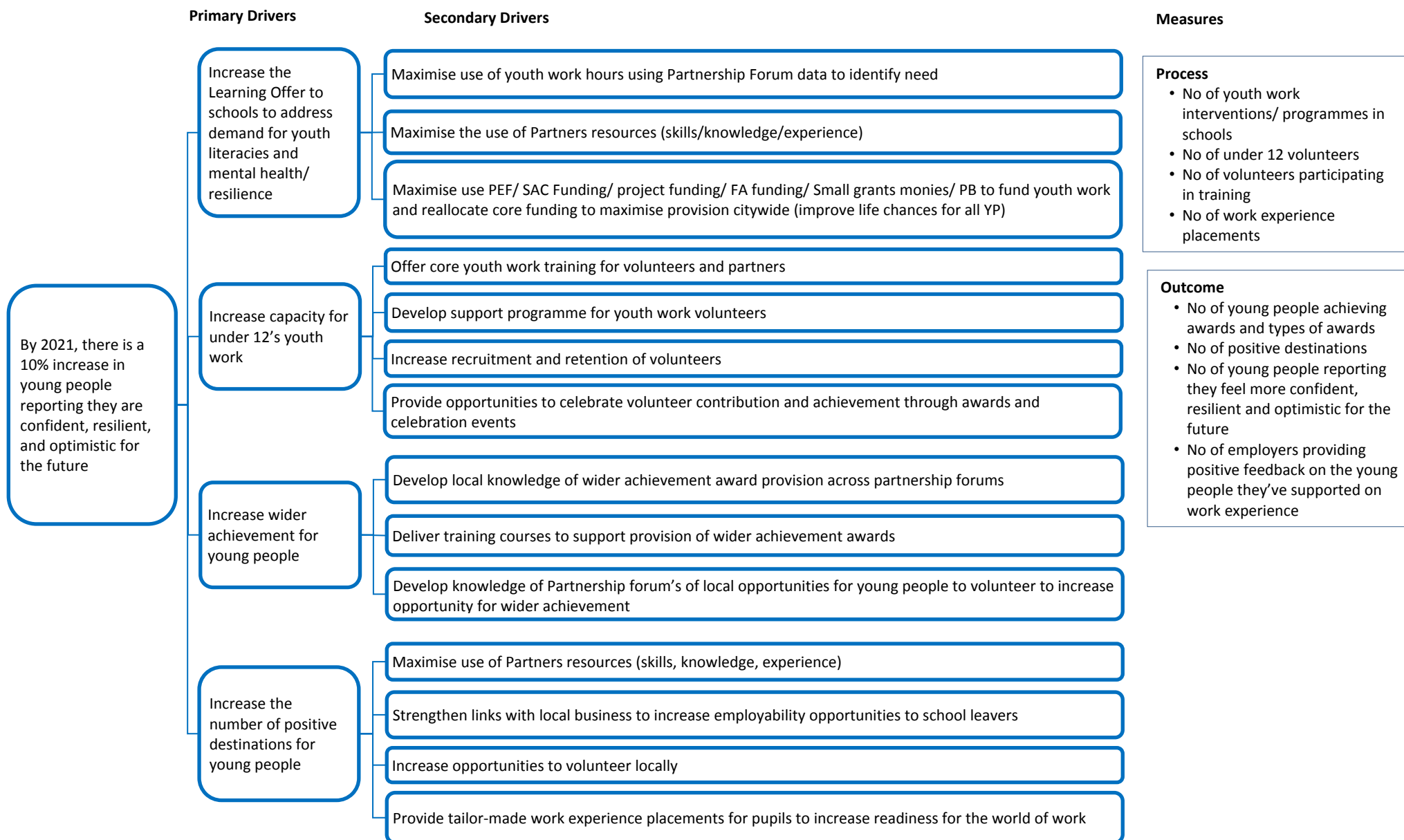
Outcome 1 – Partnership Forums

Partners work effectively together to deliver, develop and evaluate services which meet local need and Strategic priorities



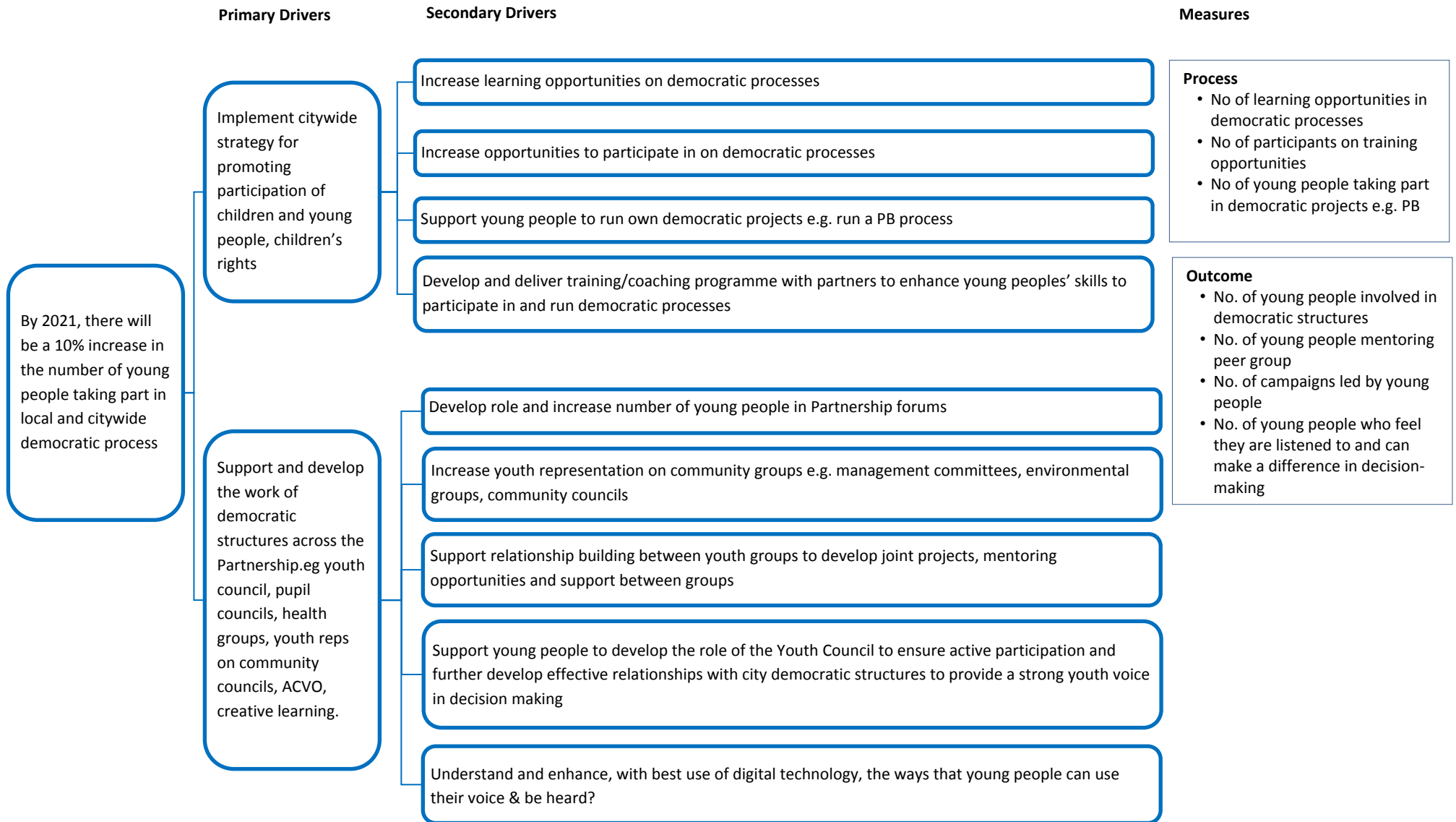
Outcome 2a – Work with Young People:

Young people are confident, resilient, and optimistic for the future
 (& Young people’s perspectives are broadened through new experiences and thinking)



