

Learning changes lives for the better – CLD Plan 2024-2025 - Progress report

Continued Youth Work Outcomes (from CLD Plan 21-24)

What are we going to do	The impact of what we have done together	RAG	Next steps
<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. Work with school leavers to develop their employability skills.</p>	<p>A wide range of partners help young people of school age and beyond - particularly those from priority areas and those facing multiple barriers - to move towards positive destinations by building their employability skills, supporting their aspirations and creating accessible pathways to education, training and improving their wellbeing.</p> <ul style="list-style-type: none"> • SHMU worked closely with schools (St Machar and Northfield Academies) to re-engage young people at risk of disengagement, offering alternative pathways that align with their interests and aspirations resulting in some young people progressing to positive destinations. • SHMU developed inclusive initiatives like Haven Role Play Group, providing tailored interventions for neurodiverse young people, and New Scots on Screen for ethnic minority young people. SHMU Train supported 56 young people to participate in post-school employability programmes with 14 entering positive destinations and others becoming volunteers. Participants reported increased wellbeing and readiness for work, education or training. • The SHMU Digital Media Skills programme was expanded to 4 courses annually, supporting 40 participants and boosting digital skills across priority groups. Participants developed creative confidence, job-search abilities and practical knowledge in areas such as filmmaking and media. • Aberdeen Foyer, as a delivery partner for the King's Trust programme, strengthened their outreach through a refreshed networking plan and use of the King's Trust marketing 		<p>Monitor and evaluate the outcomes of the St Machar pilot project.</p> <p>Explore opportunities to scale successful programmes and ensure sustainability through continued partnership working</p> <p>There is a need to more carefully track the impact of the totality of the offer being</p>

	<p>toolkit, leading to more diverse referrals and increased engagement from underrepresented groups. During 2024/2025 51 young people aged between 16 and 25 were supported, with 33 (65%) progressing to a positive destination, including 18 into employment. Participants reported developing confidence, motivation and skills through individual challenges and a community project.</p> <ul style="list-style-type: none">• Foyer Reach provided 38 young people, in recovery from health and wellbeing challenges, with support tailored to their needs and aspirations. 14 (36%) progressing to education, training or employment.- This programme is targeted at young people furthest from the labour market and some will have moved into volunteering or progressed to other Foyer (or Partner) self-development/employability courses.• Fairer Aberdeen employability programmes supported 294 young people, with 91 (31%) securing immediate positive outcomes.• The Annual Participation Measure (APM) group, led by Skills Development Scotland (SDS), has fostered a collaborative approach to improving positive destinations. A pilot project targeting Christmas leavers in St Machar, delivered by the CLD Youth Work team, is an example of a responsive and targeted intervention. <p>Outcome Summary:</p> <p>There are a wide range of youth work opportunities supporting young people to develop employability skills, particularly those from priority areas facing multiple barriers. Ongoing, targeted, and inclusive support is essential to ensure these young people are engaged and able to benefit fully.</p> <p>Well-designed programmes are improving wellbeing, confidence, and work readiness, with increasing success in reaching marginalised groups. Some participants are progressing to positive destinations such as further education, training, or employment, while many report enhanced wellbeing, self-belief, and a renewed sense of purpose.</p> <p>To sustain and improve outcomes—especially as the school leaver positive destination rate has remained at 93.6% for both 2022/23 and 2023/24—continued collaboration and targeted support</p>	made to young people to better identify where there is a need for a targeted intervention.
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	for those facing the greatest barriers are vital. There is also a need to better track the overall impact of the support offer to identify where additional interventions are needed most..		
Support young people's mental and physical wellbeing and increase the number of young people who report that they feel mentally well.	<p>Youth work activities delivered by Aberdeen City Council (ACC) and partners are having a demonstrable impact on young people's mental and physical wellbeing. Informal learning experiences are delivered in both school and community settings, ensuring accessibility and relevance for the 1281 young people enrolled over 2024/25. Most young people who took part and completed an evaluation said that their involvement with youth work had improved their confidence, knowledge and skills.</p> <p>Details of some programmes benefiting wellbeing are exemplified below:</p> <ul style="list-style-type: none"> • ACC Creative Learning's Creative Play Programme supported 60 pupils (P3-P7) from Kittybrewster school to develop creative thinking, teamwork and meta-skills. 30 creative outdoor workshops were delivered, enhancing engagement and wellbeing. A youth-led approach empowered pupils to take ownership of their learning, fostering collaboration and resilience. The project was embedded in the school's existing skills framework and promoted off-page, experiential learning. 100% of learners reported improved confidence and creative skills. • The introduction of Seasons for Growth at Lochside and Northfield Academies has expanded the wellbeing offer. The core intention of these programmes is the development of resilience and emotional literacy to promote social and emotional wellbeing. • Confidence to Cook is being used in Cults, Hazlehead, and Lochside Associated Schools Groups, supporting life skills, confidence and a sense of achievement. • SHMU's Youth Media and Engagement Programmes offer creative opportunities in safe and engaging spaces where young people can express themselves, develop personal and social skills and build positive connections that reduce their risk of harm and exclusion. Using a relationship-based and trauma-informed approach, participants report feeling safer, more respected and more aware of the consequences of risk-taking behaviours; reduced isolation and stronger peer networks and better school engagement. Teachers and social workers observed an improvement in the mental health and 		<p>While qualitative feedback is strong, further consistent quantitative data is needed from partners to fully evidence impact on different groups. For example, disaggregated data by SIMD, ASN, protected characteristics and longitudinal tracking of wellbeing outcomes.</p> <p>Explore opportunities to expand successful models to other schools and communities</p>

	<p>emotional regulation of young people who took part in these programmes. One participant noted <i>“taking part in the course reduced my isolation and loneliness, improved my mental health and confidence, self-esteem, creative skills and core skills all in one go!”</i></p> <p>Outcome summary:</p> <p>The work of partners is clearly contributing to improving young people’s mental wellbeing. Projects are youth-centred, inclusive, and responsive to local needs and informal learning is being used effectively to build confidence, resilience and life skills in young people.</p>		
<p>Work with partners from the Family Wellbeing Hubs to provide early intervention support to children, young people and families.</p>	<p>The Fit Like? Hubs operate as a multi-agency model, bringing together services from health, education, social work and the third sector. This collaborative approach ensures families receive holistic, wraparound support tailored to their needs. Fit Like? Hubs are embedded in local communities, reducing barriers to access and building trust with families. In 2024, Fit Like? received 567 requests for support (+41 education-specific requests redirected to the Education ASN& Outreach Team), 358 families (63%) were offered support. CLD Family Learning is embedded within the provision ensuring co-ordinated and consistent support to families within their communities. Evidence shows improved wellbeing, engagement and resilience among children, young people and families who engage with the Hubs.</p> <p>In 2024, Fit Like? expanded its support through both individual and group-based interventions for children, young people, and parents. School-based programmes like LIAM supported 50 young people with anxiety management, while a new pilot, Harm-Less, reached 57 Primary 7 pupils at Woodside Primary, focusing on emotional wellbeing and harm reduction. For parents and carers, group programmes such as <i>Distress to Success</i>, <i>Helping Your Anxious Child</i>, and the newly established <i>Helping Your Autistic Child</i> engaged 80 parents in structured support. These groups are now universally accessible via the service’s website. Over the year, 123 families moved on from the service - most (109) transitioning to universal supports, with a smaller number referred to long-term social work (8) or CAMHS (6). Engagement typically lasted 6 -12 months, highlighting the service’s strong role in early intervention and successful step-downs to community-based supports.</p>		<p>Review resource allocation and ways of working to maximise impact as we further develop our Family Support Model.</p>

