## **Aberdeen City**

# **Community Learning and Development**

## **Strategic Plan**

## <u>2018 – 2021</u>

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## <u>Welcome to</u> <u>Aberdeen's Community Learning and Development (CLD)</u> Strategic Plan 2018 - 2021

"The adoption of preventatives 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

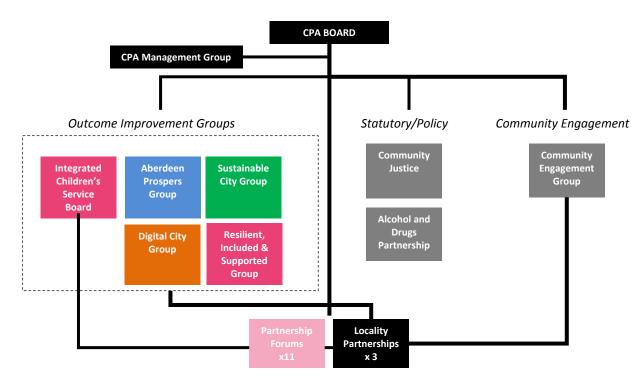
A review at strategic level of Community Planning and Locality Planning to better meet the requirements of the Community Empowerment Act (Scotland) 2015 resulted in the creation of three Locality Partnerships each with a Locality Plan, which is a ten year Improvement Plan. These concentrated on the geographic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

- Torry
- Northfield
- Tillydrone, Woodside and Seaton

A concurrent review of the Learning Partnerships<sup>1</sup> 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.



<sup>&</sup>lt;sup>1</sup> previously the groups charged with the governance and the delivery of the CLD plan <u>Back to Contents</u>

#### 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.

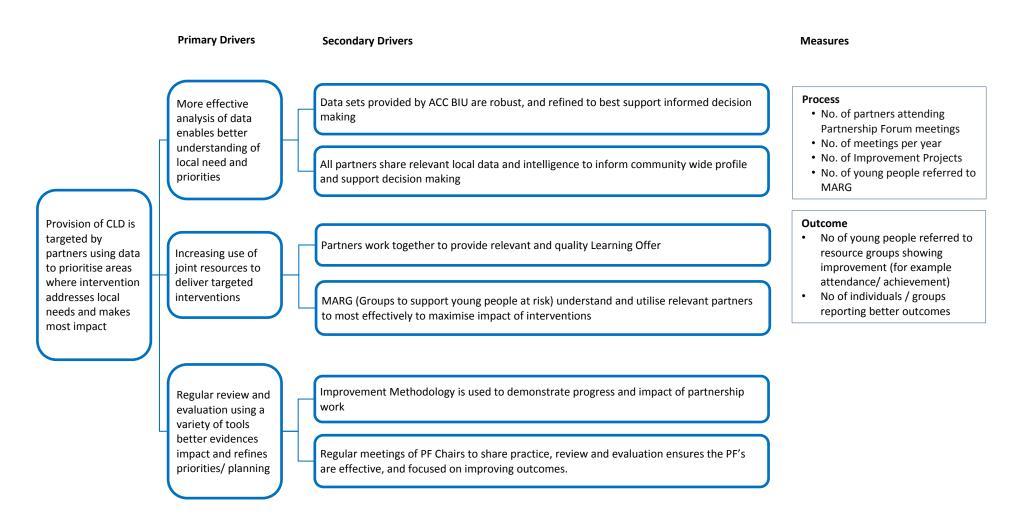
For "at risk" communities, it is important to make the appropriate resource available, to prevent multiple disadvantage occurring. Here a limited, targeted partnership approach may have a larger impact in securing more positive outcomes for communities. A priority for this plan is to identify means to 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)

