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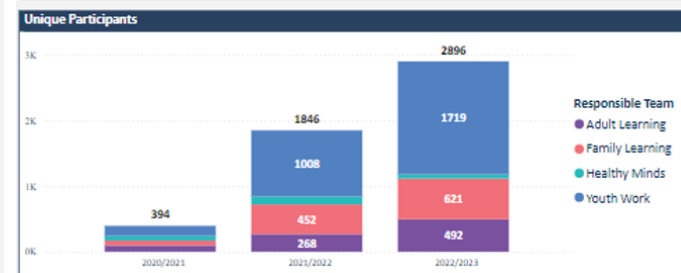
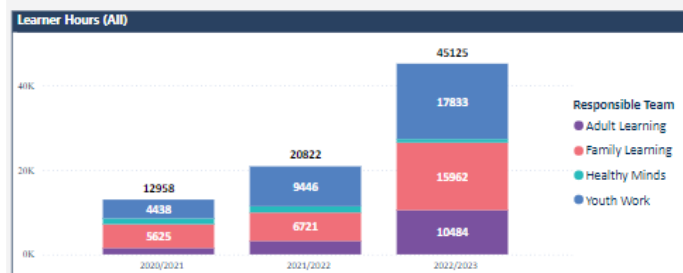
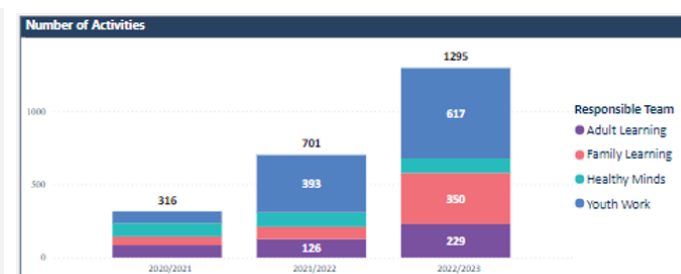
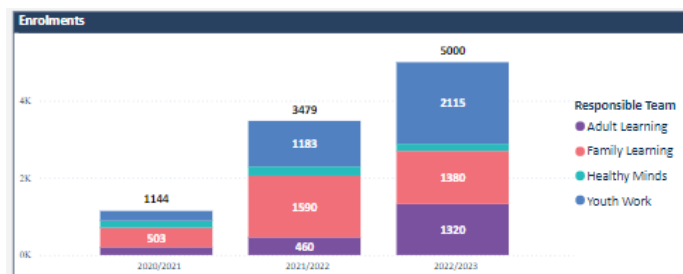
Learning changes lives for the better – Progress against the CLD Plan 2021-2024

This report aims to capture the progress made in Aberdeen in delivering against the 'outcomes' of the Community Learning and Development 2021 – 2024 CLD Plan by updating on the information provided in the [CLD Plan Report 2023](#).

Targeted CLD provision across the city is focused on addressing poverty and disadvantage for individuals and groups in local communities, and improving life chances through building community capacity and delivering a learning offer for young people and adults

CLD PARTNERS HAVE A CLEAR UNDERSTANDING OF THE NEEDS OF LEARNERS AND COMMUNITIES ACROSS ABERDEEN. PARTNERS SHARE DATA AND LOCAL INTELLIGENCE WELL TO HELP IDENTIFY CHANGING NEEDS

HIS MAJESTY'S INSPECTORS OF EDUCATION, MAY 2024



CLD Plan 21-24	The impact of what we have done together	RAG	Next steps
Priority 1 - Youth Work			
Improving Outcomes for Young People			
The key purpose of community learning & development is empowering people, in this case young people, individually or collectively, to make positive changes in their lives and in their communities through learning. By working in partnership with young people we know we are creating a learning process which contributes to improving their life chances			
<p>Support young people to gain the employability skills required for the world of work. This will increase the number of young people leaving school into a positive destination, especially those from priority areas.</p>	<p>Youth Work providers across Aberdeen City Council, commissioned services and third sector organisations continue to contribute well to the development of employability skills of young people. The ShmuTRAIN Positive Progressions programme targets and engages young people who have been identified as being unlikely to secure a positive destination, in 2021-24, 108 young people (16-25 years) participated. Over half (60%) of participants subsequently moved on into positive destinations (8 into work, 11 into education and 36 into training). Most (91%) participants report an increase in their health and wellbeing, aspirations and job search skills and reported positive job search skills rose from 73% in 2021/22 to 100% in 22/23 and in 23/24.</p> <p>Shmu Training Academy Summer Programme has supported 63 young people from 2021-24. The majority (65%) of participants secured a positive next step (16 re-engaged with education, 5 moved onto further training and 15 progressed on to college).</p> <p>93 young people took part in Foyer Reach in 2021-24. A few (20%) of participants secured a positive next step (14 moved into further education or training and 4 into work). This programme is targeted at young people furthest from the job market and some will have moved into volunteering, or progressed to other Foyer (or Partner) self-development/employability courses</p> <p>57 young people took part in the Prince's Trust programme. Less than half (32%) of participants secured a positive next step (29 moved into positive destinations, including 8 into employment).</p> <p>385 young people have participated in Fairer Aberdeen employability support programmes during 2021-24, with the majority 84% (323) securing an immediate positive outcome and now in education, training or employment.</p> <p>Outcome summary: This work is well targeted and flexible ensuring that those young people most vulnerable and furthest away from the job market are encouraged to develop new skills and supported to progress aspects of wellbeing, integration and any barriers they experience in reaching their potential. However, not all programmes achieve anticipated outcomes and this could be improved through the better sharing of data and joint planning. This area will be maintained as the service considers how their offer can be fully aligned with our emerging model of Family Support.</p>		<p>Improve data sharing and joint planning between youth work and employability providers.</p>