	<p>Outcome summary:</p> <p>The integration of Family Learning into the Fit Like Family Wellbeing Service and partnerships with schools, social work and community organisations aid the transition of support for families and demonstrates strong leadership and strategic alignment with the Aberdeen City GIRFEC Model of Tiered Intervention. Agile and responsive programmes, as described above, have been adapted to meet increasing demand, though a significant waiting list for 1:1 support highlights the need to review resource allocation and ways of working to maximise impact as we further develop our Family Support Model.</p>		
<p>Support Community Planning Aberdeen's work to promote and protect Children's Rights.</p>	<p>Youth work partners in Aberdeen are making strong progress in empowering young people to participate meaningfully in civic life and decision-making processes. There is clear evidence of increased opportunities for youth voice, with structured platforms such as Aberdeen Youth Movement (AYM), Granite City Speaks and Young Ambassadors enabling young people to influence local policy and community development.</p> <p>AYM's involvement in high-level decision-making forums, such as the Child and Young People's Rights Community Planning group, Aberdeen Housing Forum and their work to elicit the voices of young people to support the Council budget setting process and policy development through the Your Place, Your Plans, Your Future engagement, demonstrates a strategic commitment to embedding youth voice in governance. The quarterly meetings with council leaders further reflect a culture of co-production and mutual respect.</p> <p>AYM's contributions to the Anti-Poverty and Inequality Committee and collaboration with Scottish Women's Budget Group on poverty research show that young people are influencing complex and cross-cutting policy areas. This is a strong indicator of youth empowerment and leadership.</p> <p>The expansion of AYM's digital presence, including ethical social media platforms like Blue Sky and TikTok, reflects a responsive and youth-led approach to engagement, increasing accessibility and visibility of youth rights.</p>		<p>To fully realise its impact, strengthen data collection and impact evaluation.</p>

	<p>SHMU's work in schools and communities, particularly with care-experienced young people and those with lower literacy attainment, highlights a strong commitment to equity and inclusion. The Speak Out FM programme and Media Makers projects are excellent examples of creative, rights-based practice. SHMU's collaboration with schools, social work, and community partners ensures a joined-up approach to safeguarding and promoting children's rights. Their contribution to city-wide initiatives like the Priority Neighbourhood Partnerships further amplifies youth voice in local planning.</p> <p>2 AYM members are actively contributing to the Child and Young People's Rights LOIP group, supporting the city's ambition that 100% of decisions affecting young people are informed by them by 2026. This is a clear benchmark for evaluating future progress.</p> <p>Outcome Summary:</p> <p>Youth work providers actively promote the UNCRC and children's rights, supporting young people to express their views through Youth Voice platforms. They also help other organisations and services to adopt rights-based approaches when engaging with young people.</p> <p>Youth work partners in Aberdeen are creating inclusive and meaningful opportunities for young people to shape their communities and influence decisions. This work is grounded in a strong rights-based ethos and effective partnerships. To fully realise its impact, there is a need to strengthen data collection and impact evaluation.</p>		
Promote and deliver diversionary activities for young people with an enhanced focus on the priority areas.	Partners across Aberdeen are delivering a broad and inclusive range of diversionary activities that are demonstrably improving young people's mental and physical wellbeing, building confidence and reducing risk-taking behaviours. These activities are particularly effective in priority neighbourhoods where access to positive opportunities may be more limited. There is strong evidence of increased participation in youth work across the city, with a wide range of partners offering accessible, free and purposeful activities. These are often co-designed with young people and delivered in partnership with schools, social work and community organisations.		Connect and respond to priorities identified through the Youth Thematic Community Safety Group

	<ul style="list-style-type: none"> • The Youth Activities Grants (YAGs), managed by ACC Youth Work and AYM, supported 1,119 young people in 2024–25 with a total allocation of £46,066, enabling participation in activities that promote health and wellbeing. • Middlefield Youth Flat engaged 180 young people across 982 sessions, with a strong focus on supporting isolated young people and those from the most deprived SIMD areas. • CLD-funded community projects supported 1,023 children and young people, with 899 reporting increased confidence and resilience, demonstrating clear impact on life chances. • ACC Youth Work’s centre-based programme recorded 1,066 attendances, with three of four groups based in priority areas. • The City Centre Partnership and Youth Horizons programme provided free holiday activities, increasing access for young people aged 12+ during school breaks. • Denis Law Trust’s Street Sports programme is attracting high numbers of participants in multiple locations, offering safe, active alternatives to risk-taking behaviour. • SHMU’s leadership in youth media and justice-experienced youth work is notable, with innovative outreach to asylum-seeking and care-experienced young people and the development of a Young Leaders model. • The Oldmachar youth club, initiated by local volunteers, is a strong example of community-led leadership, providing a safe and engaging space for young people and supported by 468 volunteer hours. • The City Centre Partnership was formed in 2024 with the aim of increasing the number of activities for young people in the city centre during school holidays. During Easter 2025 the Youth Horizons programme provided free activities for young people age 12 and above. The programme successfully engaged 145 young people aged 12–25 in 44 additional activities co-designed with them, leading to increased confidence, new skills, and stronger community connections. Organisations who contributed include: Fast Lane, Go-Karting, Apple Store, Transition, Face Youth, ACC libraries and NESCOL. • ACC Youth Work teams delivered school holiday programmes during Easter and Summer breaks. Activities were delivered within ASG areas and were free. The aim was to provide 	
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	<p>young people with something purposeful to do during school holidays and allowed youth workers to maintain contact with young people, particularly vulnerable ones.</p> <p>Outcome summary:</p> <p>Diversionary youth work in Aberdeen is positively impacting young people's lives, particularly those in priority areas. Youth work partners are demonstrating strong collaborative leadership, with a shared commitment to inclusion, equity and youth empowerment. Programmes are increasingly data-informed and targeted, ensuring resources are directed where they are most needed. The breadth of provision, strong partnership working and focus on inclusion and wellbeing are key strengths. Young people who take part in diversionary activities are choosing to use their free time purposively and are being diverted from risk taking behaviour. Connect and respond to priorities identified through the Youth Thematic Community Safety Group</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>Aberdeen City Council (ACC) Youth Work has effectively used Strategic Equity Funding to support children and young people aged 10+, contributing to improved wellbeing and readiness to learn. This aligns well with National Improvement Framework priorities, particularly in closing the poverty-related attainment gap. The Youth Work team offers a flexible and needs-based curriculum which includes one to one support, group work, targeted and universal transition programmes, youth awards such as Hi5, Dynamic Youth and Youth Achievement Awards, lunch-time drop-ins that provide safe spaces for pupils.</p> <p>In 2024–25, 1,281 young people enrolled in youth work activities and evaluations show most participants improved in confidence, knowledge and skills. Effective use was made of award programmes to recognize achievement - 484 young people achieved SCQF-rated awards (Hi5, Dynamic Youth, Youth Achievement), up from 337 in the previous year. These awards provide a structured pathway for personal development and recognition of achievement.</p> <ul style="list-style-type: none"> During 2024-25 the youth work team collaborated with Alcohol and Drugs Action (ADA) on a pilot harm reduction project called Harm Less at Cornhill School. The project for primary 7 pupils aimed to reduce the risk of harm associated with drugs and alcohol by 		Strengthen data collection and analysis to better understand impact across priority groups and improve the targeting of resources.

