

Case studies - Community Learning and Development Plan -2021-2024

Priority 1 – Youth Work

Case Study 1 – ShmuTrain

Case Study 2 – Youth Work in Schools

Case Study 3 – Aberdeen Youth Movement

Case Study 4 – Mastrick Youth Hub

Priority 2- Adult Learning

Case Study 5 – St Machar Parent Support, Kinship Carers

Case study 6 – Childhood in Scotland

Case study 7 – Afghan Women achieving SQA qualifications

Case study 8 – ESOL Care sector

Case Study 9 – Family Support

Case study 10 – Healthy Minds

Priority 3 – Community Development

Case study 11 – Warm Spaces

Case Study 12 – Ukraine Community Centre

Case study 13 – Community Pantries

Names changed throughout to maintain confidentiality.

Priority 1 / Youth Work / Case Study 1 / shmuTRAIN

Social
Return on
Investment
for every £1
of funding
received by
shmuTRAIN
there was a
return of
£3.69

shmuTRAIN



“The course re-ignited my motivation to go out and do something so made the jump to work less scary.”

We are seeing a big increase in the number of referrals at Stage 1 of the pipeline – those who are furthest from the workplace. We believe this will be a growing trend as we respond to the fallout from the Covid pandemic and cost of living crisis. Many participants are presenting with complex barriers such as lack of social skills, lack of group work skills and high levels of anxiety. We are seeing less and less of those for whom the relatively ‘quick fix’ of a 12-week employability intervention is enough; many require layers of support beyond the traditional employability skills.

Across our employability programmes we have always built in additional bespoke support to our participants relevant to their needs. For example, we have supported participants to access local food banks and supported young people to attend Marischal College to get support related to housing issues.

Many participants on the shmuTRAIN programme engage with us from a place of social isolation. They are then brought into a group of their peers to work together, with structure and support, on a common goal. Through this they find commonalities with people they may once have dismissed due to being from ‘somewhere else’.

TG joined the shmuTRAIN Succeed employability course for young people at Stage 3 of the employability pipeline. On the course TG focussed on traditional employability skills such as CV’s and interview techniques as well as employer visits. She also took part in the media activities, developing her transferrable skills.

Once the course was complete TG continued to get support from the shmu Employability team to job search and apply, keeping up the good habits and routine she had developed. A job opening came up for a Trainee Youth Worker, TG applied and was successful in securing the position.

“Since the course am more willing to talk to people, more willing to put myself forward for things and more confident in myself. I would recommend the course, even if you know what you want to do, it is good to come along and get into a routine and talk to others as that helps a lot.”

“It was good to get to do something new and it made me want to learn and get good at something again. It gave me a routine and schedule which was very important for my mental health, something to look forward to. The course re-ignited my motivation to go out and do something so made the jump to work less scary. It helped with my communication skills and regularly attending shmu and getting out of the house helped me work on my anxiety and with dealing with different situations. It was good to meet new people that were not education staff or family!

Youth Work / Case Study 2 / Youth Work in Schools

“Youth work has helped me be more confident and feel better about going to the academy”

– Young person P7



Young people can discuss their emotions with a trusted person.

Youth Work

In responding to children, young people and families most at risk of disengaging from education. CLD Youth Workers, Family Learning Workers and improved access to Financial Inclusion services have been established for session 2022/23 as an early intervention to build resilience and life skills, support attendance and attainment across all Associated School Groups (ASGs).

Hazlehead ASG (1 Academy, and 5 feeder primaries) Young people were identified and referred by their school. Youth Workers delivered a weekly slot to support young people with an identified need or area of focus relating to transition.

Through the Hi5 awards young people took charge of the activity and organised a talent show within the group, utilized resources and supported each other to undertake individual and group challenges.

Work during these sessions contributed to almost all young people achieving Hi5 awards, due to the success of these sessions there is a commitment to continue to ensure that relationships and support continues into S1 with the young people, and youth worker.