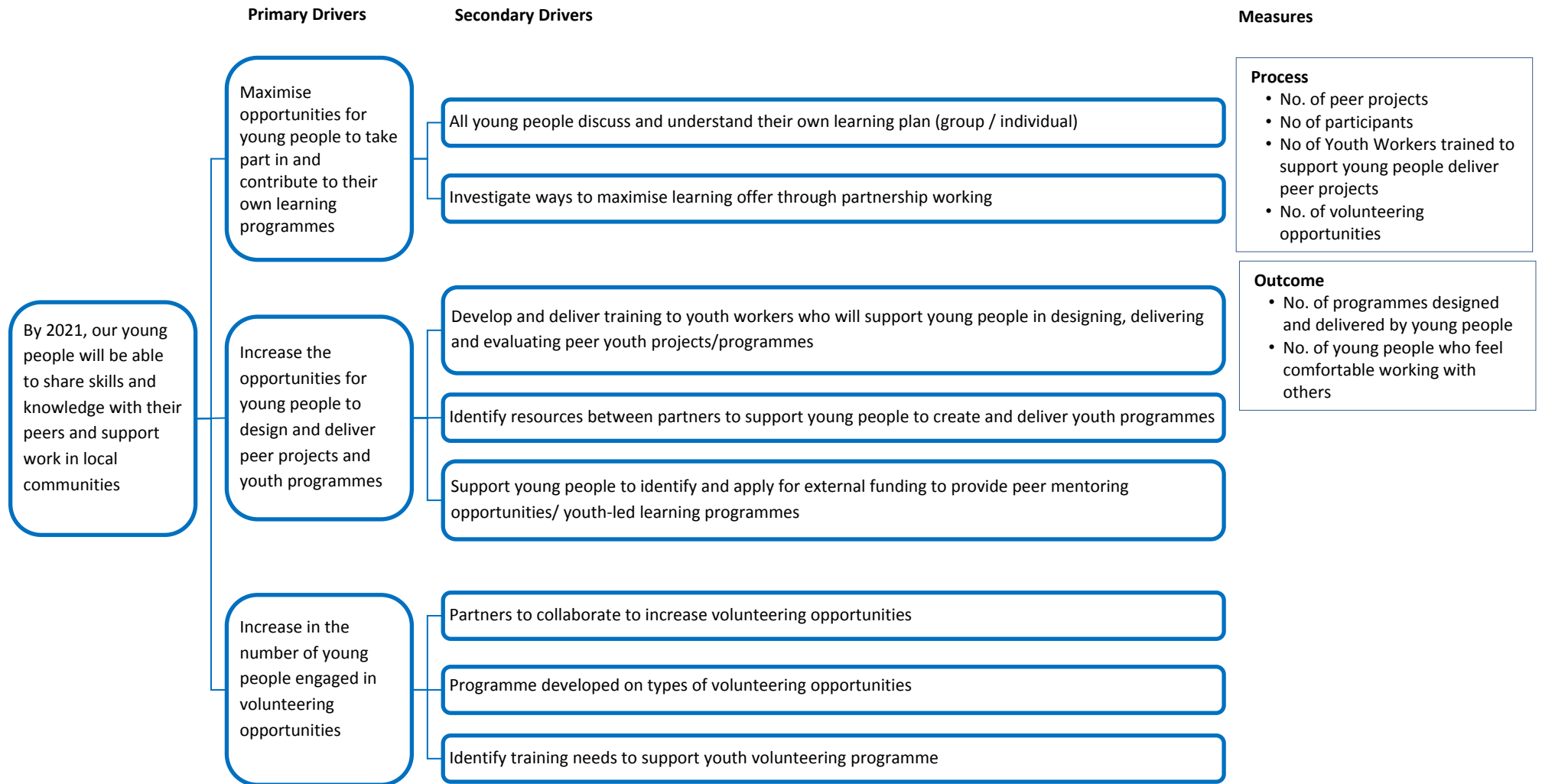
Outcome 2b – Work with Young People:

Young people express their voice and demonstrate social commitment (& Young people manage personal, social and formal relationships)

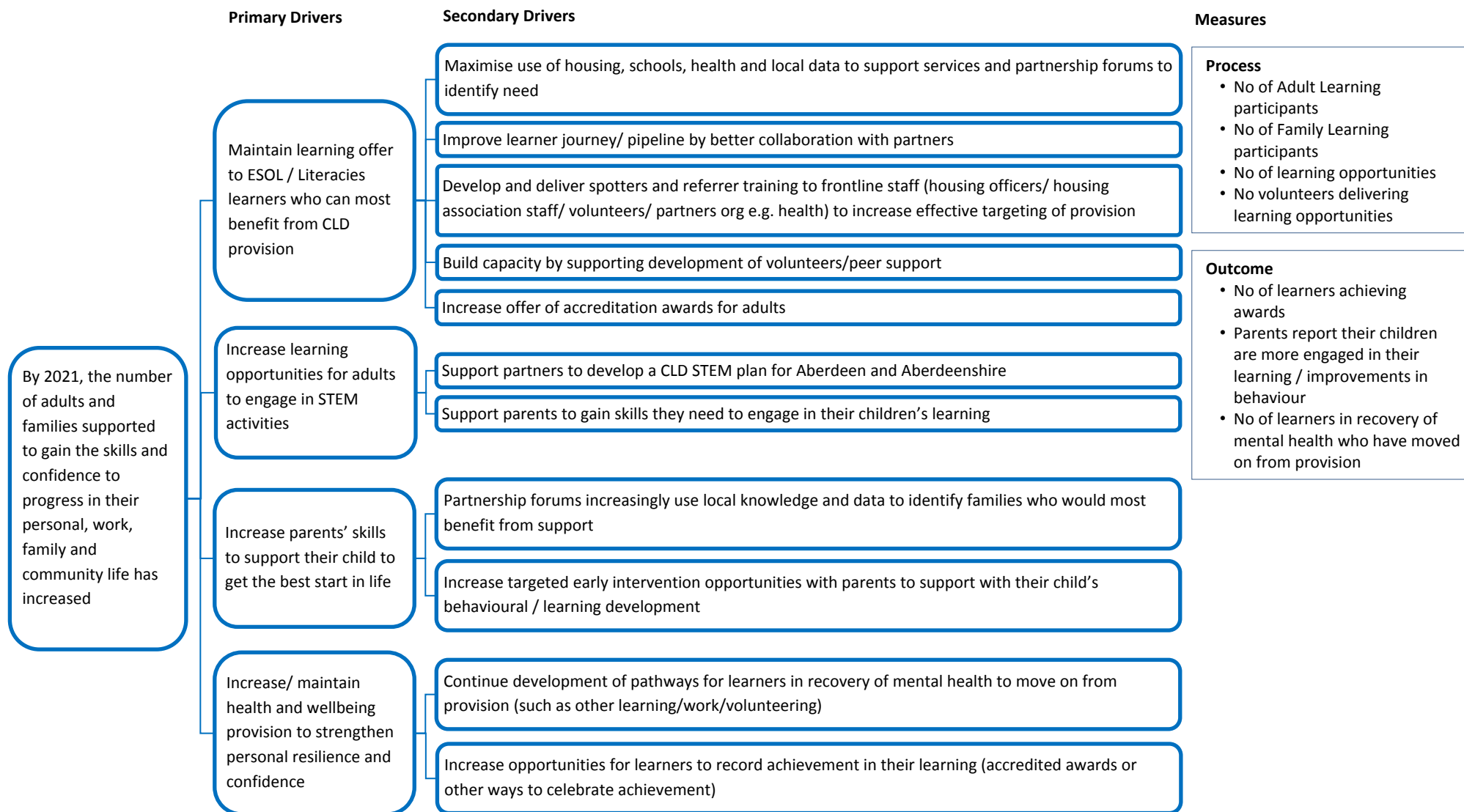


Outcome 2c – Work with Young People:

Young people create, describe and apply their learning skills
 (& young people participate safely and effectively in groups
 & young people consider risk, make reasoned decisions and take control)