<p>Work with school leavers to develop their employability skills.</p>	<p>Award Schemes: Youth workers offer young people opportunities to improve confidence levels, build resilience, learn new skills and feel more optimistic for the future by gaining recognition for their achievements through SCQF accredited Youth Scotland Awards. The number of young people gaining a youth award has increased year on year. During 2023/24 337 children and young people achieved a youth award, up from 118 in 2022-23.</p> <p>Of those who achieved a Dynamic Youth Award:</p> <ul style="list-style-type: none"> • Most (82%) (44% in 22/23) said they have a more positive view of themselves • Most (81%) (49% in 22/23) said they were better at solving problems and making decisions • Most (78%) (60% in 22/23) said they were better at working with others to achieve a task • Most (80%) (47% in 22/23) said they were better at listening and talking to others • The majority (62%) said they were better at friendship, trust and accepting others • Most (78%) (42% in 22/23) said they felt more valued as members of their community <p>The majority of pupils who took part in the Hi5 award said that they had improved their ability to join in activities; work better with others, gained more skills, discovered new things and generally felt better about themselves. Of those who achieved a Hi5:</p> <ul style="list-style-type: none"> • Most (80%) said they joined in more activities • Most (81%) said they were better at working with others • Most (81%) said they had gained more skills • Most (83%) said they had discovered new things • The majority (78%) said they felt better about themselves <p>The Awards are now being used by partners with wider appreciation of how the Awards can support delivery of flexible learning pathways. However, across youth work programmes not all children and young people taking part in youth work activities are given the opportunity to gain national awards. There is a need to extend the knowledge of youth workers around what awards could suit the groups they are working with and consider how they could be introduced. Our data tells us that those young people in SIMD 1 and 2 are least likely to take up these opportunities and there is a need to ensure equity in the use of awards.</p> <p>Outcome summary: Some young people are developing skills, confidence and accreditation through award schemes but not all children and young people taking part in youth work activities are given the opportunity to gain national awards. Young people's skills and achievements, gained both within and out with school, are not consistently recognised, captured and celebrated. There is a need to consider how CLD providers can best work with secondary schools to support the tracking of these achievements and increase use of the awards by youth workers.</p>	<p>There is a need to consider how CLD providers can best work with secondary schools to track uptake.</p> <p>Extend the knowledge of youth workers around what awards could suit the groups they are working with and consider how they could be introduced (with a particular focus on SIMD 1&2).</p>
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<p>Support young people's mental and physical wellbeing and increase the number of young people who report that they feel mentally well</p>	<p>Developing life skills and resilience: The CLD Youth Team has worked with schools and other partners to identify those pupils at risk of, or already impacted by, poor mental health and provide those young people with the support they require. As a result, transition programmes for Primary 6 and 7's are being delivered in almost all ASGs and these include Transition after-school clubs in partnership with Active Schools and school staff to support a smooth transition to secondary school. The youth team continue to provide 1-1 support, award and small group work, drop-in sessions at lunchtime/breakfast clubs to allow young people to socialise in a safe environment with trusted adults.</p> <p>Data and evaluations strongly support the provision of youth work in schools. Strong partnership between school, youth workers and other partners is enriching the learning offer for young people. Work will continue to align this provision with the Family Support Model over session 2024/25.</p> <p>Outcome Summary: CLD Youth Work is now embedded within most primary and secondary schools and children and young people are benefitting from the opportunities provided by youth workers to gain skills, develop confidence and improve wellbeing. Our recent evaluation of the offer confirms it is relevant and meeting the needs of young people. SHINE survey results evidence that on the whole, the mental health of our young people is improving. Education Recovery and Scottish Equity Funded project report.</p>		
<p>Work with partners from the Family Wellbeing Hubs to provide early intervention support to children, young people and families.</p>	<p>Collaboration with Fit Like! CLD Family Learning's approach and provision supports families through intensive 1-1 support, group work provision and mental health counselling as well as offering guidance and support to access other services. As of June 2024, The Family Learning team are currently working with 30 Fit Like families, (up from 24 in 2023) with a further 18 Fit Like families on our waiting list. The team continues to be guided by CLD principles and the high standard of practice Family Learning is known for, benefiting from the additional advantage of referring back to, or working in partnership with other agencies aligned to Fit Like to tailor the 'best fit' for families.</p> <p>Case Study – Family Learning – Fit Like! (Appendix C page 2)</p> <p>Outcome Summary The 'Fit Like?' programme is aligning resources and providing effective bespoke whole family support, at an early stage, to prevent children and families from requiring higher levels of support</p>		

**Support
Community
Planning
Aberdeen's
work to
promote and
protect
Children's
Rights.**

Youth Participation: CLD youth workers have successfully continued to support and develop youth participation through Aberdeen Youth Movement (AYM). AYM, a youth led group, encourages active engagement of young people aged 12-25 across the city. Key achievements include:

- One member of AYM was the key speaker at the Scottish Public Service Ombudsman report launch in Edinburgh.
- The AYM Steering Group meets quarterly with ACC Leaders
- Three AYM members represent young people on the local Disability Equity Partnership and are exploring how to create a youth-friendly deaf arm.
- AYM collaborates with six local Scottish Youth Parliament (SYP) members and promoted the SYP elections, where 1224 young people voted. They deliver roadshows and events in city academies on youth participation and Scottish youth politics.
- AYM runs the Youth Action Grants group, distributing £50,000 across youth projects, benefiting 1407 young people.
- AYM works with the Community Development team to involve young people in the Priority Neighbourhood Partnership (PNP) process and attend PNP meetings.
- AYM also attends the Community Council Forum (CCF) to update on AYM and engage more young people in CCF.
- Two AYM members are part of the Fairer Aberdeen Fund, Participatory Budgeting steering group.
- Five AYM members are on the Health Improvement Fund Screening panel for 2024.

AYM have identified and successfully progressed 3 key campaigns this year leading to improved relationships between uniformed organisations and young people, the development of a community centre toolkit for re-engagement with young people and a guide on social media.

Case study – Aberdeen Youth Movement, Social Media (please see Appendix C page 4)

Scottish Youth Parliament: For the first time in 14 years the Scottish Youth Parliament held a Sitting in Aberdeen in October 2023 with 82 young people from across Scotland participating. Most (88.5%) of the young people attending rated the event as 'very good' or 'good'.

Outcome Summary:

Effective youth participation forums are now influencing strategic priorities in Aberdeen including the cost of living, approach to budget consultation, city and beach master planning. The Council is committed to continuing to take account of the needs and wants of our children and young people.