The impacts; Increased confidence. **Reduced anxiety about the future.** Young people have a safe space to express their feelings. **Improved friendships/relationships/issues resolved.** Young people can discuss their emotions with a trusted person. **Young people have a relationship with YW staff for after transition to academy, after the summer.**

“This protected time is very important to the pupils as they look forward to the sessions. Having a transitions focus is important in P7. Pupils being given the opportunity to work on new skills and things like the High-Five awards is a good thing and gives the sessions and pupils a clear focus. Hopefully we can begin looking at data to assess the impact even further”. - Hazlehead Primary School P7 Transition Teacher

“Youth work has helped me be more confident and feel better about going to the academy” – Young person P7

“I feel a lot less anxious in social situations” – Young Person P7

“The small group has meant that there is time to look at any issues or anxieties and there has been space to deal with them and bring [Young person] confidence for starting Academy.” - Parent

“Continue what has been done this year as it has made a huge difference for [young person] in lots of areas of development.” – Parent

Youth Work / Case Study 3 / Mastrick Youth Hub, Tesco

Youth anti-social behaviour call when from near 600 to 2020 to 7 in 2022.

Youth Work



91% of young people identified the Youth Hub as helpful in making them feel part of their local community

The Mastrick Youth Hub was established in 2021 as a response to soaring youth antisocial behaviour calls to Police Scotland from store staff and customers at Tesco. Antisocial behaviour displayed included; assaults, shoplifting, vandalism and fire setting with damages resulting in costs of over £150,000. Young people were also congregating around the shop doorways to stay warm and dry and accessing the store's free WiFi to stay in touch with friends and family. Young people were being arrested and criminalised.

The Hub is a partnership with Tesco, Police Scotland, Denis Law Legacy Trust, Aberdeen North Parish and Aberdeen City Council, CLD Youth Work.

Funding was secured from Cash Back to Communities as this initiative was aiming to divert young people from risk taking behaviour and crime. Weekly sessions are delivered on a Thursday evening in a covered area of the carpark at Tesco, Lang Stracht. Benches, a concrete table tennis table and a free WiFi service was installed. Young people were engaged in developing the Youth Hub area through graffiti art, consultation took place in the local academy with young people. Over the past year the service has developed through engagement and positive relationships. Young people take part in a range of sporting activities, crafts sessions, chats with staff and termly barbeques. Snacks and drinks are always available at sessions with hot chocolate being a favourite in cold weather.

Youth antisocial behaviour calls in 2020 reached a total of almost 600 calls. The Mastrick Youth Hub was established in 2021 leading to a reduction in calls to 12 for that year, continuing to fall in the following year to 7 and there are 4 recorded calls to June 2023.

What Young People said about the Hub (Police Scotland's Research and Insight Team)

- [The hub provided a] space to make friends and meet new people
- Young people recognise the Youth Hub as an opportunity to develop and learn new skills through volunteering, group work or physical activity.
- 12 young people attending the hub have gained Saltire Certificates for volunteering time on mural projects and supporting staff to deliver activities to their younger peers.
- Young people see the Youth Hub as a safe space to pass their free time, listening to music, playing football or socialising with peers. Youth Hub is seen as a good alternative to spending time indoors.
- Almost all (91%) identified the Youth Hub as helpful in making them feel part of their local community.
- The majority (73%) rating the Youth Hub's contribution as excellent (5 out of 5).

The positive impact of the Youth Hub was attributed to the support and positive relationships with the youth workers, the range of activities available and having an opportunity to establish new relationships and socialise with friends.

Youth Work / Case Study 4 / Aberdeen Youth Movement

Have one identifiable group for the city for youth participation

Youth Work



“AYM allows me to share my views on young people’s involvement within the city in a safe, supportive environment. It is vital that young people’s voices are heard by decision makers, and AYM provides an ideal platform for this to occur.”

During 2022 there was a review of Aberdeen City Youth Council (ACYC). It was felt, in complete agreement with the current members and CLD staff, that the time was right to recognise the great work the service had carried out to date and develop a new model of engagement for the city. The new model would focus on being inclusive, engaging, youth friendly and importantly empowering for the young people of the city whether they are involved with services or not.