	P	rimary Drivers		Secondary Drivers	I	Measures
		Increase the Learning Offer to schools to address demand for youth literacies and mental health/ resilience		Maximise use of youth work hours using Partnership Forum data to identify need	I	<ul> <li>Process</li> <li>No of youth work interventions/ programmes in schools</li> <li>No of under 12 volunteers</li> </ul>
	Γ		+(	Maximise the use of Partners resources (skills/knowledge/experience)	schools • No of under 12 volunteers • No of volunteers participating in training • No of work experience placements	
				Maximise use PEF/ SAC Funding/ project funding/ FA funding/ Small grants monies/ PB to fund youth work and reallocate core funding to maximise provision citywide (improve life chances for all YP)		
				Offer core youth work training for volunteers and partners		
		Increase capacity for under 12's youth work Increase wider achievement for young people	_	Develop support programme for youth work volunteers		<ul> <li>Outcome</li> <li>No of young people achieving awards and types of awards</li> <li>No of positive destinations</li> <li>No of young people reporting</li> </ul>
By 2021, there is a 10% increase in			╟	Increase recruitment and retention of volunteers		
young people reporting they are confident, resilient, and optimistic for the future	$\left  \right $		Ц	Provide opportunities to celebrate volunteer contribution and achievement through awards and celebration events	they feel more confident, resilient and optimistic for the future	
				Develop local knowledge of wider achievement award provision across partnership forums		<ul> <li>No of employers providing positive feedback on the young people they've supported on work experience</li> </ul>
	-			Deliver training courses to support provision of wider achievement awards		
			young people		Develop knowledge of Partnership forum's of local opportunities for young people to volunteer to increase opportunity for wider achievement	
				Maximise use of Partners resources (skills, knowledge, experience)		
		Increase the number of positive	H	Strengthen links with local business to increase employability opportunities to school leavers		
		destinations for young people		Increase opportunities to volunteer locally		
				Provide tailor-made work experience placements for pupils to increase readiness for the world of work		

#### Outcome 2b – Work with Young People:

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

Increase learning opportunities on democratic processes

Increase opportunities to participate in on democratic processes

Primary	Drivers
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#### Secondary Drivers

Measures

Implement citywide strategy for promoting participation of children and young people, children's rights

By 2021, there will be a 10% increase in the number of young people taking part in local and citywide democratic process

Support and develop the work of democratic structures across the Partnership.eg youth council, pupil councils, health groups, youth reps on community councils, ACVO, creative learning. Support young people to run own democratic projects e.g. run a PB process

Develop and deliver training/coaching programme with partners to enhance young peoples' skills to participate in and run democratic processes

Develop role and increase number of young people in Partnership forums

Increase youth representation on community groups e.g. management committees, environmental groups, community councils

Support relationship building between youth groups to develop joint projects, mentoring opportunities and support between groups

Support young people to develop the role of the Youth Council to ensure active participation and further develop effective relationships with city democratic structures to provide a strong youth voice in decision making

Understand and enhance, with best use of digital technology, the ways that young people can use their voice & be heard?

#### Process

- No of learning opportunities in democratic processes
- No of participants on training opportunities
- No of young people taking part in democratic projects e.g. PB

#### Outcome

- No. of young people involved in democratic structures
- No. of young people mentoring peer group
- No. of campaigns led by young people
- No. of young people who feel they are listened to and can make a difference in decisionmaking

#### 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)

	Primary Drivers	Secondary Drivers	Measures
	Maximise opportunities for young people to take part in and contribute to their own learning programmes	All young people discuss and understand their own learning plan (group / individual)	<ul> <li>Process</li> <li>No. of peer projects</li> <li>No of participants</li> <li>No of Youth Workers trained to support young people deliver peer projects</li> <li>No. of volunteering opportunities</li> </ul>
By 2021, our young people will be able to share skills and knowledge with their peers and support work in local communities	Increase the opportunities for young people to design and deliver peer projects and youth programmes	Develop and deliver training to youth workers who will support young people in designing, delivering and evaluating peer youth projects/programmes Identify resources between partners to support young people to create and deliver youth programmes Support young people to identify and apply for external funding to provide peer mentoring opportunities/ youth-led learning programmes	<ul> <li>Outcome</li> <li>No. of programmes designed and delivered by young people</li> <li>No. of young people who feel comfortable working with others</li> </ul>
	Increase in the number of young people engaged in volunteering opportunities	Partners to collaborate to increase volunteering opportunities Programme developed on types of volunteering opportunities Identify training needs to support youth volunteering programme	