<p>Promote and deliver diversionary activities for young people with an enhanced focus on the priority areas.</p>	<p>Developing diversionary opportunities for young people: CLD Funded Community Projects (Aberdeen Lads Club, Fersands Community Project, Middlefield Community Project, and shmu) provide a range of diversionary activities for young people across priority areas. Over 2021-24 these projects supported 2,841 children and young people with 1,080 young people participating in diversionary activities and 1,549 reporting that their confidence and resilience had increased.</p> <p>The CLD youth work team have delivered a programme of activities for young people over the summer and community projects have offered a wide range of diversionary activities in priority neighbourhoods. The CLD youth work team have sustained regular StreetWork sessions with young people most at risk of engaging in negative behaviours. CLD youth work and community development workers have established a network of more than 30 providers of potential activities for young people in the city centre and are in the early stages of developing an offer. Work is ongoing to maintain and develop existing community based youth clubs and, working with community volunteers, to start new ones in several areas.</p> <p>The Youth Connections group (ACC Youth Work, Police Scotland and the Community Safety Team) plan a coordinated approach to diverting young people away from risk taking behaviours in the city centre.</p> <p>Shmu: In the period 2023-24, 297 young people participated in media related activities. 6 young people identified as Young Carers participated in a short-term project and achieved an SCQF Level 2 Award (Hi5 Awards). Through shmu BFI Youth project, 20 young people have completed a Level 5 National Progression Award in Film and Media. Young people who participate in shmu Youth Media Project are regular community radio volunteers. This volunteering commitment is recognised through young people being registered for Saltire Awards. Three participants have secured their 500 hour certificate, with many others having secured different levels.</p> <p>Developing the Youth Work Providers Network: The CLD Youth Work team worked with partners to establish a Youth Work Providers' Network in 2022 where information about diversionary activities is shared and gaps identified. There are 31 organisations on the Youth Network mailing list. The purpose of the Network is to improve communication between services, have a better understanding of what partners can offer and what they are doing, share examples of good practice and funding and training opportunities.</p> <p><i>The youth work providers network is effectively sharing information to better support the young people they work with. The network is also helping members to collaborate on new projects. As a result, youth providers are better informed about each other's work and are finding ways to improve the offer for young people.</i></p> <p>His Majesty's Inspectors of Education, May 2024</p> <p>Outcome Summary: Children and young people are taking part in a range of social, recreational and educational activities that diverts them away from antisocial behaviour in their communities. There is a higher level of provision in priority areas and there is a need to increase the number of diversionary activities and safe spaces for young people in other</p>		<p>Consider how to spread the provision of youth groups more fully across the city.</p>
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	neighbourhoods, including in the city centre.		
<p>Work in partnership with primary and secondary schools, with a focus on priority areas, to support improvements relating to the National Improvement Framework priorities</p>	<p>Youth work in schools: Youth Work is embedded in primary and secondary schools. A refined learning offer and improved referral process have been developed. The offer includes one to one support, enhanced support for transition from P7 to S1, SQA-approved youth awards such as Hi5 and Dynamic Youth, break-time drop-ins, the Leadership programme and Confidence to Cook (C2C) classes.</p> <p><i>'Targeted support to young people on flexible learning pathways by youth workers, delivered in schools and community settings, is highly valued by young people, parents and teachers. Young people are engaging with staff and achieving positive health outcomes and achieving accreditation through Dynamic Youth Awards. Most of the young people participating in the Confidence to Cook programme have improved their confidence and their ability to work with others.'</i></p> <p>His Majesty's Inspectors of Education, May 2024</p> <p><i>'The Bridge of Don Academy drop-in youth service is effectively supporting young people, at risk of social isolation, to build their confidence, communication and team working skills. A few members are gaining Saltire Awards. The drop-in service is offered each year to S1 young people identified as needing support. As a result, young people are more settled in school and are able to engage better in learning.'</i></p> <p>His Majesty's Inspectors of Education, May 2024</p> <p>Outcome Summary:</p> <p>Resources are being effectively used to provide timely interventions to children and young people. Referral processes have been developed that allow partners to refer quickly and easily. Partnerships between schools and CLD have improved, and the former are recognising the contribution youth work and family learning can make to support children and young people. The increase in the number of youth workers in primary and secondary schools is improving equity of opportunity. Children and young people are being supported by youth workers to develop skills and capacities that are improving their wellbeing.</p> <p>Edge of Care pilots as a response to The Promise: Youth Workers in schools are an integral part of our emerging model of Family Support aligned to The Promise. The Youth Work and Family Learning Teams have committed 6 staff (4 youth workers and 2 Family Learning staff) to the multi-agency Edge of Care pilots. The learning and feedback from young people and families indicates that the 'pilots' offer valuable support to young people and families who have an escalating need and risk profile. Education Scotland and the ACC Youth Work team worked on an adapted version of the national Promise Award to make it more suitable for youth work providers across Scotland. The award was delivered in 2023 to 21 members of the youth work team; everyone who took part passed.</p> <p><i>'Youth Work staff delivering the pilot Promise Project are building trusted relationships with young people resulting in improvements in behaviour and self-esteem.'</i></p> <p>His Majesty's Inspectors of Education, May 2024</p>		

Case study: The Promise Project (Appendix C page 6)

Outcome Summary

The continued increase in the number of youth workers in primary and secondary schools is improving equity of opportunity. Children and young people are being supported by youth workers to develop skills and capacities that are improving their wellbeing. Children and young people on the edge of care from Lochside and Northfield ASG's are receiving an enhanced offer of support from a range of partners.



Priority 2 - Adult learning

Improving Outcomes for Adults

Adult Learning offers a range of learning opportunities which supports learners to become more resilient and able to cope with changes within their lives. Learning opportunities which are well designed and based on the needs of the individual or group, with clear progression routes for learners. Adult Learning drives the development of an improved personal skills base, increases the focus on achieving better outcomes for communities and improved life chances.

Families are supported to raise attainment and build their capacity and resilience

LOIP 4.1
Ensuring Families receive the parenting and family support they need

Early intervention work with families: CLD Family Learning is a citywide provision that promotes family learning, personal and socio-economic resilience, and challenges educational disadvantage to improve overall wellbeing. In 2023-24, to date (June 24), Family Learning have delivered 277 activities across the city to 464 participants. This equates to 8355 Learner Hours (registered) and 14325 Total Learner Hours including children.

Kinship: In September 2023, the Family Learning Kinship Development Officer post was created to strengthen the partnership between Family Learning and Kinship Social Work. Since then, an 'I'm a Kinship Parent' course, a Kinship Drop-In session, and a summer holiday program for kinship families have been developed. The Development Officer has supported over 10 kinship families with specific needs and bridged the gap between the kinship team and wider Tier 1/Tier 2 supports that are in place, predominantly via the Fit Like Family Wellbeing Team. A Summer Activity Program for kinship families was rolled out in 2024 including input from Creative Learning's Geronimo, Shmu and Adventure Aberdeen.

ASN Support: Family Learning has increased support for ASN families, creating peer support groups in Northfield, St Machar, and Bridge of Don, with plans to expand to Lochside. Groups are open to any parent/carer supporting a child with ASN, regardless of a diagnosis. Parents/carers attending these groups can be hesitant to engage with new services as they are anxious about being judged and can feel overwhelmed by the support options available to them. These groups allow parents/carers to discuss challenges, receive support, and connect with partner organisations. Bringing services to the group helps break down barriers and facilitate access to wider support.