A dedicated focus group of young people from several projects and backgrounds across the city worked with youth work staff. Building on the legacy of ACYC this group shaped and developed a new service; Aberdeen Youth Movement or AYM, setting out the following aims:

- (1)** *Have one identifiable group for the city for youth participation that young people want to engage with*
- (2)** *Use a modular/fluid set up for meetings, more appealing to young people*
- (3)** *Provide a platform so young peoples’ views are heard, locally, regionally and nationally no matter whether they are fully engaged or not with services and projects*
- (4)** *Combat participation fatigue across the city with the same individuals often being consulted*
- (5)** *Provide a platform for public and third sector to engage in decision making and informing practice*
- (6)** *Two way learning between adults and young people*
- (7)** *Host an annual youth friendly summit; share thoughts, ideas and set aims and objectives for the city and create an unified voice for young people. The first one is planned for 2024.*
- (8)** *Use social media to generate news and as a useful tool to gain the views of young people across the city.*

Members of the steering group stated:

“Very happy with the support and motivation from [staff], makes it a lot easier to get stuff done”

“It feels great to be at the heart of change of a new system”

“This work has been great! And the people I work with have been even better!”

“Change starts when a single voice shouts, I feel like we are that voice”

“AYM has given me a unique insight in the needs of people across Aberdeen, helping develop my personal views on certain key issues”

“It has been incredible to meet a variety of young people with differing views, however who collectively share one goal, making positive change for young people”

“The support and opportunities provided through AYM has been instrumental in my personal progression and development”

Priority 2 / Adult Learning / Case Study 5 / Kinship Carers

100% of kinship carers reported that they felt less socially isolated as a result of the support group.



St Machar Parent Support Project

St Machar Parent Support Project provided support to parents, helping them identify issues and to engage with the relevant agencies before they reach crisis point, preventing future long term need for statutory services. They also provide support to kinship carers which is delivered due to an identified need and increase of referrals within the communities they work in.

Kinship carers, and the children they look after, often face many challenges. The carers aged between 44-78 years, are going back to parenting for a second time, with many of them struggling to play the role of the parent rather than the grandparent.

Kinship carers attend fortnightly group sessions, as well as receiving one-to-one support. During 2021-22 18 carers were supported and 100% of them reported that they felt less socially isolated.

Jane contacted the group regarding her grandson Ben who she cares for. Jane is a Kinship Carer and has been the main carer for Ben since he was 4 months old. Mum suffers from mental health issues that prevented him living with her full time. Ben is in primary school and was displaying angry outbursts at home and at school. He wanted to stay off school and stay home with his grandmother. He was still going to see his mum every week but Ben was very confused as to why he could not stay with his mum overnight. Jane needed help talking to him so that he could understand why he was in this situation and not living with his mum. This was affecting his attendance as he was saying he had bad stomach pains and did not feel well. Jane was struggling with his mood swings and behaviour.

Jane was supported in the Kinship Group and referred her onto our counsellor for 10 sessions. She attended small group work sessions for Kinship Carers which discuss child development and how children's understanding of being in care changes as they get older. We contacted the School to speak with Ben's teacher so that the school was aware of the work we were aiming to do with the family, so they could support him in school.

Ben has more understanding of the family situation and is now able to stay with mum overnight at a weekend. He is settled at school and his attendance and behaviour has improved enormously.

Jane attends the Kinship Care Group every fortnight and our weekly Health Group. She is more confident and aware of Ben's challenging behaviours and how to deal with them. Jane is feeling much less isolated and the family have attended Summer Playschemes.

Since the closure of St Machar Parent Support group CLD Family Learning team and continued to offer support to families.

Adult Learning / Case Study 6 / Childhood in Scotland

Improving
community
integration
and access
to services

Family Learning



Through this work we have a clearer understanding of the cultural differences around the roles and shared responsibilities with parents and/or siblings.