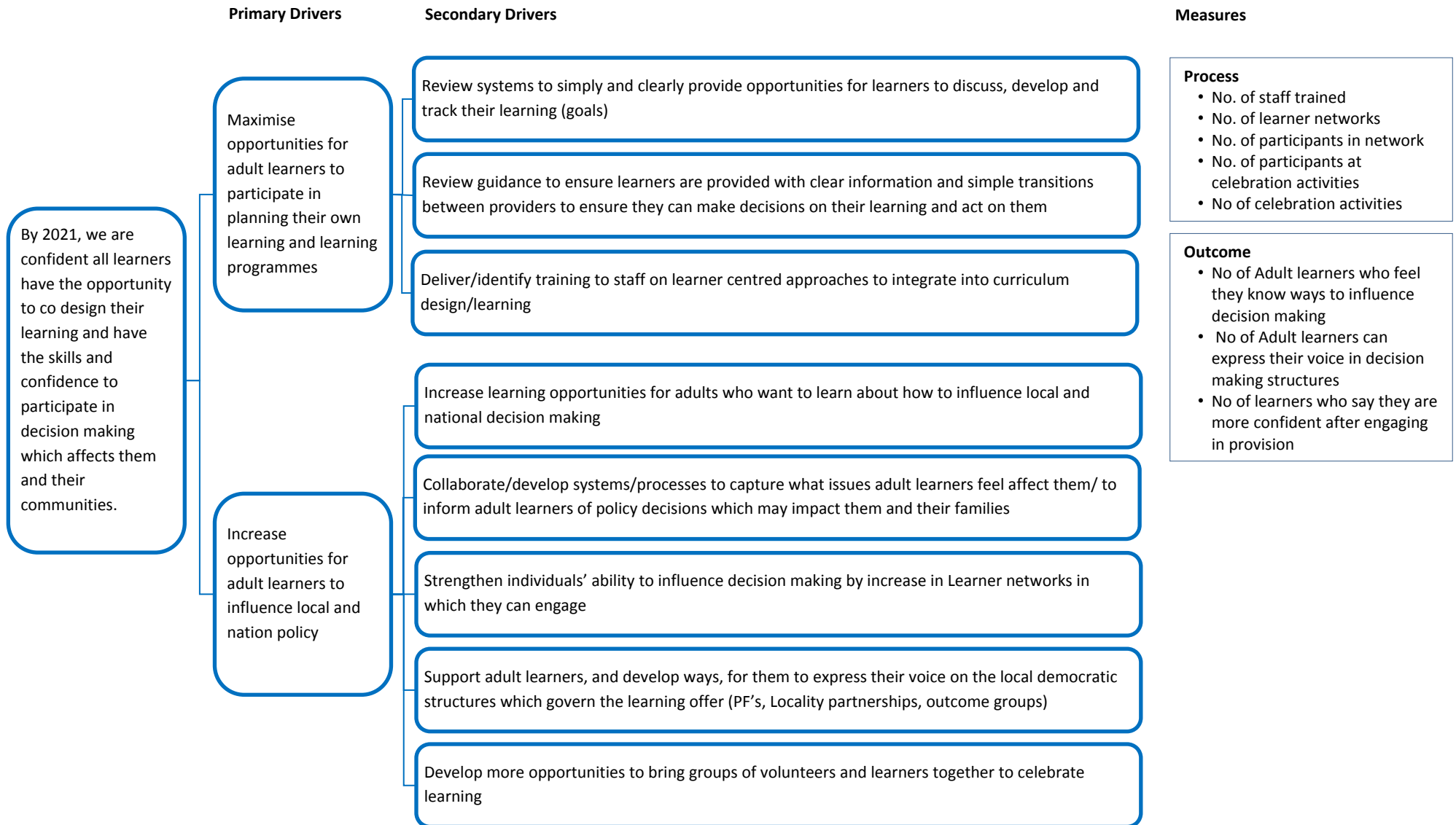


Outcome 2d – Work with Adults: Adult learners are confident, resilient and optimistic for the future
 (& Adult learners critically reflect on their experiences and make positive life changes for themselves and their community)

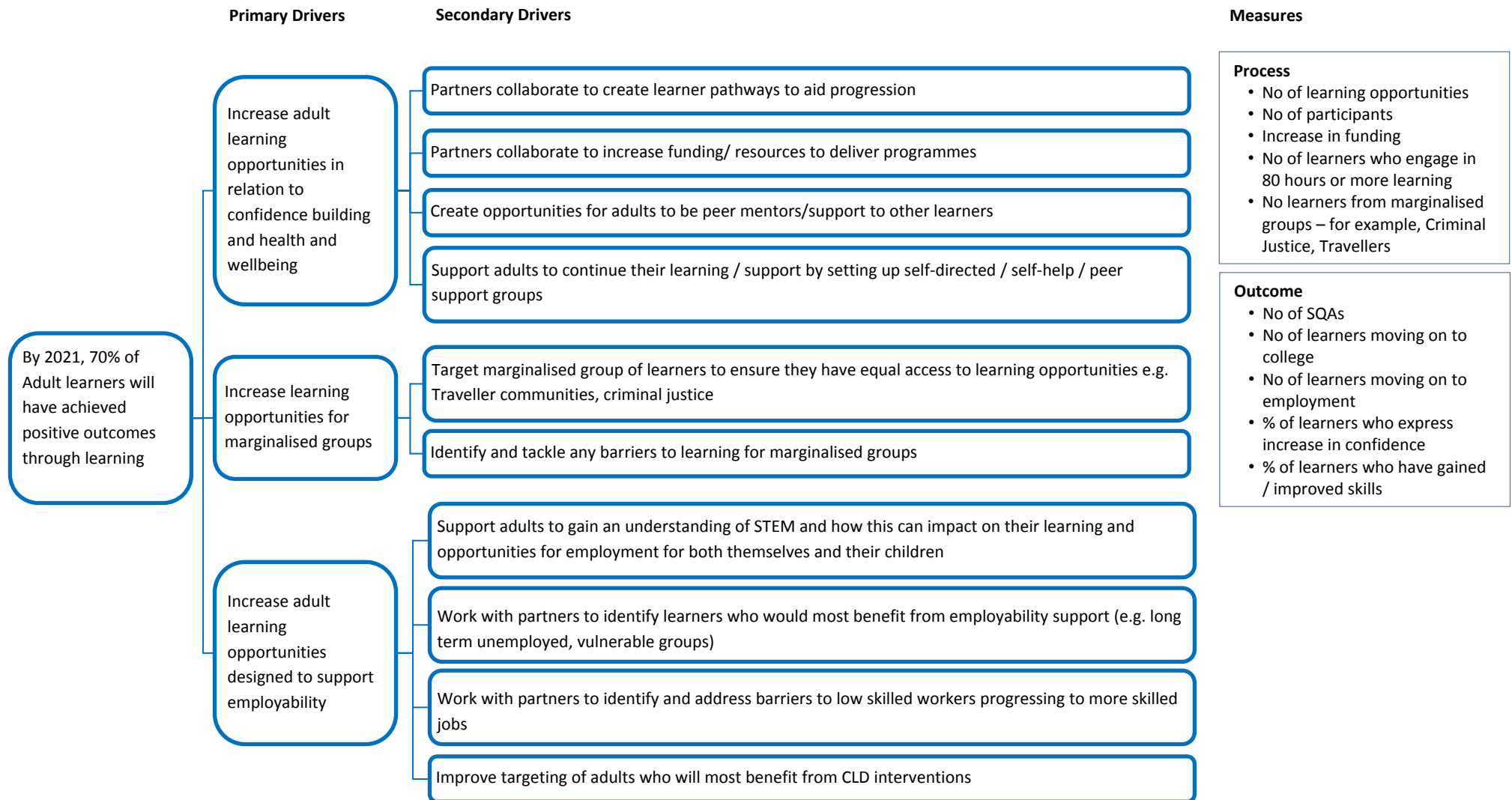


*Digital skills and numeracy are included in the definition of STEM (Science, Technology, Engineering & Mathematics, *STEM: Education and Training Strategy for Scotland (2017)*)

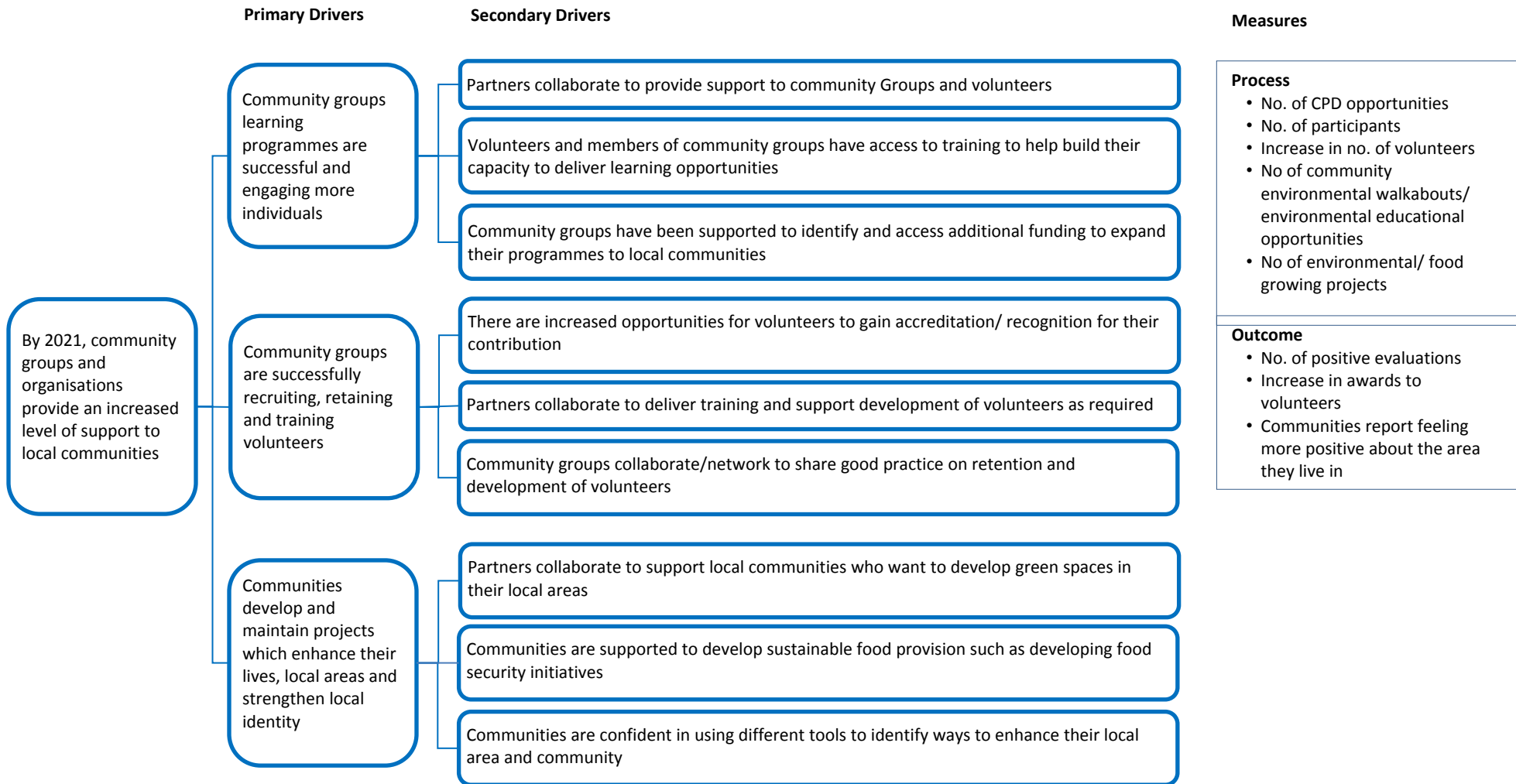
Outcome 2e – Work with Adults: Adult learners express their voices, co design their learning, and influence local and national policy (& Adult learners develop positive networks and social connections)