	<p>improving young people's knowledge and confidence. Following the successful pilot, Harm Less will now be delivered in a further 2 primary schools: Sunnybank and Charleston.</p> <ul style="list-style-type: none"> • Youth Work and Growing2Gether collaborated to deliver Growing2Gether's Nursery Mentoring Programme in Northfield and Lochside academies. Growing2gether is a 16-week programme that provides young people with work experience in a nursery; it supports young people to develop empathy and improve their confidence and mental wellbeing. Young people from Northfield who took part in Growing2Gether were identified because they were finding their own school learning challenging. Participants were offered group work and practical activities that challenged their thinking about their abilities and their potential with a view to supporting their own education with school and beyond. Feedback from young people who took part shows that it had a positive impact on how they view themselves, what they believe they can achieve and on their overall wellbeing and confidence. Feedback also showed that participants would highly recommend the course to others. • Targeted support to young people on flexible learning pathways by youth workers, delivered in schools, is highly valued by young people, parents and teachers. Young people are engaging with staff and achieving positive health outcomes and achieving accreditation through Youth Award programmes. Most of the young people participating in these activities have improved their confidence and their ability to work with others. • Drop-in youth groups in some secondary schools are effectively supporting young people, at risk of social isolation, to build their confidence, communication and team working skills. As a result, young people are more settled in school and are able to engage better in learning. • A Creative Writing and the Outdoors programme, delivered by Creative Learning in partnership with Danestone Primary School, has delivered a high-impact creative writing programme. The project fostered a collaborative school culture, with shared strategies and increased motivation across classes. Almost all learners reported improved creative writing skills and teachers reported increased confidence and capability in using outdoor learning to enhance literacy. 	
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	<ul style="list-style-type: none"> The Associated School Group Partnership Forums, in each secondary catchment area, provide a useful route to share practice and coordinate actions. This is helping staff to better meet the needs of those who require additional support. <p>Outcome summary:</p> <p>Work in partnership with primary and secondary schools has enabled Youth Work to become an important offer for children and young people in primary and secondary schools. The delivery model was responsive and inclusive, with strong partnerships across schools, third sector organisations and community groups. Young people are benefiting from improved emotional and mental wellbeing outcomes and their readiness to learn is improving also. While participation and outcomes are strong, there is a recognised need to improve the targeting of resources to fully reflect the funding source, to those most in need to reduce the poverty-related attainment gap.</p>		
Emerging Priorities for Youth Work Plans from 1 year Interim Plan			
Continue to improve data sharing and joint planning between youth work, employability providers and secondary schools.	<p>Outcome summary:</p> <p>Shared data is beginning to target resources to learners most in need; this will reduce duplication and create efficiencies and will be further supported by CLD partners making use of a shared data system with employability services.</p> <p>The Annual Participation Measure (APM) group was set up by Skills Development Scotland to increase the number of young people leaving school and entering a positive destination. The group is beginning to improve data sharing between partners and is encouraging collaboration between services.</p> <p>This group aims to improve sustained positive destinations for the Aberdeen City 16-19 year old cohort and minimise “unconfirmed” statuses. Data is being used to direct the work and focus resource on where it is needed most.</p>		Demonstrating how improved use of data and joint planning creates efficiencies and addresses need
There is a need to consider how	Outcome summary:		Develop a multi-disciplinary

CLD providers can best work with secondary schools to track achievement.	CLD providers who work in schools are using a range of tools and evaluative methods to track and recognise learners' progress. Learning Partnerships are being used to discuss the needs of children and young people and allocate support that best meets their needs. Progress is being made to improve how CLD providers can work with secondary schools to track achievement. Achievements of learners taking part in youth work activities are shared with schools. There still needs to be a more systematic and uniform approach to tracking achievement and consideration will be given to use of the Glasgow Wellbeing Scale to complement understanding.		approach to tracking outcomes.
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)	Outcome summary: The promotion of Youth Awards by ACC Youth Work has led to a significant increase in participation and achievement, with 484 young people gaining awards in 2024/25 compared to 337 in 2023/24. National credit-rated awards, that can act as a framework to record and recognise young people's achievements, including Hi5, Dynamic Youth Awards (DYA) and Youth Achievement Awards (YAA), are now utilized by a broader range of partners such as Craigielea, Education Support and Promise staff. Training has been provided to all youth workers for Hi5 and DYA, and to a few for YAA. Evaluations indicate over 80% of participants reported improvements in skills, collaboration, self-perception and communication. The awards are integrated into school learning offers and have been effective in engaging young people, including those disengaged from traditional learning environments.		Increase percentage of young people from SIMD 1 and 2 gaining awards. Expand Youth Awards training to more partners.
Further develop multi agency response to The Promise, including Edge of Care pilots.	Outcome summary: The flexibility and solution-focused approach of partners has seen the Promise Pilot extended to St Machar increasing the number of ASGs supported to 3. There are robust tracking and monitoring systems in place to ensure outcomes are being achieved by participants. Young people and families are receiving timely support from youth work, family learning, social work and schools and benefit from enhanced support from partners. The Edge of Care Pilots can evidence that they are having a positive impact on the lives of families and young people, but the positive impact is not yet showing in wider data on those entering care. A more focussed evaluation framework will support a greater understanding of the reasons for this.		Establish an evaluation framework to better articulate the impact of the edge of care pilots on those entering the care system.

Continued Adult and Family Learning Outcomes (from CLD Plan 21-24)

What are we going to do	The impact of what we have done together	RAG	Next Steps
<p>Families are supported to raise attainment and build their capacity and resilience</p>	<p>The CLD Family Learning team in Aberdeen has demonstrated significant impact in 2024–25, delivering 331 learner activities to 609 participants, equating to 15,342 learner hours. The team has effectively used multiple funding streams (Strategic Equity Funding, Pupil Equity Funding, Scottish Attainment Challenge and Whole Family Wellbeing Funding), to provide both universal and targeted support. Following the input, an increase in the levels of personal achievement (82%), self-awareness (99%), and wellbeing (99%) was reported by learners. Families are benefiting from early intervention support, allowing them to access the right support at the right time.</p> <p>Family Learning provides relational, flexible, and community-based support to families, focusing on improving overall family wellbeing. Through Scottish Equity Funding, both universal and targeted early intervention support is available across all eleven ASGs in Aberdeen. Scottish Equity Funded Development workers have delivered 12,759 learner hours to 1204 participants.</p> <ul style="list-style-type: none"> • The Edge of Care Pilots, now active in three ASGs, adopt a whole family approach and provide intensive early intervention support. Family Learning has been involved since the project's inception. The Northfield and Lochside Pilots Family Learning offer has equated to 655 learner hours to 35 participants. • A strong partnership with the ACC Social Work Kinship team has been developed, with a Family Learning Development Officer seconded to increase universal, community-based support to kinship carers, funded by the Whole Family Wellbeing Fund. Kinship support has been provided to 23 participants, totalling 759 learner hours. • Pupil Equity Funding has enabled the continuation of Family Learning Development Workers in three primary schools within the Northfield ASG, embedding support within 		

	<p>specific school communities. Pupil Equity Fund specific work has been delivered to 100 participants and 4758 learner hours.</p> <ul style="list-style-type: none"> • UKSPF funding supported Family Learning to deliver 20 courses and activities to 150 parents/carers and their families with 56 participants taking part in numeracy SQA Level 2 and 3. • Family Learning has offered one-to-one pluralistic counselling to 90 adults in 24-25 in a 3-year project providing placements to volunteer student counsellors both online and in 3 locations across the city including Seaton, Cummings Park and Rosemount. • Creative Learning's bespoke Geronimo programme provided artist-led play sessions for families with children aged 0–5, using a whole-family approach to strengthen relationships, build confidence, and develop life skills through creative play. A total of 87 sessions were delivered across priority neighbourhoods including Torry, Tillydrone, Woodside, and Middlefield, with additional tailored sessions in Mastrick and for Kinship Peep (Peep Learning together programme) groups. Collaborative programmes included summer sessions with Family Learning and a Geronimo meets Peep hybrid at Greyhope School Nursery with Active Schools. The programme engaged 269 participants from 115 families (126 adults and 143 children), all receiving family support. 100% of parents reported improved relationships and wellbeing. • During 2024/2025, Peep delivered approximately 154 Peep sessions to 399 families including weekly groups, pop ups, and 1-1 work). 12 families also completed a Peep Progression Pathway portfolio which earned them an SCQF credit rated unit. • CLD-funded Community Projects support families, young people and children in priority areas through Early Learning, After School Clubs, Family Support, Adult Learning, Youth Work, Community Capacity Building and access to free food. They supported 865 families and 1,023 children and young people, with 324 volunteers contributing 37,980 hours. • 'Fairer Aberdeen funds organisations such as 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. 	
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	<p>Initiatives supported 166 families with complex needs and 5,566 individuals received financial advice, gaining over £2 million collectively.</p> <p>Outcome summary:</p> <p>The CLD Family Learning team in Aberdeen has made a significant impact in 2024-25 by delivering 331 learner activities to 609 participants, totalling 15,342 learner hours. The team effectively utilised multiple funding streams to provide both universal and targeted support resulting in high levels of personal achievement, self-awareness, and wellbeing among learners. Collaborative and partnership working has helped ensure effective early intervention support reaches those who need it most. Family learning initiatives have demonstrated a strong commitment to improving family wellbeing and resilience through relational, flexible, and community-based support.</p>		
<p>Develop and deliver targeted learning package for those whose employment opportunities have been hardest hit by Covid-19, and:-</p> <ul style="list-style-type: none"> Emerging priorities not detailed in the plan: Welcoming New Scots Cost of Living Crisis Warm Spaces 	<p>CLD partners have developed and delivered targeted learning packages for individuals whose employment opportunities were most affected. These packages included employability workshops, digital skills training, and mental health support. Initiatives such as Future Focus CV Workshops and REHIS (Royal Environmental Health Institute of Scotland) qualifications were delivered in partnership with local organisations. Volunteers gained practical experience in community cafés and received mentoring and resilience training. Similarly shmuTRAIN, Pathways, and Fairer Aberdeen-funded initiatives provided tailored support, qualifications, and mentoring, helping hundreds of individuals to regain confidence, improve job prospects, and re-engage with the workforce.</p> <p>CLD partners have actively supported New Scots through inclusive programmes that promote integration and wellbeing. Football sessions for asylum seekers and refugees provided access to high-quality facilities and equipment, fostering physical activity and social inclusion. The Ukrainian Community Hub and School offered ESOL classes, mental health support, and cultural activities. Shmu's New Scots on Screen and community radio initiatives gave ethnic minority communities platforms to share their voices and build skills. Community Projects and a few community centres offered informal learning opportunities and peer support, fostering inclusion and wellbeing.</p>		