Northfield Partnership Forum Funding: In late 2023 the Northfield Partnership Forum commissioned Family Learning to provide a range of supports for families with additional support needs in the area, these included:

- Staff training and Family Chill Out sessions in partnership with SensationALL
- A residential trip to Cromdale Outdoor Centre with Adventure Aberdeen
- Provide fuel, food support through Iceland, Asda and Aldi vouchers
- Provide basic necessities such as clothing and homeware
- Essential childcare provision via the Scottish Childminder Association
- Deep cleaning and support for the maintenance of homes
- Family Learning activities including Supper & Science in partnership with Aberdeen Science Centre
- Hosting three community events alongside multiple partners, where families were able to try a variety of new cultural activities, reduce social isolation and receive free food.

Supper and Science Expansion: Supper and Science is a successful program run in partnership with Aberdeen Science Centre and Northfield Academy. It combines cooking and science activities for families. Due to its success, it has been replicated in St Machar Academy as a transition activity for P7 students. Plans are underway to expand it further.

Self-Care in the Outdoors: Self-Care in the Outdoors is a program created in partnership between a Family Learning Development Worker and a Healthy Minds Community Learning Worker. It uses craft and the outdoor environment to promote mental health and well-being. Digital recordings of Progressive Muscle Relaxation and Loving Kindness relaxation techniques are shared with the group and regular daily use encouraged to promote the value of self-care. A 6-week pilot with parents/carers from Manor Park School was evaluated highly by learners and school SMT and is now being rolled out across the city.

Teens and Tweens Work: Since 2021, Family Learning has expanded its provision to include children up to Primary 7 age. Staff have developed their knowledge of older children and appropriate parenting strategies and have adapted the courses on offer to parents/carers. Courses include a sleep course for tweens and one to build stronger relationships with tween aged children.

Dons Families Together In 2024, Family Learning partnered with Aberdeen Football Club Community Trust for the Dons Families Together program. The program engaged vulnerable families with activities, provided hot meals, and linked them with support organisations. A Family Learning Development Worker supported the group, creating a strong link between the two organisations. Family Learning families have since accessed games and activities provided by Pittodrie.

Outdoor First Aid and Fire Pit Training During the Covid pandemic, Family Learning adapted to include outdoor learning as a core element of their delivery. In 2024, staff completed Outdoor First Aid and Fire Pit

training to expand their outdoor learning program.

CLD Funded Community Projects provide valuable support for families, young people, and children in priority areas. Supports include Early Learning, After School Clubs, Family Support, Adult Learning, Youth Work, Community Capacity building and access to free food. Funded Projects also provide direct support to help families facing issues such as fuel poverty, welfare reform, and social exclusion. Over 3,600 families (and 3,676 children and young people) have been supported over 21/24. 686 volunteers have contributed 103,711 volunteer hours. These projects enhance Community Learning and Development provision in priority neighbourhoods.

Fairer Aberdeen support for families: The Fairer Aberdeen Programme funds a range of organisations providing support to families, including Middlefield Youth Hub, HomeStart, ACIS Youth Counselling, Befriend A Child, Choices, ACC Creative Learning Geronimo, CFINE, Pathways, CAB, and community flats in Tillydrone, Seaton and Cummings Park. 1,074 parents and families with more complex needs were supported in this way over 21/24. Key successes include:

- 1,125 adults and 689 young people accessed counselling services through Fairer Aberdeen funded organisations.
- A total of 2,404 people took part in employability programmes through community groups, developing skills across the employability ready pipeline, 736 (31%) of those people moved into work. 13,156 people received money and income maximisation advice, with 3,847 of them receiving a total financial gain of £10,572,737 the equivalent of a gain of £2,748 per person.

Close collaboration with education: Since 2021, the CLD Family Learning team have recruited a Family Learning Development Officer and between 8-10 Development Workers, initially via Education Recovery Funding and now through Strategic Equity Funding. Almost all (96% 2023/24 data) registered learners report increased confidence and new knowledge and skills. There is clear evidence that the targeted and inclusive programmes delivered by Family Learning improve life chances and effectively enable parents to develop their parenting skills, helping to enable families to give their child the best start in life. The team and colleagues plan to align family learning and youth work approaches with the model of Family Support in keeping with The Promise and develop Education Scotland's Promise Award.

Responding to emerging need: The increased cost of living continues to have a direct impact on many of the families supported by the CLD Family Learning team. The team helps families overcome the most basic barriers of food, fuel and financial poverty as well as support for the mental health complexities they face. The team continues to be agile in approach and guided by families, ensuring that their basic needs are met before engaging in further learning programmes.

'ACC CLD Family Learning staff provide targeted one to one and group support to parents facing challenges in their lives. Parents value the compassionate and constructive support they receive, resulting in improvements in their confidence, self-esteem and general mental health'.

His Majesty's Inspectors of Education, May 2024

Outcome Summary

In many instances families have required support to meet their basic needs before being able to progress to other areas of learning. Partnership working, and how that sustains whole family support, has been a strength in meeting families' needs and building resilience. Recognising that families have the biggest impact on their child's development and learning, this work contributes to increasing attainment across the city, by addressing barriers that families face and building their confidence in their involvement in their child's learning.

Align family learning and youth work approaches with the model of Family Support and increase use of The Promise Award

Develop and deliver targeted learning package for those whose employment opportunities have been hardest hit by Covid-19

Targeted employability programmes across partners: Adult Learning in partnership with Bon Accord care have delivered 2 ESOL for the Care Sector courses 2023/24 which resulted in either employment or paid placements for most learners. Individual learning plans and one to one meetings are supporting adult learners in the creative writing group to set and manage their goals. This is helping learners to progress and be more confident to try new things.

Reducing re-offending through skills development: The CLD Adult Learning team work in partnership with Community Payback Order team and the Social Work Criminal Justice team, to offer a learning programme as part of the client's payback order. The focus is to expand opportunities and alternative coping strategies with the aim of reducing re-offending and custodial sentences.

54 learners have accessed skills development at Spring Garden sites which include:

- Mixed group and a women's group– literacy, ICT, health and wellbeing, life skills, confidence building, core skills SVQ
- Problem solving courts – mixed learning, tailored to meet the individual needs of the learners

Adults undertaking community payback orders are supported well by adult learning workers to improve their life skills. This includes literacy and numeracy skills but also exploring aspects such as building positive relationships with others. This is helping many of these learners to be more optimistic about their futures. All learners are offered accredited learning, at the end of their Community Payback Order they have also have the opportunity to attend classes within the community.

'Adults undertaking community payback orders are supported well by adult learning workers to improve their life skills. This includes literacy and numeracy skills but also exploring aspects such as building positive relationships with others. This is helping many of these learners to be more optimistic about their futures and consider how they can progress in their lives.'

Adult learning staff to work with their partners to see if data analysis can provide evidence of their positive impact and contribution to helping to reduce re-offending

His Majesty's Inspectors of Education, May 2024

Spring Garden has been developing really positively. Initially building relationships with both the Women's cafe attendees and the staff, using critical thinking exercises and fun activities, such as quizzes and reflective exercises, whilst promoting what adult learning entails and what we can offer to support learners.