#### 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)

	Primary Drivers	Secondary Drivers	Measures
Γ		Maximise use of housing, schools, health and local data to support services and partnership forums to identify need	<ul><li>Process</li><li>No of Adult Learning participants</li></ul>
	Maintain learning offer	Improve learner journey/ pipeline by better collaboration with partners	<ul> <li>No of Family Learning participants</li> <li>No of learning opportunities</li> <li>No volunteers delivering learning opportunities</li> </ul>
	to ESOL / Literacies learners who can most benefit from CLD provision	Develop and deliver spotters and referrer training to frontline staff (housing officers/ housing association staff/ volunteers/ partners org e.g. health) to increase effective targeting of provision	
		Build capacity by supporting development of volunteers/peer support	<ul> <li>Outcome</li> <li>No of learners achieving awards</li> <li>Parents report their children are more engaged in their learning / improvements in behaviour</li> <li>No of learners in recovery of mental health who have moved on from provision</li> </ul>
		Increase offer of accreditation awards for adults	
By 2021, the number of adults and families supported to gain the skills and confidence to progress in their personal, work, family and community life has increased	Increase learning opportunities for adults to engage in STEM activities	Support partners to develop a CLD STEM plan for Aberdeen and Aberdeenshire	
		Support parents to gain skills they need to engage in their children's learning	
	Increase parents' skills	Partnership forums increasingly use local knowledge and data to identify families who would most benefit from support	
	to support their child to get the best start in life	Increase targeted early intervention opportunities with parents to support with their child's behavioural / learning development	
	Increase/ maintain health and wellbeing provision to strengthen	Continue development of pathways for learners in recovery of mental health to move on from provision (such as other learning/work/volunteering)	
	personal resilience and confidence	Increase opportunities for learners to record achievement in their learning (accredited awards or other ways to celebrate achievement)	

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

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

**Primary Drivers** 

opportunities for

adult learners to

participate in

programmes

Maximise

Secondary Drivers

## Review systems to simply and clearly provide opportunities for learners to discuss, develop and track their learning (goals) Review guidance to ensure learners are provided with clear information and simple transitions between providers to ensure they can make decisions on their learning and act on them planning their own learning and learning Deliver/identify training to staff on learner centred approaches to integrate into curriculum design/learning

Increase learning opportunities for adults who want to learn about how to influence local and national decision making

Collaborate/develop systems/processes to capture what issues adult learners feel affect them/ to inform adult learners of policy decisions which may impact them and their families

Strengthen individuals' ability to influence decision making by increase in Learner networks in which they can engage

Support adult learners, and develop ways, for them to express their voice on the local democratic structures which govern the learning offer (PF's, Locality partnerships, outcome groups)

Develop more opportunities to bring groups of volunteers and learners together to celebrate learning

Measures

Process

- No. of staff trained
- No. of learner networks
- No. of participants in network
- No. of participants at celebration activities
- No of celebration activities

Outcome

- No of Adult learners who feel they know ways to influence decision making
- No of Adult learners can express their voice in decision making structures
- No of learners who say they are more confident after engaging in provision

Increase opportunities for adult learners to influence local and nation policy

By 2021, we are

confident all learners

have the opportunity

to co design their

learning and have

the skills and

confidence to

participate in

communities.