	<p>The CLD response to emerging priorities has been robust and community-led. Targeted learning packages have empowered those most affected by COVID-19, while inclusive programmes have welcomed New Scots and supported their integration. Efforts to address the cost of living crisis and provide warm spaces have strengthened community resilience and wellbeing. Across all initiatives, CLD partners have demonstrated strong collaboration, volunteer mobilisation, and a commitment to reducing inequalities. These outcomes reflect high-quality delivery of community development.</p> <p>Outcome Summary</p> <p>Those facing additional challenges in their lives such as illness, disability, bereavement and the effects of poverty are supported well by CLD providers. Staff and volunteers running a wide range of adult learning opportunities are skilled in encouraging local people to participate. This is reducing social isolation and loneliness for many. Adults joining groups such as sewing classes, wellbeing cafes and older peoples' groups at Middlefield Community Project are making friends and trying new activities. For most, their participation is life changing, with them feeling happier and better able to address challenges in their lives.</p>		
Improve the Mental Wellbeing of adults in our communities	<p>The CLD Healthy Minds team has made a significant impact in supporting adults with diagnosed mental illness through personalised learning opportunities. In 2024/25, 58 adults accessed 100 learning opportunities totaling 1245 hours, with 91% reporting increased confidence and 86% improved skills. The Blair secure forensic unit programme, funded by NHS and UKSPF (UK Shared Prosperity Fund), supported 15 patients with 96% reporting improved confidence. Creative engagement through arts and festivals, such as Scottish Mental Health Arts Festival and Spectra, has enhanced mental wellbeing. The I'm Fine Festival, hosted with Aberdeen City Libraries, promoted mental health awareness with positive feedback from attendees. SHMU's trauma-informed support engaged 140 adults, reducing isolation and improving wellbeing. Middlefield Community Project's MIndU service provided essential mental health support through Talking Therapy and peer groups. Collectively, these initiatives demonstrate strong community impact, effective partnerships, and a commitment to mental health and wellbeing.</p>		Develop collaborative working further and increase activity

	<p>Tutor provision at the Blair unit in Cornhill hospital is effectively supporting a group of vulnerable learners. 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 helped a few learners to resettle in the community where appropriate.</p> <p>Outcome summary:</p> <p>Strong examples of mental health and wellbeing support through personalised learning and creative engagement are making improvements in wellbeing, reducing stigma and promoting resilience. CLD Healthy Minds team 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. Third sector partners including ALC, Middlefield Community Project, Printfield Community Project and SHMU have supported participants to engage in activities aimed at supporting positive mental and physical health. Most report an increase in confidence and skills and move on to volunteering opportunities, employment, other learning opportunities or groups within their own community. Positive steps have been made for partners to work together through the Mental Health Partnership Group.</p>		
Equip Adult Learners to meet key challenges and transitions in their lives – to include Digital inclusion, literacy, numeracy, ESOL and financial resilience and health literacy	<ul style="list-style-type: none"> • Adult Learning ICT currently delivers 10 general ICT classes, with most learners working toward accredited qualifications. These classes help build confidence, improve digital skills, and enhance employability. In response to learner feedback, new short courses on using smartphones and tablets are being developed for launch in September 2025. This will allow tutors to deliver more focused sessions by separating basic IT skills from device-specific training, ultimately improving the learner experience. • CLD Healthy Minds delivered 'Confident with a smartphone' course to learners to tackle technology barriers and to build more confidence in using technology to connect with the world. One learner has continued to access ongoing support through Silver Surfers. • CLD Adult Literacies provides targeted specialist support for those with low levels of literacy, numeracy and digital skills. Individual learning plans and one to one meetings are supporting adult learners in a few groups to set and manage their goals. This is helping learners to progress and be more confident to try new things. 		

	<ul style="list-style-type: none"> • 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 Literacies provides targeted specialist support for those with low levels of literacy, numeracy, and digital skills. ESOL (English Speakers of Other Languages) supports individuals with low level English language skills. Through the delivery of targeted adult ESOL and community development support, CLD contributes to the city's Humanitarian Response. • Using Multiply funding for resources, Adult Learning ESOL incorporated numeracy elements into core ESOL classes, with the aim for learners to complete SQA Core Skills Numeracy (level 2) awards. Across all classes, at least 200 awards will have been completed by the end of the project. • The ESOL team have also delivered short courses on specific topics, aimed at helping learners to develop both language and life skills, such as: ESOL for employability, English for the Care Sector, Basic Sewing skills (using a sewing machine). The ESOL team also worked with the Robertson Group to provide employability support to learners, with bespoke sessions arranged covering a variety of topics such as interview skills and CV writing as well as an overview to work in Scotland. • The CLD ESOL team helps low level ESOL learners to realise their potential by gaining language and other skills to participate more fully in community, family, employment and learning. As a result ESOL learners are gaining a wide range of skills that meet their needs. 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. • The Adult Learning programme at Clinterty demonstrates a strong commitment to community engagement and lifelong learning. The Parent and Toddler group effectively 		
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	<p>fosters early learning, strengthens parent-child relationships, and addresses social isolation and mental health, particularly among men. The Cooking group integrates essential skills such as numeracy and literacy with collaborative learning, enhancing confidence and wellbeing. Homework support activities contribute to academic development and digital literacy, while the Drop-in Biscuit and Blether sessions provide a valuable platform for identifying individual needs and promoting wider participation. Support with Social Security forms, in collaboration with Social Security Scotland, empowers residents to navigate complex systems, reducing poverty and anxiety. The CFINE food pantry addresses food insecurity and promotes healthy eating. Tailored learning support for school-aged children and disengaged teenagers enhances educational outcomes and strengthens school-family links. Engagement with young adults pursuing SVQs in the care sector supports employability and personal development. Overall, the programme supports 12 extended families and exemplifies a responsive, inclusive, and impactful approach to community learning.</p> <ul style="list-style-type: none">• The Multiply-funded programmes, Recast – Kelly Cats and Sewing Skills, have engaged adult learners in creative, hands-on activities that embedded numeracy skill development in a supportive and inclusive environment, tailored to the needs of adult learners with limited formal qualifications. The Recast programme provided a 4-week intensive course where learners applied numeracy in practical casting activities, while the Sewing Skills programme offered an 8-week course for ESOL learners, integrating language development with numeracy and creative skills. 100% of participants reported improved numeracy and a positive experience. The programmes fostered confidence, reduced anxiety around numeracy, and encouraged learners to apply their skills in everyday contexts, including supporting children and re-entering the workforce. <p>Outcome summary:</p> <p>The CLD Adult Learning team in Aberdeen has been highly effective in equipping adult learners to overcome digital, literacy, and numeracy challenges through the running of a range of classes, most of which are accredited, leading to increased confidence, improved skills, and higher employability among learners. Additionally, the team provides targeted specialist support for</p>	
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	those with low levels of literacy, numeracy, and digital skills through individual learning plans and one-to-one meetings. The ESOL team has integrated numeracy elements into core classes, helping learners achieve SQA Core Skills Numeracy awards . These comprehensive efforts ensure that adult learners are well-supported in overcoming key challenges.		
Develop and support outdoor learning initiatives	<p>Outcome summary:</p> <p>The Family Learning, Healthy Minds, and Creative Learning teams have shown a strong commitment to delivering high-quality, inclusive learning. Their focus on outdoor and community-based opportunities ensures that programmes are both engaging and accessible.</p> <p>Programmes such as <i>Self-Care in the Outdoors</i>, <i>Learn to Ride</i>, <i>Parent & Carer Golf</i>, and <i>Geronimo</i> have successfully promoted health, wellbeing, and family engagement. By leveraging accessible public spaces and collaborating with partners like Tullos Community Garden, Sport Aberdeen, and Creative Practitioners, the teams have significantly extended their reach and impact.</p> <p>Their strategic use of local venues and strong community partnerships has not only reduced barriers to participation but also strengthened community ties and fostered a sense of belonging.</p>		
Increase focus on accredited qualifications and development of Progression Routes including (linkage to ABZ Works/Campus)	<p>Outcome summary:</p> <p>11 New assessors and 3 new Internal verifiers are undergoing training. This will lead to an increase in accredited qualifications being delivered. Since April 2024 120 learners have achieved an SQA award with approx. 200 learners currently in the process of being awarded.</p> <p>Work to date to identify and train new internal verifiers and assessors will support the further use of accredited qualifications.</p>		Number of accredited awards being achieved
Emerging Priorities Adult Learning			