Concerns from Social Work over some parenting practices that were occurring within family homes and in the hotels where refugee families were staying, were raised with CLD, Family Learning. The team aimed to welcome families new to Scotland and provide an understanding of Scottish law regarding parenting. We wanted it to be handled sensitively due to cultural differences as well as being factual and to the point so nothing got lost in translation. The SHANARRI framework was used to break the learning down into manageable chunks whilst staying true to legislation. Family Learning worked with social work to ensure we had up to date understanding of the legislation and laws applicable to the areas covered. Social Work also peer reviewed the resources before we delivered the learning with adults.

Family Learning have run this initially with a mixture of refugee and asylum seekers groups and now in schools where there are many multiple nationalities. Through this work we have a clearer understanding of the cultural differences around the roles and shared responsibilities with parents and/or siblings. In particular, there are different cultural approaches to the responsibility of siblings' roles in a household.

It is important that adults understand the laws of Scotland in relation to childcare, looking after children and the school system in Scotland. This work has supported adults understanding as well as strengthening links with the schools, by ensuring systems are understood and barriers to engagement are removed.

Using a partnership approach with schools, a teacher is also in attendance to discuss and answer questions on the school system in Scotland, expectations and involvement in parents, both in school and in the home.

Family Learning developed a 'Thinglink' which allows us to translate into a huge number of languages. This supports the learners to access written material, refer back to material. **'I belong tae to Aberdeen'** is a further resource created to accompany *Childhood in Scotland*. This resource for families contains information about the city from parks to play in, bus routes, our local football team and our local favourites; butteries. These sessions and information provided; support social isolation for the families, information on their local area, share the local dialect to support understanding of regional accents and provide useful information for families to feel included in their community and most importantly to be made to feel welcome in their new place to live.

Adult Learning / Case Study 7 / ESOL SQA

“They have been among the most motivated and hardworking learners we have had.”



This group achieved an SQA in Preparation for Literacy National 2

Adult Learning

Over the last 20 months Aberdeen has become a home to large number of Afghan refugees creating significant demand on English to Speakers of Other Languages (ESOL) services within CLD, Adult Learning. ESOL support for the Afghan community has predominantly been for women as most men had a good level of English due to them already working in the UK.

Over the last year 3 groups of Afghan women achieved the Preparation for Literacy (National 2) Scottish Qualification Authority (SQA) award during their ESOL classes. As women have limited access to education in Afghanistan, this is the first and probably the only qualification these learners have achieved to date, bringing joy and a significant feeling of achievement, resulting in their increased confidence.

These groups of learners attend 2 - 90 minutes long ESOL classes per week since they arrived in Aberdeen. Less than half had no previous schooling experience and were not able to read and write. They greatly appreciated being able to be in a class situation and supported to learn. By doing so much practice and participating in the lessons they are now able to write their name and other personal details and can speak in English to a basic level.

The ESOL lessons were focused on developing their writing skills, starting with their name in capital letters and then mixed upper and lower case before progressing to general writing and basic reading. Pictures are used to make connections to English language enabling the learners to start building a vocabulary bank of topics like food, clothes, parts of the body or health issues to name some but a few. Due to literacy levels, learners need to memorise all the new words in the class. Having learners installing a voice recorder app on their phones was a major game changer because they were able to record themselves in the class and listen to the recording back in the hotels so they could commit the words to memory and then put into practice. Setting up WhatsApp groups and using voice messaging has been an invaluable tool for learning and communicating across the groups.

The women have made considerable progress with their English, some being able to have a conversation in English, others have developed or strengthened the basic skills like reading and writing and are able to recognise and use words for objects in everyday life.

By achieving this SQA reward they have not only gained confidence and satisfaction that comes from learning new things, but also have experienced sitting tests and trying to learn from their mistakes. These skills will be valuable for their future life in the UK, enabling them to communicate with services around health, education, finance as they further integrate into the community.

Adult Learning / Case Study 8 / English for the Care Sector

100% of learners were taking the initiative in applying for work.

Adult Learning

Starting
Wednesday
26th April 2023
10am - 12noon

Seaton Learning
Centre



The biggest barrier to employment for non-native speakers is low levels of English.