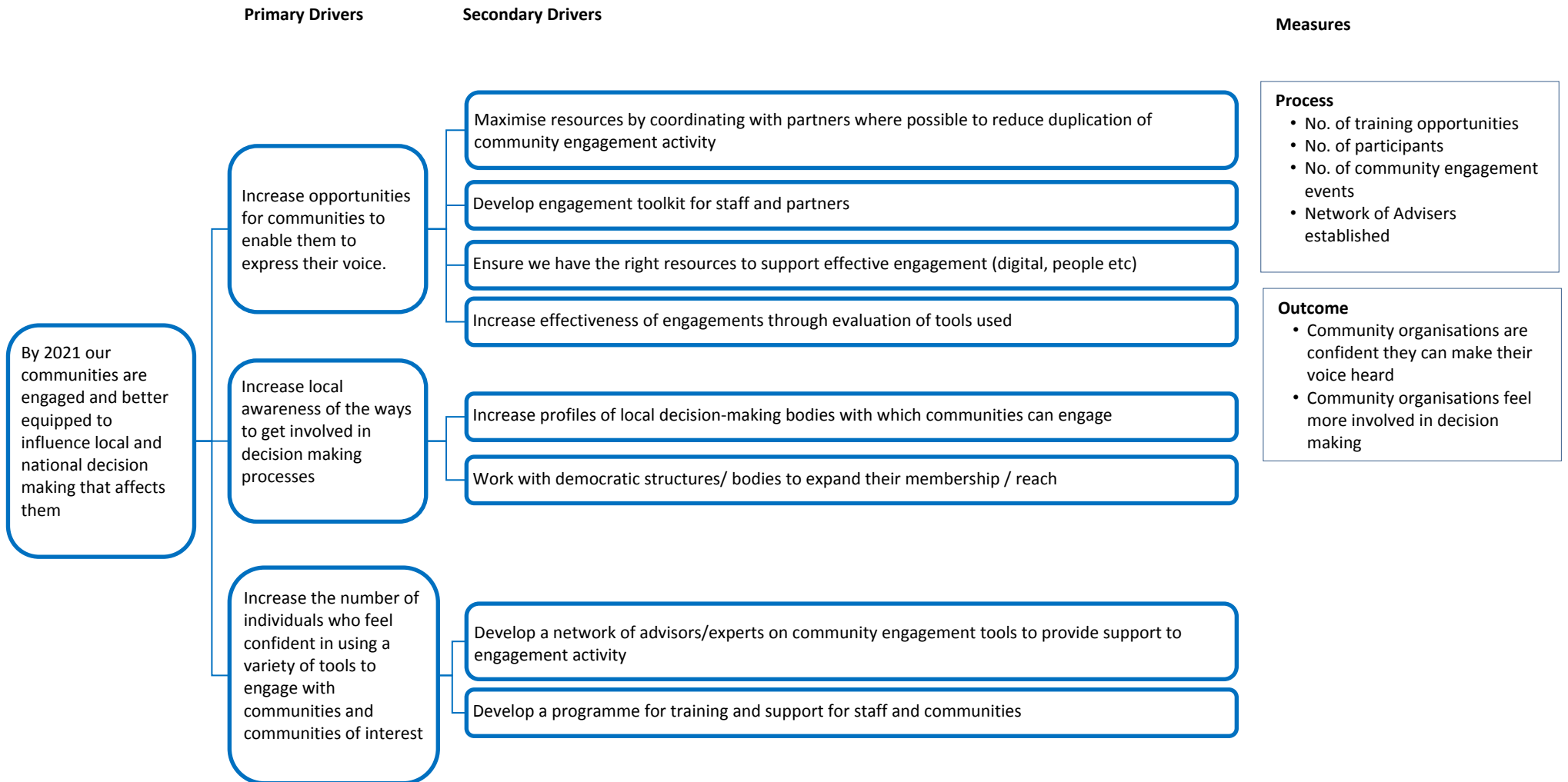
Outcome 2f – Work with Adults: Adult Learners apply their skills, knowledge and understanding across the four areas of life (& Adult Learners participate equally, inclusive and effectively & Adult Learners are equipped to meet key challenges and transitions in their lives)



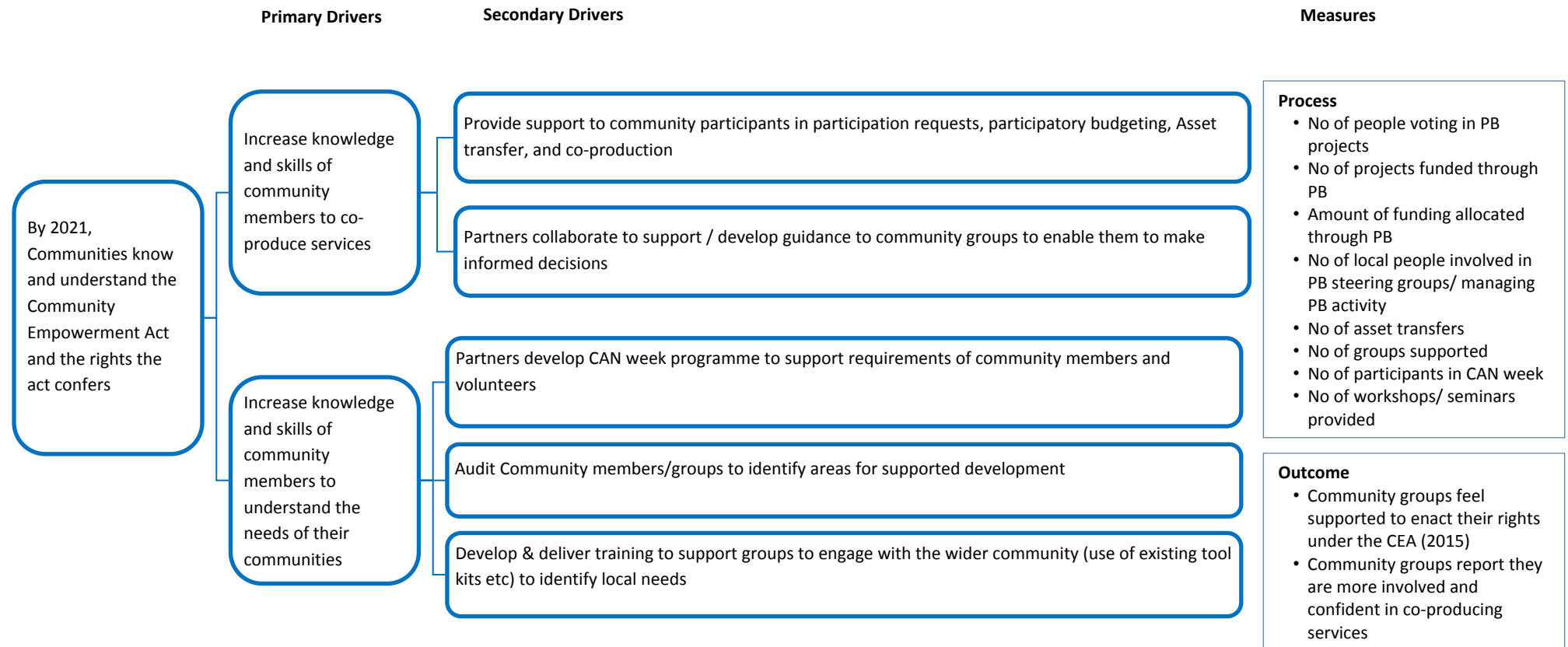
Outcome 3a – Community Development: Communities are confident, resilient and optimistic for the future
 (& Community member’s perspectives are broadened through new and diverse experiences and connections)