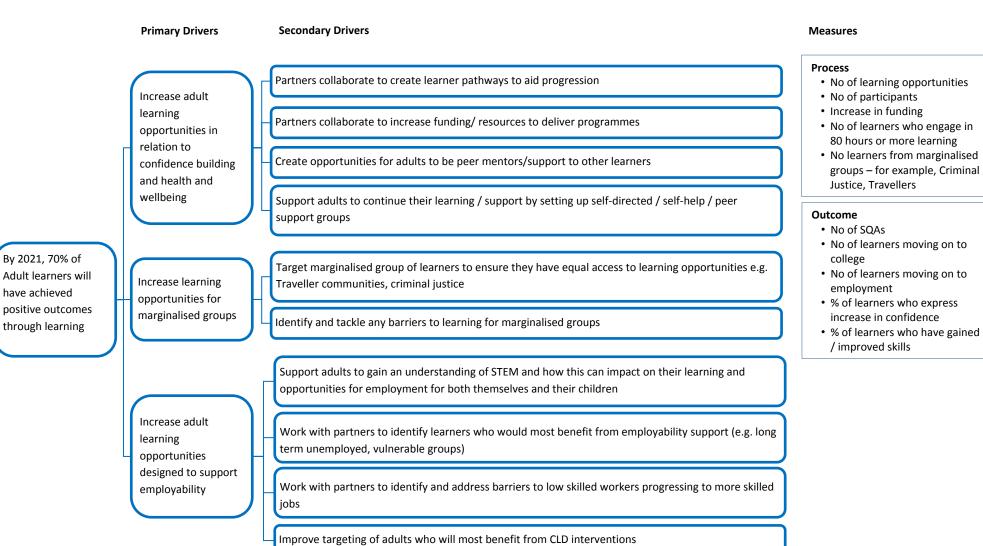
and their

decision making

which affects them

#### 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)

	Primary Drivers	Secondary Drivers	Measures
By 2021, community groups and organisations provide an increased level of support to local communities	Community groups	Partners collaborate to provide support to community Groups and volunteers	<ul><li>Process</li><li>• No. of CPD opportunities</li></ul>
	learning programmes are successful and engaging more	Volunteers and members of community groups have access to training to help build their capacity to deliver learning opportunities	<ul> <li>No. of participants</li> <li>Increase in no. of volunteers</li> <li>No of community environmental walkabouts/</li> </ul>
	individuals	Community groups have been supported to identify and access additional funding to expand their programmes to local communities	<ul> <li>environmental educational opportunities</li> <li>No of environmental/ food growing projects</li> <li>Outcome <ul> <li>No. of positive evaluations</li> <li>Increase in awards to volunteers</li> <li>Communities report feeling more positive about the area they live in</li> </ul> </li> </ul>
	Community groups are successfully	There are increased opportunities for volunteers to gain accreditation/ recognition for their contribution	
	recruiting, retaining and training	Partners collaborate to deliver training and support development of volunteers as required	
	volunteers	Community groups collaborate/network to share good practice on retention and development of volunteers	
	Communities develop and	Partners collaborate to support local communities who want to develop green spaces in their local areas	
	maintain projects which enhance their lives, local areas and strengthen local	Communities are supported to develop sustainable food provision such as developing food security initiatives	
	identity	Communities are confident in using different tools to identify ways to enhance their local area and community	

**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)

**Primary Drivers** 

Secondary Drivers

Measures

Increase opportunities for communities to enable them to express their voice. By 2021 our communities are Increase local engaged and better awareness of the ways equipped to to get involved in influence local and decision making national decision processes making that affects them Increase the number of

Maximise resources by coordinating with partners where possible to reduce duplication of community engagement activity

Develop engagement toolkit for staff and partners

Ensure we have the right resources to support effective engagement (digital, people etc)

Increase effectiveness of engagements through evaluation of tools used

Increase profiles of local decision-making bodies with which communities can engage

Work with democratic structures/ bodies to expand their membership / reach

individuals who feel confident in using a variety of tools to engage with communities and communities of interest

Develop a network of advisors/experts on community engagement tools to provide support to engagement activity

Develop a programme for training and support for staff and communities

## Process

- No. of training opportunities
- No. of participants
- No. of community engagement events
- Network of Advisers established

#### Outcome

- Community organisations are confident they can make their voice heard
- Community organisations feel more involved in decision making

# 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)

**Primary Drivers** 

Secondary Drivers

Process • No of people voting in PB Provide support to community participants in participation requests, participatory budgeting, Asset Increase knowledge projects transfer, and co-production and skills of • No of projects funded through community PB • Amount of funding allocated members to co-By 2021, Partners collaborate to support / develop guidance to community groups to enable them to make through PB produce services Communities know • No of local people involved in informed decisions and understand the PB steering groups/ managing Community PB activity • No of asset transfers **Empowerment Act** • No of groups supported Partners develop CAN week programme to support requirements of community members and and the rights the • No of participants in CAN week act confers volunteers • No of workshops/ seminars Increase knowledge provided and skills of community Audit Community members/groups to identify areas for supported development Outcome members to • Community groups feel understand the supported to enact their rights needs of their under the CEA (2015) Develop & deliver training to support groups to engage with the wider community (use of existing tool communities • Community groups report they kits etc) to identify local needs are more involved and confident in co-producing