<p>Further develop city wide CLD partners contribution to the Family Support Model and explore how commissioned services contribute to the Family Support Model</p>	<p>Outcome summary:</p> <p>Following the successful appointment of a lead officer, work is now progressing on the Family Support Model with an initial focus on those who experience care and those impacted by domestic violence.</p> <p>Work is currently being concluded with CELCIS to establish our theory of change, evaluation framework and methodologies to support our explorations and relationships are being built across key services. The set-up phase of this work is now concluded with the deeper explorations now underway to inform next steps.</p> <p>This work will be further developed through the establishment of the Family Learning thematic group.</p>		
<p>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</p>	<p>The Adult Learning team has established a strong and evolving partnership with the Criminal Justice team, initially focused on Unpaid Work and now expanded to include Diversionary Court, the Women's Project, and the Support Team. This collaboration reflects a strategic alignment aimed at supporting individuals involved in the justice system through education and personal development.</p> <p>The Adult Learning team delivers a broad curriculum that includes core academic subjects (Literacy, Numeracy, ICT), personal development (Confidence Building, Life Skills, Health and Wellbeing), and employability-focused training (SQA Core Skills, Working With Others, Employability). This diverse offering is well-suited to address the complex needs of learners within the criminal justice context. A wide range of evaluation methods are used including Learner Baselines and Achievement Records and Learner and Criminal Justice Team Feedback</p> <p>These tools provide qualitative and quantitative insights into learner progress and programme effectiveness. However, the team is actively working to enhance data analysis capabilities to</p>		<p>Key areas for development include enhancing data analysis to better link learning outcomes with reductions in reoffending, and establishing a shared system to track learner pathways and long-term impact.</p>

	<p>better track learner pathways and assess the impact on reoffending rates. This indicates a forward-thinking approach focused on evidence-based practice and continuous improvement.</p> <p>Outcome Summary This work demonstrates strong inter-agency collaboration, a well-designed and relevant curriculum, and a robust evaluation framework supported by a commitment to data-informed decision-making.</p>		
Find ways to respond positively to the huge increase in the number requiring ESOL support.	<p>Outcome summary:</p> <p>ESOL learner numbers continue to increase, with no signs of this slowing down in the immediate future. Demand remains high for classes, due in part to the high quality of classes delivered by the team. There are plans to continue to diversify the offer, where funding and tutor capacity permits, to offer Confidence to Cook courses as well as introduce new SQA courses, such as Beginner Literacy 1 and 2, to bridge the gap between learners who have mastered the basics of the English language but are not quite ready for National 2 awards.</p> <p>The Adult Learning ESOL offer has expanded over recent years in response to the ever-growing demand for ESOL in the city following the arrival of refugees from Syria, Afghanistan and Ukraine on resettlement schemes and the opening of three (now two) asylum hotels. As well as core English classes aimed at helping learners to reach a level of English where they can communicate in everyday life and access other services, additional short courses and activities are offered when tutor capacity and funding allows. These have included:</p> <ul style="list-style-type: none"> • Basic sewing courses teaching learners how use a sewing machine – funded initially by Multiply and subsequently by the UK Shared Prosperity Fund, participants also achieved an SQA Core Skills Numeracy: Measuring (level 2) • Braided Rag Rugging and Glass Fusing sessions, also funded by Multiply • An ESOL and Crochet course • A singing class where learners developed their English through song, accompanied by a tutor on the guitar • ESOL for the Care Sector, supported by Bon Accord Care 		

- Scottish Culture, where learners got to taste haggis, neeps and tatties and learn some traditional Scottish dances.

Since November 2024, the ESOL team have been running a weekly Board Games and Language Cafe at the Maritime Museum, supported by a development worker from the Resettlement Team. Initially funded with money from a Youth Action Grant awarded by the Aberdeen Youth Movement, the sessions are also supported by volunteers who are former learners who have completed their SQA National 3 award. Feedback to the sessions highlights the friendly atmosphere and the opportunity to meet new people and practice English while playing games.

Since August 2021, the Adult Learning ESOL team have delivered 619 activities, which amounts to 32, 765 learner hours. In 2024-25 the Adult Learning ESOL team have delivered 211 activities to 474 participants, which amounts to 12,602 learner hours. As of June 2025, the team has a capacity to deliver 61 classes a week. There are currently 244 learners enrolled in classes and 111 on the waiting list. There is a 5 week wait for an assessment to join a class, with 89 people currently awaiting assessment. Using money awarded by the UK Shared Prosperity Fund, the ESOL team is currently recruiting three 18.5-hour tutors and an 18.5-hour coordinator, fixed term until the end of the financial year. When they join the current team of 9 tutors and 1 coordinator capacity will rise to 79 classes.

ESOL classes are offered from Literacy level (for learners unfamiliar with the Roman alphabet) up to Pre-Intermediate (CEFR A2, SQA National 3). Learners currently attend two 90-minute classes per week, which will increase to two 2-hour sessions from August 2025 in response to learner feedback.

When tutor capacity allows, short topic-based courses are also delivered over 4–6 weeks, with one 90-minute session per week. Previous topics have included vocabulary and pronunciation, Scottish culture, English for the care sector, and ESOL for employability.

Assessment sessions are held once or twice weekly, accommodating 14–23 appointments.

	<p>The ESOL team meets fortnightly with the Aberdeen ESOL Sub Group—comprising other providers across the city and shire—to share updates, coordinate provision, and avoid duplication. The Refugee Project Manager also attends to provide updates on new arrivals and accommodation.</p> <p>In response to increased referrals from the DWP, a city-wide referral document was co-developed in early 2025. This is now used by DWP work coaches and can be shared with other organisations.</p> <p>Additionally, GREC has developed an interactive ESOL map for Aberdeen.</p>		
<p>Further develop opportunities for Learner's Voice, the voice and experiences of learners, to shape future provision and priorities and use this to influence service delivery, and the development of a sense of agency</p>	<p>CLD Adult Learning hosts an annual <i>Celebration of Learning</i> to recognise learner achievements. The 2024–25 event had 180 learners in attendance at the Beach Ballroom. In addition to celebrating success, the event gathers valuable feedback that informs the Adult Learning Action Plan. Learners report increased confidence in areas such as speaking English, numeracy and digital skills.</p> <p>The ESOL team held two <i>Learner Voice</i> focus groups in 2025, involving 30 learners from 14 classes across four venues, supported by in-class discussions with 127 learners. Feedback was highly positive, with learners reporting improved communication, confidence, and job readiness. All requested changes in 2024 were implemented, including new short courses and a weekly <i>Language Café</i> supported by peer volunteers who completed their SQA National 3 award.</p> <p>Other teams also engaged learners:</p> <ul style="list-style-type: none"> • ICT: 10 learners participated in a digital-focused consultation. • Healthy Minds: 10 learners contributed to city-wide consultations and learners have regular review meetings where they discuss their goals, leading to new creative and wellbeing activities. 		