Case study: Problem Solving Courts – Bail Supervision (Appendix C page 8)

shmu adult services

shmu programmes support adults facing personal challenges, including shmu adult volunteers, by offering practical and emotional support through structured one-to-one sessions, as well as ad-hoc support and a range of wellbeing and social activities for them to participate in. They provide wellbeing opportunities to community members through shmu weekly Wellbeing Café and shmu regular Wellbeing Walk. They are increasing the groups of people they work with, including more work with the asylum seeking and refugee community, as well as individuals who are neurodivergent or have additional learning and support needs.

Shmu supported 62 individuals in the 2023-24 period. 23 individuals reduced their risk taking and/or offending behaviour as a result of engagement with shmu programmes, and 23 participants secured a positive destination of either employment, education, training or volunteering.

Outcome Summary

These employability interventions have been successful in supporting individuals to increase in confidence and learn new skills. Learning and employability pathways have been central for those taking part in short term projects, this has led to accreditation, volunteering and employment. As work continues through the delivery of the CLD plan there continues to be a need to define and promote clear learning pathways across different providers to ensure that we maximise the impact of available resource.

<p>Improve the Mental Wellbeing of adults in our communities</p> <p>LOIP Stretch Outcome 11. Healthy life expectancy (time lived in good health) is five years longer by 2026</p>	<p>Adult Mental Wellbeing in the community: The CLD Healthy Minds team supported 173 adults with a diagnosed mental illness to access learning opportunities over the last 3 years. All learners received 1-1 support to develop a personal learning plan which is regularly reviewed and evaluated. Learners also took part in various groups (210 learning opportunities over the 3 years) with most reporting an increase in their confidence and skills. Most learners moved onto other opportunities including employment, volunteering, further education and community groups. Over 2023/24, 56 learners (55% new to the service) benefited from 998 learning hours</p> <p><i>“It has made me more willing and enthusiastic about participating in community based groups and activities. Something I was very reluctant about previously.” – Healthy Minds learner</i></p> <p><i>“I liked being around people that speak about interesting things. Seeing animals, being in the fresh air, things that I wouldn’t normally do.”</i></p> <p><i>“I feel that my confidence is ok at the moment, sometimes I surprise myself by being more confident than I thought.”</i></p> <p><i>“I’m not scared to try new things anymore. Much less anxious.” “Taking better care of myself.”</i></p> <p><i>“It has made me feel more confident in group settings.”</i></p> <p><i>“The tutors took the time to go round everyone and even though I am quiet, I got the right amount of attention.”</i></p> <p>The Healthy Minds creative writing group at Rosemount Community Centre supports learners who have experienced social isolation and mental health issues. The trusted relationships between the members and the tutors are helping learners to develop and share their work. Regular one to one meetings with staff ensure a continued focus on progress and achieving goals. Harlaw Academy, acting as the Scottish Qualifications Authority centre, is facilitating learners to undertake a qualification, which they would not otherwise have access to. All learners report an increase in their confidence and most (80%) have improved their knowledge and skills. In June 2024, 7 learners have been supported to complete an SQA Level 5 award in Creative Writing in conjunction with Harlaw Academy and 4 are completing an SQA level 3 award - Working Together. In 2023/24, 22 evaluations were returned and showed almost all (94%) believed their confidence had improved and the majority (82%) had improved skills.</p> <p>Tutor provision at the Blair secure forensic unit in Cornhill hospital is effectively supporting a group of vulnerable learners. Funded through the NHS, the CLD Healthy Minds team provide a tutor 12 hours per week. Activities are learner led across a range of interests, including core skills. Sessions help learners to structure their day, to stay motivated and to maintain their mental health and reduce anxiety. Core skills gained through the programme helps a few learners to resettle in the community where appropriate. 17 patients have been supported since</p>		
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May 2021 with almost all (96%) reporting improved confidence and almost all (92%) report improved skills. A further 13 patients have been supported by the Healthy Minds team in the community this year equating to 301 learning hours. A few learners continue their learning within the unit while others are regularly attending community opportunities. One learner completed an adult achievement award and an SQA qualification in volunteering. The team have increased accredited learning this year by 50% and plan on increasing this by a further 30% next year.

Case study – Healthy Minds (Appendix C page 9)

Outcome Summary:

Healthy Minds targeted learning offer in the community and in the forensic unit at Cornhill is helping adults with a diagnosed mental illness to aid their own recovery. Most report an increase in confidence and skills and move on to volunteering opportunities, employment, other learning opportunities or groups within their own community. Learners report that they take better care of themselves and are more able to do things on their own.

Equip Adult Learners to meet key challenges and transitions in their lives – to include Digital inclusion, literacy, numeracy, ESOL and financial resilience.

LOIP Stretch Outcome 11. Healthy life expectancy (time lived in good health) is five years longer by 2026

ESOL: This year, there has been a rise in ESOL learners, with over 200 enrolled in 24 core classes ranging from pre-literacy to intermediate level and 138 on the waiting list. Given demand, 4 tutors undertook training to become an SQA assessor last year and this has helped increase the numbers of classes offered. The tutors have benefited from in-house CPD and training sessions on topics such as: Dyslexia, using AI to help lesson planning, using Book Creator in the classroom and teaching grammar. They have also completed a digital self-evaluation using the framework developed by Education Scotland as part of Improving Digital Practice within CLD. The results of this self-evaluation will be used to help guide future training and identify ways to further incorporate digital skills and literacy into our classes.

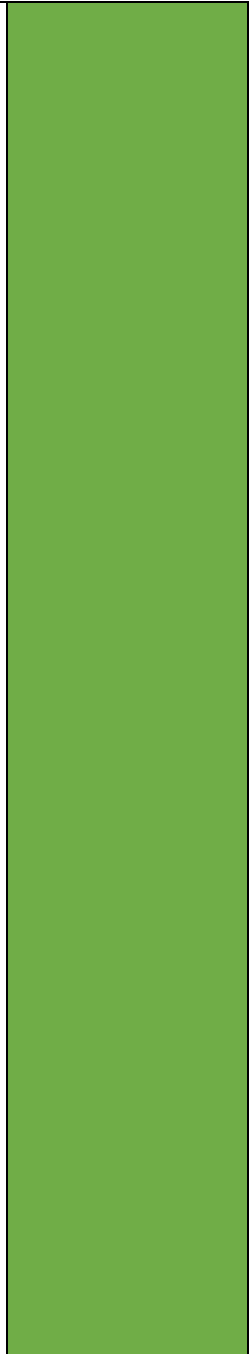
‘ESOL learners are gaining a wide range of skills that meet their needs. They enjoy learning English in the classes run by the CLD service. Many have built friendships within the groups and are more confident. Learners are successfully using the communication skills they are gaining in their wider lives. This includes speaking to their children’s schools, using transport and seeking medical services. Many are using the skills and, in some cases, qualifications they are gaining to find work or move onto further learning or volunteering. The pace and challenge set by staff is appropriate and enables the learners to progress well’
His Majesty’s Inspectors of Education, May 2024