Measures

services

**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

Primary Drivers	Secondary Drivers	Measures
Partners to	Partners collaborate to identify relevant workforce development needs across the CLD workforce	<ul> <li>No of staff, volunteers completing CPD Audit</li> <li>No. of CPD opportunities</li> <li>No of participants</li> <li>No of practitioner-led</li> </ul>
collaborate to provide the workforce with skills	Develop an annual year workforce development plan based on the audit, policy/strategy requirements	
and understanding to meet the needs and Outcomes in the	Training needs identified and agreed in other CLD Plan outcomes will be addressed as part of the 3- year workforce development plan	
CLD Plan	Develop a pathway for staff, partners and volunteers to access accredited learning which will facilitate career progression	Outcome • No of positive evaluations • Staff delivering CLD
By 2021, all CLD practitioners have access to good guality CDD to	Contribute to the North Alliance Conference by providing practitioner workshops	opportunities report they feel supported and better able to deliver following attendance at training
quality CPD to enable them to increase their skills, knowledge and understanding.CPD relevant to the CLD Workforce across the 3rd sector and public sector	Ensure opportunities to develop and share good practice between the members of the North Alliance	
Implement the priorities the national Workforce Development plan	Embed information arising from the national Workforce Development survey	

<u>Community Learning and Development Service – ACC</u> – 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 citywide 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

- o improved reading, writing and numeracy
- o 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. **<u>Community Learning and Development Providers in Aberdeen</u> – 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
<b>Aberdeen Foyer</b> (funded by FAF)	<b>Aberdeen Foyer</b> 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.
	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.
	<b>The Prince's Trust Team</b> programme is aimed at supporting young people into a positive destination of further education, training, employment or volunteering.
	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.
Aberdeen Lads club ((funded by EICE, HSCP, FAF)	Provides Community Capacity Building, Youth Work, Nursery, Community Café
<b>Befriend a child</b> (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.
<b>Cfine Community Food</b> <b>Support</b> (funded by EICE, FAF, Common Good Fund)	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.
	CFINE will support and train existing volunteers both in the community

	& at Poynernook Road and will recruit, induct and train new volunteers and encourage individuals to reach goals and aspirations
	<b>Cash in your pocket – CIYP</b> - 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.
<b>Choices</b> (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)	<ul> <li>The agreed Strategic Aims for Aberdeen Citizen's Advice Bureau for 2017 – 2020 are:</li> <li>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.</li> <li>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.</li> <li>3.3 To exercise a responsible influence on the development of social policies and services, both locally and nationally</li> <li>Underpinning all these aims to ensure the Bureau remains financially viable</li> <li>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.</li> <li>Continue to attend community centres in areas of multiple deprivation with the highest demand for this service.</li> </ul>
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

<b>Fersands Family centre</b> (funded by EICE, HSCP, FAF)	Provides a range of parent groups, support to individual parents, Nursery, Kindergym
Flats (funded by FAF & EICE	Tilly flat association's objectives are:
transition grant)	<ul> <li>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 <ul> <li>i) Promoting and providing services designed to improve the quality of life of the residents of the area.</li> <li>ii) Working in partnership with other bodies to achieve the purposes</li> </ul></li></ul>
	purposes. iii) Promote and support individuals to volunteer in the flat and the wider community.
	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.
	<b>Cummings Park Flat</b> 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)
	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.
	<b>Middlefield Youth Project Flat.</b> 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.
Further and Higher Education	North of Scotland College (NESCOL) deliver ESOL classes and Employability
	<b>University of Aberdeen</b> – CLD Post Graduate course, research work with community Groups
	Robert Gordon's University – widening access courses

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. Leased Centres Leased Centres receive an	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 There are 23 Leased Community Centres. Leased centre Associations work to a formal Lease and Management agreement. They run
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.	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.
Middlefield Community 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, Family Learning, Childcare
Pathways (Funded by ESF and FAF)	Pathways aims to remove barriers to employment, encourage participation in lifelong learning and develop positive mental health. 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.
<b>Printfield Community</b> <b>Project</b> (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, Crèches Out of School childcare for children who attend Woodside and Kittybrewster Primary Schools to support parents/carers in employment and education.
Private Sector	Chamber of commerce – Supporting employability
Seaton Recovery Project (funded by EICE, FAF)	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.