	<ul style="list-style-type: none"> • Family Learning have established a Learner's Forum with parents/carers to discuss their priorities and desired focus for the service. Past learners are also being engaged to ensure their voices shape future provision. <p>Outcome Summary</p> <p>The CLD team in Aberdeen has been highly effective in capturing learner voice to influence service delivery. They hold annual Celebration of Learning events and ESOL Learner Voice focus groups, gathering feedback from hundreds of learners. These events provide valuable insights into learners' experiences and needs, leading to the implementation of requested changes such as more classes and speaking opportunities. Additionally, regular review meetings and consultations ensure that learners' voices are heard and acted upon, resulting in tailored learning opportunities and improved service delivery. This approach demonstrates a strong commitment to learner-centred service development</p>		
Ensure community learning providers are encouraged and supported to contribute to the future libraries model and the development and delivery of a City adult literacies plan	<p>Outcome summary:</p> <p>Community learning providers have played a pivotal role in the early stages of shaping the future libraries model through their collaborative development of a citywide Literacy for Life plan. This cross-sector initiative, spanning Education, Adult Learning, Family Learning, Libraries, NHS, and Health & Social Care Partnership colleagues, has led to the identification and implementation of inclusive literacy initiatives. These include intergenerational literacy advocacy, stay-and-play sessions, and family ESOL pilots, all of which have fostered relationship-based approaches that reduce stigma and build trust at key family touchpoints.</p> <p>The Literacy for life plan will go live from August 2025 and will be an evolving resource, housed initially on the ACC Parent Hub website</p> <p>Library staff have been involved in shaping the Aberdeen CLD plan 25-30 fostering collaborative working relations that better meet the needs of learners and communities.</p>		Promote the Literacy for life plan and test initiatives including joint training with teachers, and ESOL and Family learning staff working with parents with English as a second language at nursery and p1.
Tackling health inequalities through effective	<p>Outcome summary:</p>		

adult and family learning	<p>Family Learning have expanded their offer of universal groups with a clear aim of tackling health inequalities. The team have developed and delivered a range of activities in partnership with Sport Aberdeen, including Boccia, Golf, Tennis and 'Learn to Ride' sessions to families. We have provided sessions focusing on the science of good health in partnership with Aberdeen Science Centre. We have also re-established a core offer of Confidence to Cook classes, secured via Multiply funding.</p> <p>CLD Healthy Minds developed 2 sports groups along with Aberdeen Sports Village (ASV) staff to work with learners to build confidence in attending the gym. 9 participants took part equating to 85 learning hours. 4 participants now meet weekly to attend with half taking a membership at ASV. A further 2 learners also participated in "Learn to Ride" sessions in conjunction with Sport Aberdeen.</p> <p><i>"This has encouraged me to stick with organised exercise."</i></p> <p>A range of cooking opportunities has been offered to CLD Healthy Minds learners along with our Community Development colleagues, CFine and AHSCP. Learners participating in cooking activities reported that they are more encouraged to shop in person rather than order groceries on-line and are turning to more healthy eating habits.</p> <p><i>"It made me try new recipes and I am more able to cook independently"</i></p> <p>3 Healthy Minds learners were supported to take part in the Women's Wellbeing Fair, which allowed them to investigate a range of wellbeing options for themselves and strengthen the relationship and trust by sharing their opinions and helping each other during and after the event.</p> <p>ACC Adult Learning team have supported a weekly food pantry at Clinterty Travellers site and delivered cooking sessions and are working in partnership with GREC to find community health connectors and support health champions from the community. Confidence to cook sessions will be offered to ESOL learners July to March 2025</p>		
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	<p>Since August 2023, Family Learning have delivered regular parent/carer and whole family golf sessions. We have delivered 15 universal golf offerings in partnership with Sport Aberdeen utilising Auchmill Golf Course. In 2024-25, we have delivered golf sessions to 17 participants totalling 202 registered learner hours. Our regular boccia sessions, also in partnership with Sport Aberdeen, have been provided to 35 participants, equalling 220 registered learner hours.</p> <p>Two FLDW (Family Learning Development Worker?)s attended Food Champion training in Oct 2024, allowing them to deliver the Confidence to Cook programme. Family Learning have since delivered Confidence to Cook seven times to 31 participants, equalling 342 registered learner hours.</p> <p>Family Learning have developed 'Supper & Science' in partnership with Aberdeen Science Centre. These family-focused, four-week blocks encourage fresh, homemade cooking, followed by a science session delivered by Aberdeen Science Centre. We have delivered this block four times to 26 participants resulting in 240 registered learner hours.</p>		
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Continued Community Development Outcomes (from CLD Plan 21-24)

What are we going to do	The impact of what we have done together	RAG	Next Steps
Provide capacity building support to communities to create, develop and sustain	Widespread Capacity Building Support: Across all projects, Community Development workers provide tailored support to build governance, leadership, and operational capacity. This included training, mentoring, and facilitation of funding applications (e.g. Rosemount and Midsocket Mens Shed, Cummings Park Community Association, Deevale Growers, Skatepark Group).		

<p>programmes and activities which address emerging priorities and provide increased opportunities for citizens</p>	<p>New and existing groups are supported effectively to design and deliver sustainable programmes. Examples include: Establishment of the Ukrainian Hub and School and development of a weekly programme, which gained national recognition; Expansion of food-based social sessions with volunteer-led delivery at Cornhill and Seaton Soup & Sannies and Dyce; Created youth-led programmes addressing anti-social behaviour and wellbeing through Youth Horizons and Cornhill Youth Development.</p> <p>Numerous initiatives (e.g., Come And Network project, SHMU, Community Projects and CFINE) focused on developing volunteer confidence, skills, and leadership. Volunteers took on key roles in planning, delivery, and governance.</p> <p>Initiatives are clearly aligned with local needs, such as diversionary youth activities (Cornhill, Oldmachar); social isolation (Men's Sheds, Soup & Sannies); Cost of living and food insecurity (Cubby, Mounthooly, UDECIDE) and Integration of refugees and asylum seekers (Ukrainian Hub, Fresh Community Wellness).</p> <p>Citizens gained access to new services, learning opportunities, and platforms for civic participation. For example the ACC CLD Community Development Team has worked successfully with partners and volunteers to establish a Ukrainian Hub based at Rosemount Learning Centre. The Communities Team supported volunteers to establish the Ukrainian Association, which now has charitable status. Well-supported volunteers are offering a wide range of social, cultural and educational activities that is supporting displaced Ukrainian refugees to socialise and to maintain important aspects of their culture and language. The association now has sole responsibility for the centre on Sundays where they provide a variety of activities for children. The Hub's inclusive model was recognised as a future-proofed approach to refugee integration and community empowerment as Highly Effective Practice by Education Scotland</p> <p>Outcome Summary</p> <p>CLD partners have played a pivotal role in enabling communities to build capacity and deliver programmes that respond to local needs. Through governance support, funding facilitation, and partnership working, communities have developed sustainable initiatives that promote inclusion,</p>		
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	wellbeing, and resilience. These efforts have resulted in increased volunteerism, stronger local leadership, and enhanced access to services and opportunities across Aberdeen		
Support the creation and development of social enterprise and community wealth building	<p>Participants report they significantly enhanced their knowledge and skills through hands-on workshops, personalised 1-2-1 sessions, and engaging field trips. These experiences not only boosted their confidence but also equipped them with practical skills that can be applied in various creative and professional contexts.</p> <p>Business Gateway's Business Start Up project by dedicated community business advisors within our priority neighbourhoods provides personalised and accessible support to people on their self-employment journey. A total of 98 individuals (45 in 2024/25) started a business which has either taken them off universal credits or significantly reduced their reliance on universal credits. Of the 98 people who started a business, more than 50% were from priority neighbourhoods.</p> <p>Creative Learning ABZ Works: Enterprising Creatives programme supported individuals and groups interested in developing a creative business. It focused on training and skills development through workshops and site visits and participants reported they gained confidence, resilience, and employability skills</p> <p>Outcome summary:</p> <p>For many participants, the transition from benefit dependency to business ownership has been life changing. Stories of individuals gaining financial independence and confidence show the importance of dedicated and localised support.</p>		
Ensure Community Planning partners work closely with people and communities to improve our collective	A dedicated group of enthusiastic community representatives benefits from valued and effective support provided by community development staff and partners. These representatives are enhancing their networking abilities and are well-prepared to contribute positively to their community through locality planning. Priority Neighbourhood Partnership meetings are scheduled in advance and offer flexible attendance options—both in person and online—significantly lowering barriers to engagement. Additionally, these meetings are chaired by community representatives and agenda-setting meetings effectively ensure that discussion topics align with community priorities.		