Following increased tutor capacity, the short course offering has been expanded to include specialised short courses including two 4-week handwriting support courses and a 6-week communication focused short course. With upcoming courses focusing on: employability; reading and phonics; small talk and communication; reading in context (which sees the learners exploring sites of interest around Aberdeen whilst developing reading skills) as well as two parent and child courses aimed at developing reading and speaking skills for both the parent and child over school holiday periods. Learners have been closely involved in the developing of these short courses, which initially came about following feedback received at a learner focus group in April. This also identified learners who would like to get involved in the running of activities, which will be facilitated by funding received from the Youth Activities Small Grant Fund. There has also been closer collaboration between classes and teachers over the year, with groups combining for visits to the Art Gallery and Duthie Park.

The adult learning team have completed an extensive Learners Voice exercise with ESOL learners, using the feedback to improve and extend practise. ESOL learners told us they want more opportunities to practice their English and to develop their understanding of Scottish culture.

All learners are encouraged to gain an SQA qualification in literacy Nat 1 or ESOL Nat 2. In response to requests from learners and staff, we are in the process of establishing an SQA in Tenancy, which covers both the tenant and landlord’s rights and responsibilities.

Empowering our Gypsy Traveller community: With the upgraded Gypsy Traveller site re opened, the Adult Learning team are engaging with 21 families, a regular food pantry has been established in partnership with CFine, a young parent group has been set up, an under-fives group to support transition from home to nursery.



Find ways to respond positively to the huge increase in the number of Asylum seekers requiring ESOL support. Likely to increase further before end of calendar year.

Staff have undertaken training to support health issues within the community. Support to access other services in partnership with Social Security Scotland and the Gypsy Traveller Liaison Officer. Offer of literacies support for adults and teenagers with the option of SQA accreditation,

Increasing digital skills: The Fairer Aberdeen Fund supports Silver City Surfers to provide support to older people to learn how to use computers and the internet safely, and shmuCommunity Media, including community newsletters which are delivered across the priority areas, and community radio, which includes weekly community shows for each priority area. During 2023-24:

- 300 older people were supported to develop digital skills.
- 352 people were involved in producing community media and
- 400 people participated in training and skills development.

'ESOL partners have established open and collaborative ways of working through and responding to the sudden arrival of people fleeing war in Ukraine. Partners effectively share information and resources and regularly review services. Their collaborative approach is helping to ensure that learners are signposted to the most appropriate support.' - His Majesty's Inspectors of Education, May 2024

ESOL subgroup: ESOL partners have established open and collaborative ways of working through responding to the sudden arrival of people fleeing war in Ukraine. Partners effectively share information and resources and regularly review services. Their collaborative approach is helping to ensure that learners are signposted to the most appropriate support.

The English for Speakers of Other Languages (ESOL) sub group has been crucial in effectively co-ordinating our response to the significant influx of new learners by coordinating the ESOL response to Afghan and Ukrainian Learners ensuring all who presented were assessed and signposted to the appropriate service for appropriate level learning,

Outcome Summary:

CLD partners provide a wide range of effective opportunities to improve life chances and support learners to thrive, succeed and learn new skills. This is helping to support participants' social, emotional and physical wellbeing. Across learning programmes, most participants are gaining new knowledge and skills. There is a need to further define and promote learner pathways across different providers.

Develop and support outdoor learning initiatives

Outdoor learning: The Family Learning team promotes outdoor learning and wellbeing. The team provides creative outdoor learning experiences that connect children and families, assessing risk, building resilience, confidence, and skills through activities and play. Outdoor sessions are delivered in each locality through Geronimo, Time to Play, Coastal Project, Wellbeing Walks and RE-Wilding Outdoor Education sessions, In the City holiday provision, Pop-ups in local parks as well as families accessing residential in Cullen looking at environmental issues and the impact humans have on the climate. The team has supported approximately 563 families to access outdoor learning opportunities. The team also completed training in First Aid in the Outdoors and Fire Pit training.

Outdoor Learning at The Grove – Hazlehead: The CLD Healthy Minds team continues to encourage and enable partner agencies to access the Grove site. Volunteering opportunities at the Grove continue to be developed in partnership with other agencies. The resource has enabled successful delivery of a variety of courses including:

- 7 (up from 4 last year) Grow and Learn in Nature (GLiN) employability focused courses – outcomes for learners include return to paid employment and volunteer posts.
- One Seed Forward (OSF) continue to deliver a programme of courses, one strand focusing on basic gardening skills and the other on community gardening, with ongoing support provided to engage with existing community gardens and to set up new ones.
- Healthy Minds delivered a monthly environmental group in partnership with ACC Ranger Service focusing on mental wellbeing and open to mental health agencies across the city
- Adult Learning is in the early stages of developing opportunities for Asylum seekers and refugees to access outdoor space at the Grove.

Outcome Summary:

Opportunities for outdoor learning are maximised across all adult learning groups, recognising the benefits of connecting with the city green spaces for integration, skills development, play and mental health and wellbeing.

<p>Increase focus on accredited qualifications and development of Progression Routes</p>	<p>Learner Accreditation and progression routes: The number of adults completing accredited awards dropped significantly in 2023/24. The Adult Learning team have delivered SQA assessor and verifiers training to the wider CLD team increasing capacity to offer accredited learning again. (16 new assessors and 3 new verifiers)</p> <p>There is a need to extend the knowledge of CLD staff and partners around what awards could suit the groups they are working with and consider how they could be introduced more consistently.</p> <p>Outcome Summary: Recognition of learning through accredited learning opportunities offer clear pathways for progression and give learners confidence in the value and credibility of their learning. There is a need now to build on the increasing number of staff and partners across the city who can assess and verify for SQA to ensure there will be more opportunities available for our learners now and in the future.</p>		<p>To extend SQA training to internal and external partners to extend the accreditation offer and progression routes</p>
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Community Development

Building Stronger Communities
CLD Partners support communities to take action to respond to disadvantage, to build on community strengths and to have a say in decisions which affect them. Community reps are valued as equal partners at all levels of community & locality planning, all working towards building stronger, more influential, resilient communities.