SHMU (funded by FAF, ICS)	<ul> <li>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.</li> <li>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.</li> </ul>
<b>Silver city Surfers</b> (funded by FAF)	We aim to provide over 55's with tuition to learn how to use new technologies through tailored sessions and monthly talks
Sport Aberdeen (ALEO)	Sport Aberdeen manage a wide variety of sport and leisure facilities and delivers a range of services that provide health and wellbeing opportunities. 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. Recently Adventure Aberdeen has transferred from Aberdeen City Council to Sport Aberdeen and this has increased the scope of learning opportunities that are available. This work supports the following outcomes in the CLD Plan Outcome 1, 2a, 2b,2c, 2d, 2f, 3a, 3b, 4.
<b>St Machar Parent Support</b> <b>Project</b> ((funded by EICE, HSCP, FAF, Northfield Academy)	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. 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. Our aim is to improve the attendance of children who are frequently being excluded from mainstream school because of difficulties. We do

	<ul> <li>this by supporting and guiding the parent/ carer, and breaking down the barriers between home and school.</li> <li>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.</li> </ul>
Uniformed Organisations	Work with young people from ages 5 – 21 providing learning activities which support young people's health and wellbeing, Youth voice and Active Citizenship
Workers Educational Association (funded by EICE, FAF fund)	<ul> <li>The Reach Out project aims to</li> <li>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</li> <li>use a student-centred learning approach effectively in order to empower its learners, and improve a range of skills</li> <li>reduce social isolation, increase confidence and counter discrimination through employing an integrated approach, refusing to segregate by the particular issues/disabilities of its learners</li> </ul>

## 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

<u>Community Learning and Development: Strategic Guidance for Community Planning Partnerships</u> (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 PERFORM	ANCE FRAMEWORK	LC	LOIP		ALITY	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 vacancies 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			2d - Adult learners are confident, resilient and optimistic for the future	<ul> <li>maintain learning offer to ESOL &amp; Literacies learners who can most benefit from CLD provision</li> <li>Increase learning opportunities for adult to engage in STEM activities</li> </ul>
				opportunities	L1, L3 (L2 secondary driver) - We will maximise the employment, education and training opportunities for all	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	2f - Adult Learners apply their skills, knowledge and understanding across the four areas of life	- increase adult learning opportunities designed to support employability
					school leavers		<ul> <li>improve the quality of transition</li> <li>effective and inclusive senior phase offer</li> </ul>	2a - Young people are confident, resilient and optimistic for the future	<ul> <li>Increase wider achievement for young people</li> <li>increase the number of positive destinations for young people</li> </ul>
we are well educated, skilled and able to contribute to society	young people's participation resilience of children and young people confidence of children and young people	Children have the best start in live - children in Aberdeen are healthy, happy and safe, and enjoy the best possible childhood	we will improve health supports and outcomes for families, children and young people			P3 - Improvement in children and young people's health and well being	- improve the provision of timely support for children and young people	2d - Adult learners are confident, resilient and optimistic for the futures 1 - Partners work	<ul> <li>increase parent's skills to support their child to get the best start in life</li> <li>increasing use of</li> </ul>
we grow up loved, safe and respected so that we realise our full potential	child wellbeing and happiness healthy start	Children are safe and responsible - children and young people are safe from all forms of harm	- we will improve multi agency support for vulnerable children and young people - we will ensure all	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		with mental health needs to reduce escalation of needs	effectively together to deliver, develop and evaluate services which meet local need and strategic priorities	joint resources to deliver targeted interventions
			children and young people are supported to be responsible and contributing citizens					2a - Young people are confident, resilient and optimistic for the future	<ul> <li>- increase capacity for under 12s youth work</li> <li>- increase the learning offer to schools to address demand for both literacies and mental health/resilience</li> </ul>