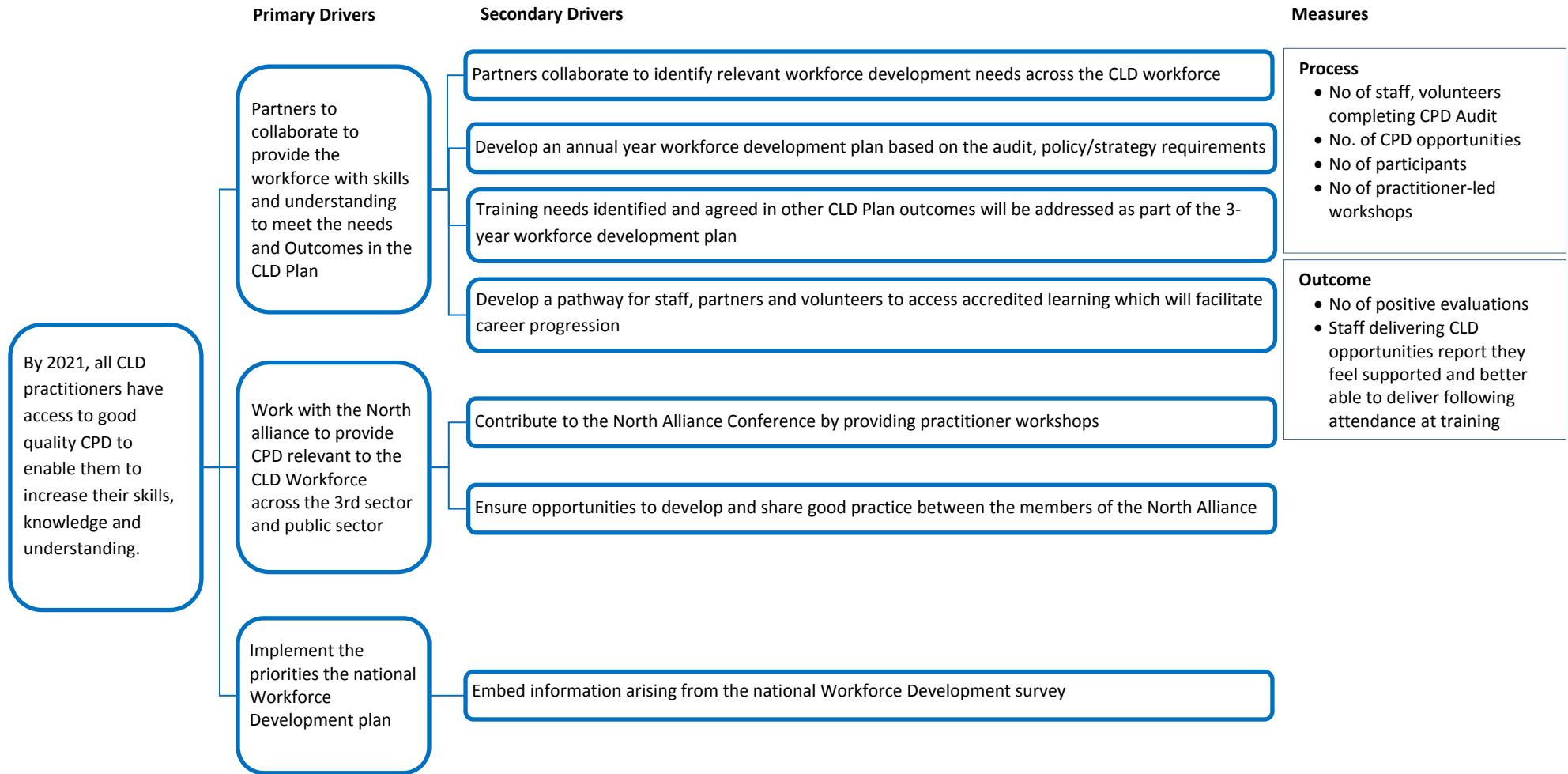
Outcome 3b – Community Development: Communities express their voice and demonstrate commitment to social justice and action to achieve it (& Communities manage links within communities and to other communities and networks)



Outcome 3c – Community Development: Community members identify their capacities, learning and skills, enhance them and apply them to their issues and needs (& Community members form and participate equally, inclusively and effectively in accountable groups & Communities consider risks, make reasoned decisions and take control of agenda)



Outcome 4 – Workforce development: Workforce development should be informed by the changing needs of learners and communities and keep pace with and support the implementation of Local and National Policies



Community Learning and Development Service – ACC – what the education authority will be doing to provide CLD over the life of the plan.

ACC is currently transforming and has a Transitional Target Operating Model (TOM) in place.

Community Development staff now sit in within the Customer function, as part of the Early Intervention and Community Empowerment cluster. The Lifelong Learning team (Youth Work and Adult Learning) are within this cluster alongside Libraries and Creative Learning.

Family Learning remains part of the Integrated Children’s and Family Services cluster within the Operations function.

Staffing compliment for CLD provided by Local Authority

Lifelong Learning and Communities &Partnerships teams

- 1 Communities and Partnerships Team Manager

Adult Learning (Lifelong Learning)

- 4 Development Officers
- **Part- time staff** - 1.66 FTE Adult Learning Co-ordinators, 3.7 FTE Adult Learning tutors (Core Skills, ESOL, & Literacies)

Youth Work (Lifelong Learning)

- 1 Development Manager, 4 Development Officers, 1 DO post ([fixed term until 2019 and funded by Hazlehead Academy](#))
- **Part-time Staff** - 3 FTE Community Learning Youth Workers, 1.32 FTE Streetworkers, 1.23 FTE sessional staff

Partnerships

- 1 Community Centre Liaison Officer (supports voluntary Management committees to run 23 leased centres)
- 1 FAF co-ordinator
- 1 FAF development Worker

Healthy Minds (Adults in recovery of Mental Health) (Partnerships)

- 0.5 FTE Development Manager ([funded by NHS Grampian](#))
- 2 Community Learning Workers ([funded by Health & Social Care](#))
- **Part-time staff** - 0.41 FTE Adult learning co-ordinator ([funded by NHS Grampian](#))

Family Learning Team

- 1.5 FTE Family Learning Development Officers
- 1.5 FTE Family Learning Development Workers – Group work (term time)
- 0.5 FTE Family Learning Development Worker – Group Work (term time/Fixed term – [funded by PEF](#))
- 2.5 FTE Family Learning Development Workers – Home Support

- 5 FTE Family Learning Development Workers – Home Support (fixed term, [funded by PEF/SAC](#))

Localities Staff

Each Locality team has

- 1 Development Manager
- 3 Community Development Officers
- 1 Development Worker (unqualified)

Learning Centres

- 4 Centre Operations Officers who are heads of establishments and work in partnership with the local community associations to develop the Learning Programmes for the 17 Learning centres. There is one Officer in Locality 1 and 3, and two in Locality 2.

Statement of our Provision

CLD staff in Aberdeen work to deliver positive change in communities and in the personal lives of those living and working in our council area. In Aberdeen CLD teams work in the following areas:

- Working in school and community-based settings to support young people’s personal and social development, enabling young people’s voices to be heard by participating in city-wide and local youth forums, using Hi-5, Dynamic Youth and Youth Achievement Awards to accredit young people’s achievements, engaging with hard to reach young people through Street Work, and supporting communities of interest groups such as school-based LGBT alliances.
- The Adult and Family learning team take a life-wide approach and enable people to gain skills that support them in all aspects of their lives. Provision is learner centred and takes place in a range of settings from schools to community centres and homes. The learning process is built around the interests of the learner and inputs are designed to fulfil the goals he or she sees as important.

Adult Learning works with adults through informal learning groups and one to one provision to support

- improved reading, writing and numeracy
- improving skills in English as a second language
- delivering ICT learning programmes to enhance employability and improve life chances.

The Family Learning team supports parents to take on a active role in their children’s learning in school and at home to make a difference in improving achievement and behaviour. The active involvement of parents can help promote a learning community in which children and young people can engage positively with practitioners and their peers.

- Community Development staff support volunteers to make contributions in their community but also to enrich their own lives. They support local management committees to run 23 leased centres and 17 learning centres and their learning programmes. They work with community groups so that they operate effectively, deliver training programmes

for individuals and groups which lead to inclusive approaches in community settings and assisting with advice and guidance on managing and delivering local services. Staff work to engage with communities and support them to participate in the decisions that affect their everyday lives through activities such as living streets, participatory budgeting and community growing projects.

- In library learning centres, and community libraries supporting children, young people and adults in digital literacy through learning programmes and one to one individual support; developing literacy through reading activities, initiatives and book groups; supporting health, information and media literacy development; employment support; opportunities for volunteering and vocational learning.

Community Learning and Development Providers in Aberdeen – what other Community Learning and Development providers will be doing within the area over the period of the plan.