From exploring routes to employment for English to Speakers of Other Languages (ESOL) learners, the care sector was identified as an area where there was demand for skilled workers across a range of roles. The biggest barrier to employment for non-native speakers was low levels of English.

To address this need and test an ESOL approach to this area of the employment sector, CLD Adult Learning partnered with Bon Accord Care to deliver our first English for the Care Sector course. This was an 8 week course which was held in the learning hub at Bon Accord Care and centred around the vocabulary used in the care sector, in addition to the language we use around daily routines. These sessions also included general employability sessions, focussing on CV writing, writing letters of application, and developing interview skills.

As the course progressed ABZworks secured funding to enable learners a work placement in the care sector with two ESOL learners referred into this programme. One learner felt confident after the employability sessions and applied for work with an agency, attended the interview and secured employment.

Three learners agreed that their general English needed a bit more work and have been signposted to community centre classes to fit in with their current work patterns. To further improve his spoken English a learner joined our conversation group in the library and is progressing well.

Evidence collected shows that all learners (100%) indicated that:
Their confidence had improved.
They were taking the initiative in applying for work.

Positive partnership working between CLD, Adult Learning (ESOL) Bon Accord Care and ABZworks supported learners with their work trial. Learning from this initial test of change has informed subsequent training offered to learners.

Adult Learning / Case Study 9 / Family Support

“It was the first time they had been out of the city as a family and they made some great friends.” – Family Learning worker



Enabling families to live their best lives

Family Learning

David's referral to CLD Family Learning was a de-escalation from Social Work to support him in meeting his and his children's emotional needs and promote positive mental health. David is a single father of four children aged 7 - 18. He spent time in care as a child and has had social work involvement for a large part of his life. His relationship with services has been strained and he feels he has often been treated punitively in the past. David often experiences poor mental health and is at risk of isolation as he doesn't have many close social contacts in the area he lives. Due to his financial situation, David shared that he is often unable to access activities that would give the children meaningful experiences and support their learning and development.

Through working and building a relationship with David, he was encouraged and supported to attend a Family Learning "Dad's group" sporting event with two of his children in December 2022 at the Sports Village, the event offered badminton, tennis and football, and included tickets to an Aberdeen football match afterwards. Following on from this, David and his three younger children attended the Family Learning Residential trip to Cullen in April 2023. They really enjoyed this trip and David remarked on it being a great learning experience for the children and something he would not have been able to give them otherwise. On this trip the family made friends they are still in contact with and following on from the trip David discussed organising a children's rave to fundraise for another residential trip.

Recently David and his family have attended the Supper and Science events run by Family Learning and Aberdeen Science Centre and were also supported to access a family ticket to the Science Centre family event. Further support provided to David include accessing bus tickets to allow David and his children to attend medical appointments, and food vouchers to ensure there is enough food in the house for the family. David also attended the Understanding Emotions course for Dads in June.

Prior to the support there were concerns around how well David was able to meet his children's needs and manage his own mental health. David spoke at length about how he knows how to meet his children's needs but needs support to be able to do this the best way he can. David had no family or community support, and the support from friends in the area was limited which left him at risk of isolation.

“Since receiving Family Learning support, I have seen David's confidence grow. Through participating in these activities David has built positive relationships with Family Learning staff and the activities he has attended have supported him and his family to be more involved in the community. Although David still has difficulty with his mental health, he has remarked on being in a “better place” since support began, feeling more able to meet his and his children's needs. The feedback from the family was that they really enjoyed the trip as it was the first time they had been out of the city as a family and they made some great friends. “

Adult Learning / Case Study 10 / Healthy Minds

Progression
takes times
but the
achievement
has been
great

Healthy
Minds



*“Scott has shown how
someone can achieve
their goals with the
right support “*

-Health Minds staff

Scott was referred to the CLD, Healthy Minds team by his Occupational Therapist at Cornhill as he experienced social anxiety and lack of confidence. His main goal was to attend the Grow and Learn in Nature (GLIN) course being run by CFINE but was finding this difficult to fill in the referral form and attend.