<p>Provide capacity building support to communities to create, develop and sustain programmes and activities which address emerging priorities and provide increased opportunities for citizens</p>	<p>Building community capacity: Ambitious community organisations and committed volunteers provide a wide range of services and programmes that support community members very effectively. They are instrumental in taking forward essential, needs-focused provision in many local areas. They support local people well on a wide range of issues. CLD partners are effective in supporting learners, community activists and volunteers to gain skills that match their aims and ambitions. This is helping to improve the life chances of disadvantaged individuals and groups in local communities and across identified groups</p> <p><i>'The ACC Community Development Team has worked successfully with partners and volunteers to establish a Ukrainian Hub based at Rosemount Learning Centre. This is an example of highly effective community development, and support to volunteers.'</i> His Majesty's Inspectors of Education, May 2024</p> <p>Case Study: Ukrainian Community Hub (Appendix C page 11)</p> <p>CLD Funded projects; Through CLD Funded Projects and the Fairer Aberdeen Fund a range of organisations provide programmes of activities and support in communities. During 2021-24 Funded Projects supported 8,945 people and 686 volunteers contributed 103,711 hours of volunteering time, and the Fairer Aberdeen programme supported 131,473 people and 2,209 volunteers contributed over 398,000 hours of volunteering time with a value of £5.9m.</p>		<p>With partners and communities, co-create a clear, consistent, readily available training offer to help build capacity to deliver opportunities and services to meet the needs of their community</p>
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<p>Emerging priorities being not detailed in the original plan: Welcoming New Scots and refugees Cost of Living Crisis Warm Spaces</p>	<p>Case Study: Middlefield Community Project (Appendix C page 13)</p> <p><i>'Learners and volunteers at shmu contribute to the wider community of Aberdeen and beyond through delivering radio programmes. Learners are supported effectively by staff to gain the confidence and skills to present regular shows. They cover a wide range of topics from mental health to LGBTQi+ to community challenges. Feedback from listeners show how valued this is. The volunteers themselves appreciate the inclusive and welcoming support they receive from the shmu team. Many of the learners and volunteers face additional challenges in their lives, such as poor health or disability. Their involvement at shmu is raising self-esteem and self-worth. Participants feel valued and for many this is life changing and for a few lifesaving'. His Majesty's Inspectors of Education, May 2024</i></p> <p>shmu Community Development work aims to engage disadvantaged and marginalised communities through access to cultural and creative media, providing access to platforms that allow people and communities to share their experiences, challenges and successes</p> <p>Their projects and activities encourage community members to develop skills to populate the community media platforms they facilitate, including a radio station, podcasts, magazines, TV & film, and websites. These platforms are used as vehicles for personal and collective change, supporting skills development, active citizenship, community capacity building and development.</p> <p>In the period 2023-24, 147 volunteers were involved in shmu communities' work, contributing over 21,000 hours of volunteer time. Community editorial teams produced 21 different community magazines, across 7 regeneration areas of Aberdeen, delivered to almost 80,000 households. We engaged over 900 participants through shmu communities work and worked with 195 partner groups and organisations in the process.</p> <p>Outcome summary: Capacity building support is enabling and empowering local people to develop the skills and confidence to further develop programmes of activities that are making a difference to their communities. CLD partners now need to consider how they can use the data and other information they each gather to better demonstrate their collective impact and progress over time.</p>		<p>CLD partners now need to consider how they can use the data and other information they each gather to better demonstrate their collective impact and progress over time</p>
<p>Support the creation and development of social enterprise and community wealth building</p>	<p>Enabling community wealth building in our most disadvantaged communities: A multi-agency project led by Business Gateway has successfully helped 53 people transition into self-employment helping them reduce their reliance on financial benefit, such as Universal Credit.</p> <p>Key to this success was the deployment of dedicated community business advisors, targeted collaboration for funding resources, and strategic partnerships with ecosystem partners. The project fosters economic growth, empowers citizens, and provided a replicable model for tackling unemployment through self-employment initiatives. Stakeholders tell us that more support is needed to navigate the asset transfer process and there has been limited progress in developing community social enterprises.</p>		<p>Awareness raising to increase take-up</p> <p>Develop a clear plan and actions to support the</p>

	<p>Outcome summary: Partners are working well together to ensure local people, particularly in our priority communities are aware of and supported to access opportunities</p>		development of community enterprises and community asset transfers
<p>Ensure Community Planning partners work closely with people and communities to improve our collective understanding of strengths, needs and opportunities</p>	<p>Empowering communities through more effective engagement: A few enthusiastic and committed community representatives receive valued and effective support from community development staff and partners. They are improving their networking skills and are ready to make positive impacts in their community through locality planning. Priority Neighbourhood Partnership meetings are now planned in advance and can be attended either in person or online, thereby reducing barriers to participation. Agenda setting meetings ensure that the agenda reflects issues of relevance to the community.</p> <p>Community Learning and Development partners continue to support those active within their communities to develop their skills, knowledge & understanding of the wider needs of the community and build the capacity of the community This is enabling increasing numbers to participate more effectively in groups such as Locality Empowerment Groups (LEGs), Priority Neighbourhood Partnerships (PNPs), Fairer Aberdeen Board and other community bodies to take charge of their outcomes and make a positive impact..</p> <p>The Fairer Aberdeen Board includes 7 volunteers from priority areas and 2 from the Civic Forum. The community representatives are supported through the Regeneration Matters Group which meets monthly and are involved in monitoring funded initiatives and considering their impact on issues that affect all the priority areas. During 2024 the Fairer Aberdeen Board is working with the Aberdeen Youth Movement to increase the representation of young people on the Board.</p> <p>Funded Community Projects continue to support community involvement in priority areas.</p> <p>Outcome Summary: A few community representatives are benefitting from targeted support to participate in locality planning. There is a need to ensure an increasing emphasis on platforming people with lived experience of inequality.</p>		CLD Partners should broaden the base of community participation & engagement to ensure that community groups include people with lived experience of inequality and disadvantage
<p>Further, develop a clear and coherent framework to support volunteers and volunteering within</p>	<p>Strengthening Volunteer capacity: Local Third Sector Interface ACVO provide and continue to develop a flexible variety of means to access volunteering, support volunteers and match volunteers to opportunities to ensure that our city and communities benefit from the crucial help people provide through volunteering.</p> <p>CLD partners support those active within their communities to develop their skills, knowledge & understanding of the wider needs of the community and work alongside communities to develop programmes of activities/learning opportunities within their community. Community development workers are proactive in working within some communities to create awareness of volunteering opportunities in their local community and supporting local people to take on volunteer roles in community groups and programmes.</p>		