There are a range of providers of community Learning and Development services across Aberdeen – some of who are listed below:

CLD Provider	Description
Aberdeen Foyer (funded by FAF)	<p>Aberdeen Foyer provides supported accommodation to former homeless and at risk young people alongside a range of learning, training, and employment support as well as community health and early intervention services.</p> <p>Our approach recognises that homelessness and disadvantage is not just a matter of providing a home but necessitates addressing many of the underlying causes and critically providing people with the means of gaining and sustaining employment. This integrated approach allows tenants and programme participants to take the next steps towards independent living, learning and work.</p> <p>The Prince’s Trust Team programme is aimed at supporting young people into a positive destination of further education, training, employment or volunteering.</p> <p>All of the activities undertaken are aimed at helping each individual to progress into a positive destination and develop their skills and talents so that they can achieve their potential and live an independent and successful life. The young people who access the programme are often facing multiple barriers to progression e.g. lack of education, unemployment, homelessness, and are from areas of deprivation within Aberdeen City.</p>
Aberdeen Lads club (funded by EICE, HSCP, FAF)	Provides Community Capacity Building, Youth Work, Nursery, Community Café
Befriend a child (Funded by FAF)	We support school-aged children growing up in troubled and disadvantaged circumstances in Aberdeen and match them with trained volunteers who deliver our 1:1 befriending and mentoring services. Our volunteers drive the main activities of the charity. The work they do is relationship based and it is within the context of the amazing relationship they create with their child that we sustain high level outcomes.
Cfine Community Food Support (funded by EICE, FAF, Common Good Fund)	<p>Maintain and develop Community Food Outlets, provide food for those in food poverty, coordination, information and networking between organisations involved in food bank work. CFINE’s CFD aims to make affordable fruit, veg and other produce accessible to low income, disadvantaged and vulnerable residents in Aberdeen.</p> <p>CFINE will support and train existing volunteers both in the community</p>

	<p>& at Poynerook Road and will recruit, induct and train new volunteers and encourage individuals to reach goals and aspirations</p> <p>Cash in your pocket – CIYP - tackle poverty; promote health and well-being; contribute to regeneration; increase employability; create employment; and address environmental concerns for and with disadvantaged and vulnerable individuals, families and communities.</p>
Choices (funded by FAF)	Choices Aberdeen is committed to promoting positive relationships and supporting and empowering people in making choices which will enhance their physical, mental and relational wellbeing.
Citizens Advice Bureau (CAB) (funded by ACC common Good Fund, HRA and FAF)	<p>The agreed Strategic Aims for Aberdeen Citizen’s Advice Bureau for 2017 – 2020 are:</p> <p>3.1 To maximise the ability of the Bureau to meet the growing demands for its services by ensuring sufficient volunteer advisers, staff and facilities are in place, within budget and making maximum use of a multi-channel approach for clients to access information and advice that helps them understand their situation and decide how best to proceed.</p> <p>3.2 To work in partnership with other agencies to address the impact of changes to welfare and other legislation on communities, families and individuals and increase the awareness of the Bureau’s services amongst potential partners, clients and funders.</p> <p>3.3 To exercise a responsible influence on the development of social policies and services, both locally and nationally</p> <p>Underpinning all these aims to ensure the Bureau remains financially viable</p> <ul style="list-style-type: none"> • To address the issues affecting people on the new Universal Credit which is due to roll-out in October 2018. This is anticipated to substantially increase the number of clients with both welfare benefits and personal debt issues. • Continue to attend community centres in areas of multiple deprivation with the highest demand for this service.
Faith Groups	Many churches/faith centres provide activities such as playgroups, creches, youth work and work with older people. New developments have been the Dementia café’s
Fersands and Fountain Project (funded by EICE, HSCP, FAF)	Support to volunteers including employment advice and training, access to free/affordable food, Adult Learning, Community Capacity Building, Youth Work

<p>Fersands Family centre (funded by EICE, HSCP, FAF)</p>	<p>Provides a range of parent groups, support to individual parents, Nursery, Kindergym</p>
<p>Flats (funded by FAF &EICE transition grant)</p>	<p>Tilly flat association’s objectives are: The advancement of community development and the relief of the needs of the people of the Tillydrone area of the City of Aberdeen, and in furtherance of this by</p> <ul style="list-style-type: none"> i) Promoting and providing services designed to improve the quality of life of the residents of the area. ii) Working in partnership with other bodies to achieve the purposes. iii) Promote and support individuals to volunteer in the flat and the wider community. <p>The S.T.A.R Community Flat is based in the Seaton area of Aberdeen and serves the local population. The flat offers a range of free services and classes to support and enhance the day to day lives of Seaton residents. Services include back to work support, computer support, free computer and phone access, use of a Chill Out Room and access to educational and vocational classes. The flat also works with the Trussell Trust supporting food bank provision.</p> <p>Cummings Park Flat works with agencies and partners to enhance the lives of our community. Helping to address isolation particularly in the elderly, unemployed and/or disabled. Providing engagement opportunities, learning and job seeking support. Access to free wifi. Access to phones for the purpose of appointments (health, legal, housing, benefit)</p> <p>Providing information and access to information to encourage better health and well-being. Giving volunteers opportunities to upskill and recognise existing skills. Sign posting to appropriate agencies.</p> <p>Middlefield Youth Project Flat. The project provides serves for and by the local community for the benefit of the community. The youth hub is about supporting young people to build their confidence, informal learning opportunities, safe, nurtured, develop their social skills, problem solve and become more resilient, have opportunities, work as a group to make informed choices.</p>
<p>Further and Higher Education</p>	<p>North of Scotland College (NESCOL) deliver ESOL classes and Employability</p> <p>University of Aberdeen – CLD Post Graduate course, research work with community Groups</p> <p>Robert Gordon’s University – widening access courses</p>

<p>Learning Centres. The Associations get free use of the centre and its resources. The council also pays for the public/employer’s liability and indemnity insurance.</p>	<p>There are 17 learning Centres mostly attached to schools. The Associations are supported by part-time Centre operations officer to run learning programmes. Programmes include work with children and young people, adults and older people. Programmes vary depending on the size of the centre and the number of volunteers. They work with the city council through an Operational Agreement</p>
<p>Leased Centres Leased Centres receive an annual grant of £11,065. The centre is leased for £1 per annum. All utilities and fuel bills are paid for by the Council and a contribution is made towards insurances, phone lines and Broadband services. The council retains responsibility for all repairs.</p>	<p>There are 23 Leased Community Centres. Leased centre Associations work to a formal Lease and Management agreement. They run programmes based on their understanding of need in their local communities. They are responsible for the operation of the Centre eg Health and Safety, Child Protection. A community Centre Liaison Officer supports these Associations through support visits, a centre hand book and training. The local Community Development staffs also provide support to the Associations located within their geographic areas.</p>
<p>Middlefield Community Project (funded by EICE, HSCP, FAF)</p>	<p>Support to volunteers including employment advice and training, access to free/affordable food, Adult Learning, Community Capacity Building, Youth Work, Family Learning, Childcare</p>
<p>Pathways (Funded by ESF and FAF)</p>	<p>Pathways aims to remove barriers to employment, encourage participation in lifelong learning and develop positive mental health.</p> <p>Weekly drop-ins are delivered in all the regeneration area, with additional drop-ins arranged in areas identified as needing additional support, including drop-ins in Kincorth, Garthdee and the City Centre. Keyworkers are in each priority area at least twice each week, offering the opportunity to access advice on job search support and to help people to be able to complete online applications with the support of Keyworkers.</p>
<p>Printfield Community Project (funded by EICE, HSCP, FAF)</p>	<p>Support to volunteers including employment advice and training, access to free/affordable food, Adult Learning, Community Capacity Building, Youth Work, Crèches</p> <p>Out of School childcare for children who attend Woodside and Kittybrewster Primary Schools to support parents/carers in employment and education.</p>
<p>Private Sector</p>	<p>Chamber of commerce – Supporting employability</p>
<p>Seaton Recovery Project (funded by EICE, FAF)</p>	<p>The Seaton Project continues to support vulnerable people in the area around drug and alcohol issues. Developing and continued partnerships have ensured the Community food outlet is well used and beneficial, ADA continues their support of both staff and clients, the Financial inclusion team has continued to provide advice and guidance, alongside a programme of activities developed to support clients on their recovery journey.</p>

<p>SHMU (funded by FAF, ICS)</p>	<p>SHMU supports residents in the seven regeneration areas of the city in radio and video production, traditional and on-line publications, music production and digital inclusion. The Organisation also supports other disadvantaged communities, both geographic and communities of interest, with an employability and training arm and a programme for prisoners, both pre and post-release.</p> <p>Successful initiatives have made the organisation a nationally recognised centre of excellence and created models of good practice in: youth work; regeneration; digital inclusion; adult and family literacy and numeracy; community capacity building; personal and community development; employability skills; criminal justice, and the curriculum for excellence.</p>
<p>Silver city Surfers (funded by FAF)</p>	<p>We aim to provide over 55's with tuition to learn how to use new technologies through tailored sessions and monthly talks</p>
<p>Sport Aberdeen (ALEO)</p>	<p>Sport Aberdeen manage a wide variety of sport and leisure facilities and delivers a range of services that provide health and wellbeing opportunities.</p> <p>These services have a focus on recruiting and developing volunteers to help deliver the activities and include the likes of Active Schools, Move More, Walk Aberdeen and the Looked After Project. Volunteers are also encouraged to work towards awards. In addition to this there are training opportunities delivered to sports clubs that include the likes of first aid and child protection and safeguarding.</p> <p>Recently Adventure Aberdeen has transferred from Aberdeen City Council to Sport Aberdeen and this has increased the scope of learning opportunities that are available.</p> <p>This work supports the following outcomes in the CLD Plan Outcome 1, 2a, 2b,2c, 2d, 2f, 3a, 3b, 4.</p>
<p>St Machar Parent Support Project ((funded by EICE, HSCP, FAF, Northfield Academy)</p>	<p>The services of St Machar Parent Support Project are available to the parents and carers of pupils who attend or live in the St Machar Academy catchment area and its feeder primary schools.</p> <p>We assist and support parents and their children to have a positive experience with education by providing a “toolkit” for parents enabling them to improve their parenting skills and confidence in handling difficult situations. We aim to support and encourage families to lead a positive lifestyle, linking with many other agencies to ensure the best support is provided. We also support parents on a one to one basis or in group setting depending on the issue or need.</p> <p>Our aim is to improve the attendance of children who are frequently being excluded from mainstream school because of difficulties. We do</p>