On our first meeting we filled in the referral form for GLIN but it was clear Scott wanted to try other new activities but was anxious about attending and taking on too much. He stated that this was always an issue, saying yes to everything then feeling overwhelmed. We spoke about what he wanted from working with the Healthy Minds Team and from there we put together a learning plan. We invited and supported Scott to attend a Mindfulness group we were running. He really enjoyed it and began to meet new people and build on his confidence. He started the GLIN course and this further developed his confidence.

We were developing new groups and Scott wanted to attend these although we always ensured he was not taking on too much through regular discussion. He also joined in on the more social groups we run such as walks in the summer. With encouragement, Scott gradually took a leading role within these groups, making new learners comfortable and making decisions about what we would do within these sessions.

We continued to meet 1-1 to develop and review the learning plan. When we reviewed Scott's learning plan he had attended many of our groups. We then had learner led sessions on the run up to Christmas. Scott took a lead role in this and was teaching and supporting other learners.

Working with the Healthy Minds team Scott's confidence has improved significantly and his ability to make choices that make him comfortable has greatly increased. Scott has more confidence in his skills and sharing these with others and is more focused on his goals. He is better able to overcome barriers and participate in a variety of activities positively. He has gone onto volunteer with the Warm Spaces and further progressed to becoming a peer mentor on the new GLIN course. He attended an employability residential with Adult Learning which before working with us he would never have gone on. He gained his SQA level 4 in Volunteering.

Scott said he is now *“able to take part in activities that I couldn't before. I'm more optimistic about my future”* and that his confidence has increased very much. Scott continues to volunteer within the community and has built up his network of friends and colleagues.

Progression takes time, we worked with Scott for a year but the achievement has been great.

Priority 3 – Community Development / Case Study 11 / Warm Spaces

“The warm space is very helpful, it helped me, and my baby save money on gas, and I spoke to lots of new people now. I also had a warm meal and had good company”



There were
58
designated
Warm
Spaces in
winter
2022

Community Dev

In 2022 as temperatures started to fall and people struggled to heat their homes due to the energy crisis many communities across Aberdeen City set up 'Warm Spaces' to increase opportunities for people to stay warm and connect with others in their community.

Supported by the CLD, Community Development team, the Learning Centres at Seaton, Rosemount and Cummings Park provided Warm Spaces. Each centre took a unique approach to their Warm Space provision. The opening hours, activities and resources were based around existing centre programmes, volunteer capacity and opening hours. Over time community meals, food pantries and a diverse range of activities developed due to community members feedback and the volunteers' initiative.

A Warm Space Volunteer support programme was created, this included a Warm Space remit, an induction, and training opportunities such as First Aid, REHIS (The Royal Environmental Health Institute of Scotland) and MEOC (Making every opportunity count). Volunteer training opportunities were offered to all 58 Warm Space venues across the city.

A Staying Well & Warm Roadshow was organised to highlight the 3 Warm Space venues and increase awareness and usage of spaces. Thirteen partner agencies provided staff to share specific information relating to cost of living from; energy efficiency, financial and benefit checks to health and wellbeing tips, activities, and access to vaccination team.

The centres offered a wide range of well organised and relevant services to community members with:

- 1024 meals served in two centres and 590 volunteer hrs for community meals.
- 510 food parcels given out and 331 volunteer hours for food pantries
- 957 volunteer hours across 3 Learning Centres
- 120 people engaged and accessed specific support and advice to help with the rising cost of living through the Stay Warm and Well Road Show

Warm Spaces made a positive impact on community members; financially, physically, and to their emotional wellbeing. Local people who attended and engaged with the Road show were able to access specific services and information on the cost of living. Volunteers have contributed significantly to the success of Warm Spaces by taking the lead in the provision of community meals, serving at food pantries and leading new initiatives and looking to future developments.