<p>understanding of strengths, needs and opportunities</p>	<p>Community Learning and Development partners consistently empower active community members to deepen their skills, knowledge, and understanding of broader community needs, thereby strengthening community capacity. This ongoing support is enabling an increasing number of individuals to participate more confidently and effectively in groups such as Locality Empowerment Groups (LEGs), Priority Neighbourhood Partnerships (PNPs), the Fairer Aberdeen Board, and other community bodies, allowing them to take ownership of outcomes and generate meaningful positive change.</p> <p>The Fairer Aberdeen Board includes 7 volunteers from priority areas, 1 from the Community Council Forum, and 2 from Aberdeen Youth Movement. 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.</p> <p>Outcome summary:</p> <p>We have seen an increase in annual attendance at each of the Locality Empowerment Groups, with an 8% increase in North, 35.8% increase in Central and 29.2% in South.</p> <p>Participation in Priority Neighbourhood Partnerships has declined, particularly in the North and Central Localities. To address this, we are exploring new methods to boost engagement, acknowledging that each neighbourhood has unique needs. Our focus has been on hyper-local engagement. A recent test of change in Seaton tested the idea that holding area focused meetings within neighbourhoods could increase attendance. Additionally, by concentrating on area specific priorities from the Locality Plan, we aimed to encourage those with a particular interest in those issues to participate. You can read more about the test here.</p> <p>The Locality Planning team, together with community representatives, continue to look at enhancing the accessibility and appeal of participation through improved structures around Locality Planning.</p>		
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	Community representatives on the Fairer Aberdeen Board have a positive influence on decision-making. This helps to ensure that the work of Fairer Aberdeen is based on the needs of communities across the city		
Further, develop a clear and coherent framework to support volunteers and volunteering within communities and across community groups and organisations	<p>There is a strong culture of volunteering across Aberdeen, with over 80,700 volunteers contributing 6.2 million hours annually of help every year (with over 137,000 volunteer hours contributed through Fairer Aberdeen Fund projects), making a positive difference to all aspects of life, people and communities across our city. Aberdeen Council of Voluntary Organisations logged 10,882 volunteer interactions during the year. Youth volunteering is a great strength in Aberdeen, with 3,129 young people (age 12-25 years) undertaking Saltire Awards for volunteering.</p> <p>Inclusive community food provision and wellbeing initiatives addressing poverty, isolation, and mental health have a significant impact on the local community. Youth engagement and intergenerational learning takes place through clubs, schools, and community events. Community-led initiatives like Keep Middlefield Clean and Culture Café at Fersands and Fountain foster civic pride and inclusion. Employability and wellbeing programmes (e.g., ABZ Works, Boogie in the Bar, Dyce Lunch Club) supported hundreds of individuals. Projects like Roots of Empathy and Culture Café supported peer learning and leadership</p> <p>Projects supported thousands of residents, improving wellbeing, reducing isolation, and promoting healthy lifestyles. Volunteers across projects reported increased confidence, purpose, and social connection. There was a high levels of volunteer engagement across diverse projects and demographics with structured support provided through ACVO and community-led initiatives and effective collaboration with CFINE, NHS, CAB (Citizens Advice Bureau), Aberdeen City Council, and local charities. Training and mentoring opportunities were embedded in many programmes. Volunteers received training in food hygiene, first aid, and customer service. Strategic partnerships with third-sector organisations and public services delivered integrated support. ABZ Works worked in partnership with Middlefield Community Project to provide volunteers with qualifications for REHIS (food hygiene), First Aid, and Customer Service, along with mentoring, resilience, and mental health support. Volunteers gain experience from working in the community cafe.</p>		

	<p>Outcome summary:</p> <p>Volunteers are increasing the learning opportunities and support available to communities well. Across CLD providers, staff support citizens well to become volunteers and share their knowledge and experience with others. These volunteers are more confident and are rightly proud of how they are contributing to their communities.</p>		
Develop and implement a training and development programme to ensure best practice is adopted across partners, informed by the National Standards for Community Engagement.	<p>Community Planning partners have collaboratively developed an introductory course, Foundations of Community Engagement. This course effectively complements the existing Community Empowerment Toolkit by providing essential training for individuals seeking foundational knowledge in community engagement. This course significantly enhances participants' confidence and competence in applying engagement skills within their roles. It comprehensively covers critical areas such as issue identification, barriers to participation, use of the VOICE planning tool, practical engagement techniques, project evaluation, communication of outcomes, adherence to National Standards, and managing challenging conversations.</p> <p>Outcome summary:</p> <p>Overall, the training is a valuable resource that strengthens the capacity of individuals to engage communities meaningfully and professionally.</p>		
Support communities to develop and contribute to local projects which tackle poverty Key achievement by partners + list who you are seeking info from	<p>Effective community development is providing communities with support required to enable them to create and deliver local solutions to poverty related issues. This is enhancing skills and knowledge which are being effectively applied to bringing about local improvement and building community capacity. Community groups such as Seaton Community Hub, Cornhill Community Association, Cairncry Community Centre, Touch of Love in Torry, Fersands Community Project, Tillydrone Campus, Cubby in Cummings Park, STAR Flat in Seaton, Middlefield Hub Project, Torry Health Matters and many more run programmes and activities that make a real difference in the lives of the local people.</p> <p>Effective approaches to supporting empowerment and community leadership through volunteer-led initiatives and local decision-making is leading to good examples of inclusive programmes</p>		

<p>(food, fuel, and benefit maximisation) - need to focus projects on those most affected by increased life pressures such as: Cost of Living, migration; young people, minority ethnic communities, people with disabilities, and how they can be supported</p>	<p>addressing food insecurity, social isolation, and wellbeing across Aberdeen. Committed and enthusiastic volunteers are contributing thousands of hours across multiple projects. Community led initiatives benefit from good capacity building through governance support, training, and mentoring, and this is enhanced by strong partnerships working across sectors including health, education, and third-sector organisations. This is resulting in the establishment and expansion of food-based programmes such as Soup and Sannies and The Cubby and the delivery of targeted support including ‘warm spaces’, grocery vouchers, free meals, and winter clothing. The creation of networks like Torry Health Matters to coordinate health and wellbeing initiatives is strengthening community voices in influencing and sharing in the design and delivery of responses to issues. Community led initiatives such as participatory budgeting through UDecide and Woodside Decides are further enabling local decision-making and resource allocation. As a result, inclusive programmes enhance community cohesion, reduce isolation and strengthen communication and coordination in communities faced with multiple challenges.</p> <p>Outcome Summary</p> <p>Effective community development is enabling communities to create and deliver local solutions to poverty-related issues. These initiatives demonstrate a coherent framework of support that builds capacity, fosters resilience, and enables communities to take ownership of poverty reduction strategies.</p> <p>There is a clear focus on alleviating the impacts of poverty through training programmes, employability programmes and money and benefits advice. Partners across Aberdeen City, including Touch of Love Outreach, Jesus House Torry, Cairncry Community Council, Community Projects and CFine, are making a valuable contribution to tackling poverty through the provision of food banks and food pantries.</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.</p> <p>The programmes delivered by enthusiastic and capable community groups and organizations have been successfully progressing due to effective and appropriate capacity building support</p>		
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	that is empowering communities to take ownership and deliver solutions to impacts of poverty and inequalities. Many groups and organizations are providing a high-quality service derived from community identified need.		
Harness the increased levels of community volunteering to build greater resilience - support communities to develop resilience plans and groups	<p>Good progress has been made to increase levels of volunteering and Community Resilience Groups and related volunteering. There are two full Community led resilience plans (Peterculter and Cults, Milltimber and Bieldside), a third is currently under development by Bridge of Don Community Resilience Group. Three other groups have opted to engage with task specific community resilience activity rather than a full plan engagement with plans to expand to 6 / 7 by winter 25.</p> <p>In October 24,100 community members attended a Community Resilience Conference. Plans are underway for the next conference in October 25. In March 25, Battery packs funded by SSEN were given to 3 Community Resilience Groups. AHSCP also issued 30 batteries to those vulnerable who need powered medical equipment to live.</p> <p>Outcome summary:</p> <p>Community groups are effectively engaging and supporting their communities by creating area specific “call to action” resilience plans. Through the recruitment of local volunteers, they are mobilising and working together to support vulnerable people during times of severe weather and energy outages. Development continues to engage and increase the number of communities getting involved to prevent, mitigate and respond to environmental events, particularly flooding.</p>		
Support community management/ownership of green spaces and the development of food growing spaces and projects	<p>Community engagement through gardening and green space development. Collaboration with local organisations and volunteers. Environmental sustainability and education. Social inclusion and mental well-being.</p> <p>Successful development of community gardens such as Deevale Growers, Tullos Community Garden, and Mounthooly Forest Garden. Hosting of community events including garden birthdays, planting days, and workshops. With the support of CFINE as lead partner, The Aberdeen Community Garden Network, ACGN, was formed last year, a collaboration of community gardens across the city working together. Formation of the Aberdeen Community</p>		Areas for development: secure land tenure for projects, establish formal greenspace management