	<p>this by supporting and guiding the parent/ carer, and breaking down the barriers between home and school.</p> <p>Our project aims at being recognised as a place where people come in times of crisis, which has in the past become a resource for sounding views of parents/carers. We can achieve this by accompanying individuals to attend important meetings relating to their child’s education.</p>
Uniformed Organisations	<p>Work with young people from ages 5 – 21 providing learning activities which support young people’s health and wellbeing, Youth voice and Active Citizenship</p>
Workers Educational Association (funded by EICE, FAF fund)	<p>The Reach Out project aims to</p> <ul style="list-style-type: none"> • provide a rich programme of learning activities for some of the most vulnerable people in Aberdeen City: people with learning disabilities, those living with mental health and /or substance misuse issues and those going through the criminal justice system • use a student-centred learning approach effectively in order to empower its learners, and improve a range of skills • reduce social isolation, increase confidence and counter discrimination through employing an integrated approach, refusing to segregate by the particular issues/disabilities of its learners

A Statement of CLD needs which will not be met within the period of the Plan

Aberdeen City Council does not offer a universal CLD service across the city but targets the priority areas. Partners are also often funded to work in these priority areas as funders use SIMD data as criteria for allocating funding. Recent Education Scotland inspection reports of Learning Communities not in priority areas, have highlighted a lack of coordinated CLD provision. The Local Authority has the legislative duty to ensure that there is coordinated provision and needs to improve in this area. This gap will be addressed in the next three years through partners working together, to make best use of resources in order that they can be used in at risk areas, or with communities with specific needs e.g. isolation, resilience.

During the consultation period specific gaps identified by partners were

Work with Young People	16-19 – literacies learning 16-19 – care leavers Young Carers
Work with Adults	Community Based Adult Learning

These will be considered alongside the above.

List of Abbreviations used in this plan

ALEO	Arms Length External Organisation
BUI	Business Intelligence Unit
CAN	Come And Network
CPD	Continuing Professional Development
EICE	Early Intervention & Community Empowerment
ESOL	English for Speakers of Other Languages
FAF	Fairer Aberdeen Fund
HRA	Housing Revenues Account
HSCP	Health & Social Care Partnership
ICS	Integrated Children's Services
LOIP	Local Outcome Improvement Plan
MARG	Multi-Agency Referral Group
NIF	National Improvement Framework
PB	Participatory Budgeting
PEF	Pupil Equity Fund
PF	Partnership Forum
SAC	Scottish Attainment Challenge
SQA	Scottish Qualifications Authority
STEM	Science, Technology, Engineering & Numbers

Appendix 1: Legislation, Policies, Research and Guidance reviewed in the production of the Plan

[2017 National Improvement Framework and Improvement Plan for Scotland](#)

ACC Citywide Place Standard tool survey

ACC Consultation with Children and Young People 2016

ACC National Improvement Framework Plan 2018/2019

[Achieving a Sustainable Future: Regeneration Strategy \(2011\)](#)

[Adult Learning Statement of Ambition 2014-2019](#)

[Adult Literacies in Scotland 2020: Strategic Guidance](#)

[Community Empowerment \(Scotland\) Act 2015](#)

[Community Empowerment \(Scotland\) Act 2015: Part 2 Community Planning Guidance](#)

[Community Learning and Development: Strategic Guidance for Community Planning Partnerships \(2012\)](#)

[Developing the Young Workforce: Scotland's Youth Employment Strategy \(2014\)](#)

[Education Governance review next steps \(2017\)](#)

[Education Scotland Inspection reports of CLD over the period of the last plan](#)

[Fairer Scotland Action Plan \(2016\)](#)

[Family Learning Framework: Advice for Practitioners \(2018\)](#)

Knowing People: research by University of Aberdeen on Powis to inform future service planning

[National Performance Framework](#)

[National Youth Work Strategy 2014-2019](#)

North Alliance Plan – Workforce Development

Northern Alliance Plan (Regional Improvement Collaborative) CLD focussed actions 2018

Parental Involvement Strategy

[Revised Guidance Note of Community Learning and Development Planning 2018-2021](#)

Scotland's Community Learning and Development Workforce Development Action Plan

[Scotland's ESOL Strategy 2015 - 2020](#)

[Scottish Governments STEM Education and Training Strategy for Scotland \(2017\)](#)

[The 15-24 Learner Journey Review May 2018 – Scottish Government report](#)

[The National Policy Context for Community Learning and Development \(CLD\) planning](#)

[The Requirement for Community Learning and Development \(Scotland\) Regulations 2013](#)

[The Scottish Attainment Challenge](#)

Appendix 2: CLD links to local and national outcomes

NATIONAL PERFORMANCE FRAMEWORK		LOIP		LOCALITY		NIF		CLD PLAN	
National outcome	National indicator	Outcome	Primary driver	Outcome	Primary driver	Outcome	Primary driver	Outcome	Primary driver
we are well educated, skilled and able to contribute to society	work place learning ?skills profile ?skills shortage resilience of children and young people confidence of children and young people	Inclusive Economic Growth - A skilled workforce for the future that provides opportunities for all our people	We will invest in our workforce, particularly young people, develop our future workforce and ensure all benefit from economic activity	L1- Access to Employment & Enterprise Opportunities L2 - We will work together to improve employability and income of residents L3 - To improve employment opportunities	L1, L2, L3 - We will remove barriers to accessing employment and employment progression L1, L3 (L2 secondary driver) - We will maximise the employment, education and training opportunities for all school leavers	P4 Improvement in the employability skills and sustained, positive school leaver destinations for all young people	- work in collaboration with the DYW regional board to develop an effective strategy on Developing the Young Workforce - improve the quality of transition - effective and inclusive senior phase offer	2d - Adult learners are confident, resilient and optimistic for the future 2f - Adult Learners apply their skills, knowledge and understanding across the four areas of life 2a - Young people are confident, resilient and optimistic for the future	- maintain learning offer to ESOL & Literacies learners who can most benefit from CLD provision - Increase learning opportunities for adult to engage in STEM activities - increase adult learning opportunities designed to support employability - Increase wider achievement for young people - increase the number of positive destinations for young people
we are well educated, skilled and able to contribute to society we grow up loved, safe and respected so that we realise our full potential	young people's participation resilience of children and young people confidence of children and young people child wellbeing and happiness healthy start	Children have the best start in life - children in Aberdeen are healthy, happy and safe, and enjoy the best possible childhood Children are safe and responsible - children and young people are safe from all forms of harm	we will improve health supports and outcomes for families, children and young people - we will improve multi agency support for vulnerable children and young people - we will ensure all children and young people are supported to be responsible and contributing citizens	L1 - our children and young people will have equal opportunities to achieve in life	L1 - Our young people will have facilities and services that meet their needs	P3 - Improvement in children and young people's health and well being	- improve the provision of timely support for children and young people with mental health needs to reduce escalation of needs	2d - Adult learners are confident, resilient and optimistic for the futures 1 - Partners work effectively together to deliver, develop and evaluate services which meet local need and strategic priorities 2a - Young people are confident, resilient and optimistic for the future	- increase parent's skills to support their child to get the best start in life - increasing use of joint resources to deliver targeted interventions - increase capacity for under 12s youth work - increase the learning offer to schools to address demand for both literacies and mental health/resilience

NATIONAL PERFORMANCE FRAMEWORK		LOIP		LOCALITY		NIF		CLD PLAN	
National outcome	National indicator	Outcome	Primary driver	Outcome	Primary driver	Outcome	Primary driver	Outcome	Primary driver
		Children are respected, included and achieving - children and young people are listened to, valued, respected and involved in the decision-making processes in Aberdeen	<ul style="list-style-type: none"> - we will implement a citywide strategy to promote participation of children and young people's rights, in partnership with other services within and beyond the council - we will close the outcome gap for all children and young people - we will maximise the employment education and training opportunities for all school leavers 	<p>L1 - our children and young people will have equal opportunities to achieve in life</p> <p>L2 (under economy) – We will work together to increase opportunities for people in our locality</p> <p>L3 - we will close the attainment gap</p>	L1, L2, L3 - we will close the attainment gap	<p>Improve the attainment, wellbeing and employability of children and young people by matching or exceeding virtual comparator performance across core KPIs by 2021</p> <p>P1 - increase attainment, particularly literacy and numeracy</p> <p>P2 - Closing the attainment gap between the most and least disadvantaged children</p>	<ul style="list-style-type: none"> - Improve quality of strategic and local partnership working to fully utilise the expertise of the entire system to support children and young people - Improve the coordination of services supporting literacy development across a community -Improve the coordination of services across the partnership to maximise the community offer <ul style="list-style-type: none"> - increase the impact of PEF and SAC spend to reduce the attainment related poverty gap - improve the quality and number of learner pathways for vulnerable learners 	<p>2b - Young People express their voice and demonstrate social commitment</p> <p>1 - Partners work effectively together to deliver, develop and evaluate services which meet local need and strategic priorities</p> <p>2a - Young people are confident, resilient and optimistic for the future</p>	<ul style="list-style-type: none"> - Implement citywide strategy for promoting participation of children and young people, children's rights <ul style="list-style-type: none"> - support and develop the work of democratic structures across the partnership - more effective use of data enables better understanding of local need and priorities - increasing use of joint resources to deliver targeted interventions - regular review and evaluation evidences impact and refines planning - increase the learning offer to schools to address demand for both literacies and mental health/resilience - increase wider achievement for young people