“Warm spaces are great, it's a safe space for me and the kids, the staff are always amazing and welcoming. I feel comfort in the community centre. Supper club is great too because we get good food, and everyone is friendly. I would be lost without this centre” -parent

Community Dev / Case Study 12 / Ukrainian Community Centre

CLD staff were able to respond at pace, providing a welcoming community space

Community Dev



The Ukrainian Community Centre offers crucial informal space for social and peer support which also alleviates pressure on services

Following the events of February 2022, Aberdeen welcomed refugees from Ukraine who required immediate support. In response, the CLD, Community Development team identified the most appropriate venue and staff resource to welcome refugees and to adapt services to immediate needs.

As part of a wider support package the Ukrainian Community Centre was established at Rosemount Community Centre. This space was created to welcome Ukrainian nationals to the city and to support the Ukrainian community to develop and deliver their own provision.

The programme on Fridays, running since March 2022, has been instrumental in supporting Ukrainian Refugees across the city, providing them with key supports through services such as the Resettlement Team, Citizens Advice Bureau, the Financial Inclusion Team, ABZWorks, Pathways, Start Scotland, ESOL Classes, Sport Aberdeen mixed sports sessions, Countryside Ranger outings, Chess Class, Music Class, Volunteer-run English classes, Arts and Crafts, bike donations, managing food and household donations, volunteer translators and 'welcomers'. Sundays have been more focused on social events. The Ukrainians have now established a Sunday School which now has over 100 children on the register and cultural events like the Scottish vs Ukrainian Food Battle.

Impacts supported through the Ukrainian Community centre include:

- An increase in those gaining employment.
- An increase in ESOL class learners.
- An increase in take up of social and sport activities.
- An increase in knowledge and orientation in Aberdeen and wider.
- Ukrainian Association established with charitable status.
- 12 Ukrainian volunteers undertaken First Aid training.
- Establishment of a Mental Health Support Project 'To Be Ok in Anyway'

The establishment and success of the Ukrainian Community centre has demonstrated CLD's ability to utilise partner services enhanced by previous working relationships and to adapt and be flexible in order to provide essential and relevant services.

Community Dev / Case Study 13 / Community Pantries

“The pantry has helped me so much as I am struggling to get a job to cover other costs so coming here has significantly helped with my bills, I am so grateful” -University Student



Schools highlighted concerns about children's access to healthy food after holidays

Community Dev

Community pantries in Seaton and Cummings Park are having a significant positive impact on their communities. People reported it has been life changing knowing they can access food and other items at the centre without being questioned or judged.

The Cubby, Cummings Park is loosely based on the larder model. Funding for the project was sourced and support given from CFINE in the form of guidance and food, financial and volunteer support given from Cummings Park Community Association. Up to 30 households can join and fortnightly “shop” for items at Cummings Park Centre. The Cubby encourages healthy eating; fresh fruit/veg, frozen, chilled food as well as dried and tinned goods are supplied. Fridges/freezers were paid for by funding. There is no charge, but there is a donation box with no pressure to donate as it was recognised that some members would not be able to pay fees.

Initially it was planned for the Cubby to be supported by volunteers, but soon after starting and due to covid restrictions could only be run by staff. As restrictions eased volunteers became more involved, currently there is a pool of 10 volunteers.

One of the other aims of the Cubby was to signpost and inform. Events have been held for benefit advice, oral health, keeping warm/fuel bills and housing during the Cubby sessions. Using left over food from the Cubby and support from the Cummings Park Community association a weekly meal has started, cooked and served by volunteers, with a regular attendance of 25.

Jan-June 2023

Cubby -280 support packages provided via 10 sessions, 105 volunteer support hours

Meals – 630 meals provided via 21 sessions, 241.5 volunteer support hours.

Most volunteers have attended food hygiene and first aid training workshops.

“Getting babies nappies and other items for my baby made a huge difference in my daily budget, as I can use the money to buy nappies to buy other stuff like food and pay energy bills”.

“I went to the café and had chicken and chorizo soup...I asked about volunteering opportunities. I have now been at the café, working in the kitchen for about 7 weeks. This is by far the happiest I have been for many a long year and because I walked through the door to access the pantry at Seaton.”