<p>communities and across community groups and organisations</p>	<p>ACVO facilitate the Aberdeen Volunteer Co-ordinators Network (447 volunteer involving organisation contacts) and over 70,500 people regularly volunteer in Aberdeen, contributing an amazing collective total of over 4.4 million hours of help for people and communities.</p> <p>in July 2024 both Aberdeen City Council and NHS Grampian signed up to the Volunteer Charter and the revamped Volunteer Aberdeen website launched. The site lists hundreds of volunteering opportunities available across Aberdeen.</p> <p>Funded CLD Projects and the Fairer Aberdeen Fund supports a range of organisations that support volunteers. Funded Projects supported 686 volunteers who contributed 103,711 hours of volunteering time. The Fairer Aberdeen programme supported 2,209 volunteers who contributed over 398,000 hours of volunteering time with a value of £5.9m.</p> <p>Effective training programmes are designed and delivered around the needs of the community groups and the personal development needs of volunteers to sustain and enhance provision in almost all settings. Most volunteers report increased confidence and skills and that the training is beneficial and enabling them to move on to other opportunities.</p> <p>Come And Network (CAN) Day: The Community Development Team works effectively with partners to identify and deliver training opportunities to support volunteer development. For example, the Come and Network Event 2023 helped raise awareness of volunteering opportunities, volunteer development needs and development opportunities. Planning for the 2024 event is underway and is being driven by a survey of need which closes at the end of the month. CLD partners are currently testing ways to widen access to volunteering opportunities through approaches such as micro-volunteering.</p> <p>Outcome summary: Across CLD providers, staff support citizens well to become volunteers and share their knowledge and experience with others, to take action to respond to disadvantage and to build on community strengths. These volunteers are more confident and are rightly proud of how they are contributing to their communities.. Volunteers are valued as equal partners, all working towards building stronger, more influential, resilient communities. There is a need to more effectively measure and demonstrate the impact of community volunteering on individuals and our communities and to consider how those with challenging lived experience can be better supported to develop a sense of agency and take more active and influential roles in their communities.</p>		
<p>Develop and implement a training and development programme to ensure best practice</p>	<p>Training and Development for staff, partners and communities; Building on the successful programme of training opportunities for staff and community representatives across the community planning partnership which promoted awareness of and effective use of the National Standards of Community Engagement, for citizen facing staff and community organisations a working group of community learning partners and community representatives is co- designing a training for trainers programme to be rolled out later in the year.</p>		

<p>is adopted across partners, informed by the National Standards for Community Engagement</p>	<p>The Localities Team are also developing training for community groups in using the Model for Improvement (as adapted by Community Planning Aberdeen)</p> <p>Outcome summary: A few staff and community members are benefitting from carefully designed and delivered training which is improving their understanding and practice in engaging with communities, there is scope to consolidate the learning from the successful pilot training programme and extend it to a wider audience across the partnership.</p>		
<p>Support communities to develop and contribute to local projects which tackle poverty (food, fuel, and benefit maximisation) - need to focus projects on those most effected by Covid 19 e.g., young people, minority ethnic communities, disabled people, and how they can be supported</p>	<p>Tackling poverty together: Effective community development is providing communities with the support required to enable them to create and deliver local solutions to poverty related issues. This is enhancing skills which are being effectively applied and bringing about local improvements and building community capacity. Provision developed by community groups such as the Cubby in Cummings Park and Seaton Community Hub is making a real difference in the lives of local people.</p> <p>The Fairer Aberdeen Programme funds community and third sector initiatives tackling poverty – 2,404 people took part in employability programmes and 736 people moved into work. 13,156 people received money and income maximisation advice, with 3,847 of them receiving a total financial gain of £10,572,737 the equivalent of £2,748 per person. 1,740 tonnes of free food was distributed, the equivalent of 5.4M meals.</p> <p>Feedback from organisations funded through the Fairer Aberdeen Fund and CLD consistently show the value they bring to supporting communities to develop projects that tackle poverty and support the most vulnerable people. The Fairer Aberdeen Fund supports CFINE to develop community pantries and community food outlets. There are currently 35 pantries and community food outlets and 255 community organisations receiving FareShare food, and over 7,600 people benefitting from Mobile Cooperative Vehicle services.</p> <p>Outcome summary: Effective capacity building support is enabling and empowering communities to deliver solutions to effects of poverty and many groups are delivering high quality services based on community need</p>		<p>Continue support to established and emerging groups to develop the capacity to meet local needs</p>
<p>Harness the increased levels of community volunteering to build greater</p>	<p>Community resilience: A third community resilience group has been established with Groups now in Cults, Culter, and Bridge of Don.</p> <p>Presentations have been given to community council groups from Seaton and Rosehill & Stockethill as well as the Fittie community development trust following their expression of interest and commitment to setting up resilience groups. Rosehill & Stockethill have taken part in winter 2023 in a joint venture with NHS Grampian and ACC where salt and pavement gritters have been supplied with the aim to reduce slips trips falls and</p>		<p>Continue to work with stakeholders to develop training and resources and share learning,</p>

<p>resilience - support communities to develop resilience plans and groups</p>	<p>hospital admissions. Seaton and Fittie were provided with community resilience leaflets and delivered these to residents to help them in preparation for winter. A Community Resilience Conference for the Grampian Area was held in October 2023 with approximately 100 attendees. All the established and some new interested groups attended the conference</p> <p>Work is continuing to engage and establish additional resilience groups alongside communities to develop and embed community resilience plans to enable them to be fully resilient in the face of weather events and other civil contingencies incidents</p> <p>Outcome summary: Enthusiastic and capable volunteers in a few communities in Aberdeen are successfully developing the capacity to make a difference in times of emergency through a well-planned programme of development opportunities with the intent of extending this learning to a wider range of local communities. Opportunities have been hampered due to lack of dedicated resource to deliver this aim. However, work has progressed</p>		<p>skills and knowledge across organisations</p>
<p>Support community management/ ownership of green spaces and the development of food growing spaces and projects</p>	<p>Developing green spaces: Effective development of a green space network of communities and partnerships is empowering communities to establish, take responsibility and run their local green spaces leading to more local engagement and an increase in volunteering and community pride</p> <p>Outcome summary: Across Aberdeen local people are actively engaged in the planning, design and delivery of local environmental and community space projects which are making a difference to the quality of life in their localities</p>		<p>Continue to support groups to develop new initiatives</p>
<p>Neighbourhood planning - develop toolkits and training to strengthen community's capacity to produce their own neighbourhood plans</p>	<p>Through LOIP improvement project 16.7 a working group has now co-designed, with community representatives, a web-based toolkit with a focus on community engagement, this will also include resource from the Child Rights improvement project 16.1. This is still currently in the design stage.</p>		<p>Support taking forward LOIP 16.6</p>