NATIONAL PERFORMANCE FRAMEWORK		LOIP		LOCALITY		NIF		CLD PLAN	
National outcome	National indicator	Outcome	Primary driver	Outcome	Primary driver	Outcome	Primary driver	Outcome	Primary driver
we live in communities that are inclusive, empowered, resilient and safe	perceptions of local area community land ownership places to interact access to green and blues spaces social capital loneliness			L1 - we will build on community assets to improve Torry as a place to live and work and create opportunities for involvement in community life L2 - we will work together to increase community involvement and participation L3 - communities are inclusive and safe	L1, L2, L3 - build on our strong community spirit and the potential of groups and individuals and families to develop community action L3 - Tillydrone, Seaton and Woodside has a positive identity and people feel they belong L1, L3 - enhanced social cohesion and socially sustainable communities			3a - Communities are confident, resilient and optimistic for the future 3c - Community members identify their capacities, learning and skills, enhance them and apply them to their issues and needs 2d - adult learners are confident, resilient and optimistic for the future 2e - Adult learners express their voices, co-design their learning and influence local and national policy	- Community groups and learning programmes are successful and engaging more individuals - community groups are successfully recruiting, retaining and training volunteers - communities develop and maintain projects which enhances their local areas and strengthen local identity - increase knowledge and skill of community members to co-produce services - increase knowledge and skills of community members to understand the needs of their communities - maintain learning offer to ESOL / Literacies learners who can most benefit from CLD provision - Increase learning opportunities for marginalised groups - maximise opportunities for adult learners to participate in planning their own learning and learning

NATIONAL PERFORMANCE FRAMEWORK		LOIP		LOCALITY		NIF		CLD PLAN	
National outcome	National indicator	Outcome	Primary driver	Outcome	Primary driver	Outcome	Primary driver	Outcome	Primary driver
									programmes
We respect, protect and fulfil human rights and live free from discrimination	influence over local decisions				L1, L3 - People feel able to participate in decisions and help change things for the better			<p>3b - communities express their voice and demonstrate commitment to social justice and action to achieve it</p> <p>2b – Young people express their voice and demonstrate social commitment</p> <p>2e - adult learners express their voices, co-design their learning and influence local and national policy</p>	<p>- increase opportunities for communities to enable them to express their voice- increase local awareness of the ways to get involved in decision making processes</p> <p>- increase number of individuals who feel confident in using a variety of tools to engage with communities and communities of interest</p> <p>- implement citywide strategy for promoting participation of young people, children’s rights</p> <p>- increase opportunities for adult learners to influence local and national policy</p>

NATIONAL PERFORMANCE FRAMEWORK		LOIP		LOCALITY		NIF		CLD PLAN	
National outcome	National indicator	Outcome	Primary driver	Outcome	Primary driver	Outcome	Primary driver	Outcome	Primary driver
we live in communities that are inclusive, empowered, resilient and safe	perceptions of local crime rate crime victimisation access to green and blue space community land ownership	Safe and resilient communities - Aberdeen is a place where people are safe from harm	We will prevent crime and reduce the incidence of crime, disorder and anti-social behaviour and tackle the underlying causes of such behaviour to ensure that Aberdeen is a place where people are, and feel, safe					2c - Young people create, describe and apply their learning skills	- increase the opportunities for young people to design and deliver peer projects and projects and youth programmes - increase the number of young people involved into volunteering opportunities

NATIONAL PERFORMANCE FRAMEWORK		LOIP		LOCALITY		NIF		CLD PLAN	
National outcome	National indicator	Outcome	Primary driver	Outcome	Primary driver	Outcome	Primary driver	Outcome	Primary driver
		People friendly city - a city where people choose to invest live and visit	we will create an attractive, welcoming environment in partnership with our communities	<p>L1 - our community is safe, clean and we can move around easily and safely L2 - we will work together to improve environment and access to / provision of area facilities and resources for all L3 - to reduce fly-tipping and litter</p> <p>L1 - we will increase the promotion, quality and use of our greenspace and heritage</p> <p>L1 - we have increased access to high quality facilities in the community L2 - we will work together to improve environment and access to/ provision of area facilities and resources for all L3 - to improve play and public spaces and access to fit for purpose community facilities</p>	<p>L1, L2, L3 - the community is (resilient - L3) tidy and well maintained</p> <p>L1 - we will develop community planting initiatives, community clean-ups and friends of green spaces</p> <p>L1 - community ownership of assets L1, L2 - we will improve access to high quality, fit for purpose facilities within the locality L3 - there are appropriate spaces and facilities to support play and recreational facilities</p>			<p>3a - Communities are confident, resilient and optimistic for the future</p> <p>3c - Community members identify their capacities, learning and skills, enhance them and apply them to their issues and needs</p>	<p>- communities develop and maintain projects which enhance their local areas and strengthen local identity</p> <p>- increase knowledge and skills of community members to co-produce services</p>
We are well educated, skilled and able to contribute to society		Digital Skills and Education - Aberdeen City invests in education in cutting edge digital skills and knowledge, from primary school to post-graduate research, and supports citizens and our workforce to	our citizens will have access to learning opportunities to develop their digital skills, digital literacy and data literacy	<p>L1 - improve access to digital opportunities L2 - we will work together on improving internet access, safety, security and awareness L3 - to improve digital skills</p>	<p>L1, L3 - our citizens will have access to learning opportunities to develop their digital skills L2 - we will work to ensure that people are safe online for all ages L2 - we will work to ensure accessibility</p>			2d - adult learners are confident, resilient and optimistic for the future	- increase learning opportunities for adults to engage in STEM activities

NATIONAL PERFORMANCE FRAMEWORK		LOIP		LOCALITY		NIF		CLD PLAN	
National outcome	National indicator	Outcome	Primary driver	Outcome	Primary driver	Outcome	Primary driver	Outcome	Primary driver
		apply this to daily life			to the internet L3 support community capacity building through use of technology				

Community Learning & Development (CLD) Strategic Plan 2018-2021

Context and Background

Legislation

June 2012 – **Community Learning and Development: Strategic Guidance for Community Planning Partnerships.**

- The Strategic Guidance clarifies expectations of Community Planning Partnerships, within the broad Framework of Public Service Reform. Local Authorities are expected to provide clear leadership and direction, and to drive the action needed to ensure we maximise the contribution of CLD Partners in reform of public services.

The Governments **National Performance Framework** sets out the strategic objective for all Public services, including those delivering CLD. CLD's specific focus should be:

- Improved life chances for people of all ages through learning, personal development and active citizenship
- Stronger, more resilient, supportive, influential and inclusive communities

The Requirement for Community Learning and Development (Scotland) Regulations 2013

Regulation 1 – Community Learning and Development regulations are subordinate legislation made under section 2 of the Education (Scotland) Act 1980. It requires each Education Authority to secure adequate and efficient provision in their area of both school and Further Education, which in this context includes CLD and is not age limited.

Regulation 2 - The process to secure Community Learning and Development in the Local Authority area requires the Local Authority to initiate, maintain and facilitate a process which ensures that CLD in the area is secured in such a way that it:

- Identifies target individuals and groups
- Considers the needs of those target individuals and groups for CLD
- Assess the degree to which those needs are already being met and
- Identifies barriers to the adequate and efficient provision of CLD

Regulation 3 – Duty to involve and consult. Requires the Local Authority to involve and consult with representatives from:

- Target individuals' and groups
- Providers of CLD within the area of the Local Authority

Regulation 4 – 3-year plan. Requires Local authorities to consult on and publish plans every 3 years containing specified information on the provision of CLD by Local Authority and its Partners.

ACC published its first 3-year plan in September 2015 and its Interim Review in August 2017.

This plan is for the period September 2018-August 2021

CLD Plan 2015-2018

Aberdeen City Council published its first 3-year plan in September 2015 and its Interim Review in August 2017. In November 2017 – January 2018 consultations were held with staff, internal partners, external partners and communities about the Review and how we should take the next plan forward. It was agreed that we would not have extensive consultations with Communities about their needs as this had been done recently in relation to the Locality Plans. Agreement was reached to use the data in the Strategic Assessment; the data given to Partnership Forums, information gathered from a city-wide Young People’s survey and information gathered from a city- wide survey using the Place Standard Tool.

Partners also felt we should change from a Logic Model to the Improvement Model used in the LOIP, Locality Plans and Aberdeen City NIF to aid understanding. Partners and communities have been consulted on this new model and their ideas have been incorporated. All Partnership Forums have agreed plans and their priorities have been set around young people’s mental health and resilience, parental/community engagement. We have also extracted from the LOIP, the Localities Plans and the NIF the Outcomes we will be contributing to (Appendix 2).