NATIONAL PERFOR	MANCE FRAMEWORK	LC	)IP	LOC	ALITY	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	- 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					2b - Young People express their voice and demonstrate social commitment	- Implement citywide strategy for promoting participation of children and young people, children's rights - support and develop the work of democratic structures across the partnership
			<ul> <li>we will close the outcome gap for all children and young people</li> <li>we will maximise the employment education and training opportunities for all school leavers</li> </ul>	L1 - our children and young people will have equal opportunities to achieve in life L2 (under economy) - We will work together to increase opportunities for people in our locality L3 - we will close the attainment gap	L1, 12, L3 - we will close the attainment gap	Improve the attainment, wellbeing and employability of children and young people by matching or exceeding virtual comparator performance across core KPIs by 2021 P1 - increase attainment, particularly literacy and numeracy	<ul> <li>Improve quality of strategic and local partnership working to fully utilise the expertise of the entire system to support children and young people</li> <li>Improve the coordination of services supporting literacy development across a community</li> </ul>	1 - Partners work effectively together to deliver, develop and evaluate services which meet local need and strategic priorities	<ul> <li>more effective use of data enables better understanding of local need and priorities</li> <li>increasing use of joint resources to deliver targeted interventions</li> <li>regular review and evaluation evidences impact and refines planning</li> </ul>
						P2 - Closing the attainment gap between the most and least disadvantaged children	-Improve the coordination of services across the partnership to maximise the community offer - 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	2a - Young people are confident, resilient and optimistic for the future	- increase the learning offer to schools to address demand for both literacies and mental health/resilience - increase wider achievement for young people

NATIONAL PERFOR	MANCE FRAMEWORK	L	DIP	LOCA	ALITY	N	IF	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			3a - Communities are confident, resilient and optimistic for the future	- 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
								3c - Community members identify their capacities, learning and skills, enhance them and apply them to their issues and needs	<ul> <li>increase</li> <li>knowledge and skill</li> <li>of community</li> <li>members to co-</li> <li>produce services</li> <li>increase</li> <li>knowledge and skills</li> <li>of community</li> <li>members to</li> <li>understand the</li> <li>needs of their</li> <li>communities</li> </ul>
					L1, L3 - enhanced social cohesion and socially sustainable communities			2d - adult learners are confident, resilient and optimistic for the future	- maintain learning offer to ESOL / Literacies learners who can most benefit from CLD provision
								2e - Adult learners express their voices, co-design their learning and influence local and national policy	<ul> <li>Increase learning opportunities for marginalised groups</li> <li>maximise opportunities for adult learners to participate in planning their own learning and learning</li> </ul>

NATIONAL PERFORM	MANCE FRAMEWORK	LC	DIP	LOC	ALITY	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			3b - communities express their voice and demonstrate commitment to social justice and action to achieve it	<ul> <li>increase</li> <li>opportunities for</li> <li>communities to</li> <li>enable them to</li> <li>express their voice-</li> <li>increase local</li> <li>awareness of the</li> <li>ways to get involved</li> <li>in decision making</li> <li>processes</li> <li>increase number</li> <li>of individuals who</li> <li>feel confident in</li> <li>using a variety of</li> <li>tools to engage with</li> <li>communities and</li> <li>communities of</li> <li>interest</li> </ul>
								2b – Young people express their voice and demonstrate social commitment	- implement citywide strategy for promoting participation of young people, children's rights
								2e - adult learners express their voices, co-design their learning and influence local and national policy	<ul> <li>increase</li> <li>opportunities for</li> <li>adult learners to</li> <li>influence local and</li> <li>national policy</li> </ul>

NATIONAL PERFOR	MANCE FRAMEWORK	L	DIP	LOC	ALITY	N	lif	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	<ul> <li>increase the opportunities for young people to design and deliver peer projects and projects and youth programmes</li> <li>increase the number of young people involved into volunteering opportunities</li> </ul>

NATIONAL PERFOR	MANCE FRAMEWORK	LC	DIP	LOC	ALITY	N	lif	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	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 L1 - we will increase	L1, L2, L3 - the community is (resilient - L3) tidy and well maintained L1 - we will develop			3a - Communities are confident, resilient and optimistic for the future	- communities develop and maintain projects which enhance their local areas and strengthen local identity
				the promotion, quality and use of our greenspace and heritage	community planting initiatives, community clean- ups and friends of green spaces				
				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	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			3c - Community members identify their capacities, learning and skills, enhance them and apply them to their issues and needs	- increase knowledge and skills of community members to co- produce services
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, prom 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	L1 - improve access to digital opportunities L2 - we will work together on improving internet access, safety, security and awareness L3 - to improve digital skills	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			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).