	<p>Garden Network (ACGN) promoted knowledge sharing across community garden networks. Engagement of diverse community members including youth, families, and corporate volunteers. Creative initiatives such as poetry and songwriting inspired by garden activities</p> <p>Strengths include strong evidence of community-led planning and implementation (e.g., Mounthooly Forest Garden); effective use of local assets and partnerships (e.g., CFINE, NESCOL, Environmental Team); inclusive and participatory approaches to community engagement; and a demonstrated impact on community cohesion and environmental awareness.</p> <p>Challenges: delays in securing site access for some initiatives; limited quantitative data to measure long-term outcomes. Enhance monitoring and evaluation practices.</p>		<p>groups. expand data collection and evaluation metrics. Continue to build partnerships and secure funding for future phases.</p>
Neighbourhood planning - develop toolkits and training to strengthen community's capacity to produce their own neighbourhood plans	<p>In February 2025, Community Planning Aberdeen launched an online 'toolkit' aimed at helping people in the local area make positive changes in their communities. The Community Empowerment Toolkit is a helpful resource that offers practical tips and information for anyone wanting to improve their neighbourhood or get involved in effective community engagement.</p> <p>The toolkit clearly recognises how important it is for communities to take an active role in shaping better outcomes for Aberdeen. By making information easily available, it gives individuals and groups the tools they need to influence decisions and take action that benefits not only their local area but the wider city too.</p> <p>The toolkit aims to make sure everyone in Aberdeen, no matter their background or situation, feels empowered and motivated to get involved in their community. The goal is for all communities to become equal partners in planning and improving the city.</p>		
Emerging Priorities Community Development			
Develop actions to more effectively	Across Aberdeen, the CLD partners have implemented robust mechanisms to measure and demonstrate the impact of community-led interventions. The Health Improvement Fund (HIF) supported 75 projects in 2024, reaching 8,884 individuals and mobilising 393 volunteers. Each		

measure and demonstrate the impact of CLD interventions on communities.	<p>project was required to show meaningful community involvement, with 64% reporting sustainability beyond the funding period. Evaluation frameworks such as HIIC (Health Issues in the Community) and PEEP were used to assess health outcomes, while community governance panels ensured alignment with local priorities. The estimated return on investment was £2.7 million, reinforcing the value of preventative, community-based approaches.</p> <p>Outcome Summary</p> <p>CLD interventions in Aberdeen are increasingly evidence-based, with strong evaluation frameworks and community governance. The use of participatory tools and sustainability metrics has enabled the team to demonstrate tangible outcomes in health, wellbeing, and inclusion.</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>The 'Come and Network' (CAN) programme exemplified collaborative training development, involving 22 partner organisations and over 100 survey responses. Workshops covered digital inclusion, communication, and wellbeing, with sessions co-designed by NESCOL, Aberdeen University, and community groups. The programme strengthened volunteer confidence and built cross-sector capacity. The steering group used feedback to inform future CLD planning, ensuring the training offer remains relevant and inclusive.</p> <p>Outcome Summary</p> <p>The CAN project successfully co-created a responsive training offer with partners and communities. It enhanced volunteer skills, built organisational capacity, and informed future CLD planning through inclusive engagement and evaluation.</p>		
Develop a clear plan and actions to support the development of community enterprises and	<p>The CLD team supported the development of community enterprises such as the Tillydrone Community Campus SCIO (Scottish Charitable Incorporated Organisation) and the Ukrainian Hub SCIO. These groups received governance training, funding support, and facilitation in lease negotiations. The Tillydrone SCIO now delivers 13 weekly classes and manages seven community spaces, while the Ukrainian Hub has become a nationally recognised model. These initiatives demonstrate how CLD can enable sustainable, community-led management of assets and services.</p>		

community asset transfers	<p>Outcome Summary</p> <p>CLD support has enabled communities to take ownership of local assets and deliver inclusive services. Through governance development and partnership working, community enterprises are thriving and contributing to local resilience.</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>CLD partners have broadened participation by engaging underrepresented groups through initiatives like the Torry Health Matters Network and the Rosemount Men's Shed. Projects such as Soup & Sannies, Knit & Natter, and the Mounthooly Forest Garden have created inclusive spaces for dialogue and action. Participatory budgeting through UDECIDE involved 853 voters and funded 23 projects, while the Skatepark Group and Youth Horizons programme empowered young people to shape local provision.</p> <p>Outcome Summary</p> <p>Participation has been broadened through inclusive, community-led initiatives. CLD has enabled people from diverse backgrounds to engage in decision-making, shape services, and build stronger community networks.</p>		
Tackling health inequalities through effective community development	<p>CLD partners have demonstrated a strong commitment to addressing health inequalities through a wide range of community-led initiatives, using a range of creative approaches to support local people well. Many are using specific funding streams to support community led projects. Partners have trained community volunteers that enable them to support people within their own area.</p> <p>The establishment of the Torry Health Matters Network exemplifies effective partnership working, bringing together stakeholders from NHS, local authorities, and community organizations to co-design and deliver health and wellbeing interventions.</p> <p>A variety of inclusive and creative approaches such as 'Bumps & Babies', 'Soup & Sannies', 'Cooking with Dorothy', and 'Knit & Natter', have successfully engaged diverse groups including parents, older adults, and isolated individuals. These initiatives not only address immediate health</p>		

	<p>and wellbeing needs but also build community capacity by training volunteers and encouraging peer support.</p> <p>The use of targeted funding streams like the Health Improvement Fund (HIF) has enabled the delivery of 75 community-led projects, supporting nearly 9,000 individuals and mobilizing over 9,000 volunteer hours. This reflects a strong return on investment and sustainability, with 64% of projects expected to continue beyond the funding period.</p> <p>The delivery of the Health Issues in the Community (HIIC) course and the PEEP programme further illustrates the CLD team's role in empowering individuals with knowledge and skills to influence their health outcomes. The inclusion of non-native English speakers, asylum seekers, and women in these programmes demonstrates a commitment to equity and inclusion.</p> <p>Outcome Summary</p> <p>CLD partners have been highly effective in empowering communities and promoting inclusion characterised by strong partnership working, community empowerment, and a clear focus on reducing inequalities. The initiatives are responsive to local needs, sustainable, and aligned with the priorities of the Local Outcome Improvement Plan (LOIP).</p>		
Further develop opportunities for people with lived experience of inequality and disadvantage to develop a sense of agency, to shape future provision and priorities and use this to influence	<p>People with lived experience of inequality have been central to shaping CLD services. Examples include the HIIC women's health course, which led to health advocacy and increased screening uptake, and the Ukrainian Hub, co-designed by refugees. The Fersands project embedded anti-poverty work in all services, while SHMU empowered marginalised voices through media and participatory events. These approaches have increased agency, confidence, and influence among participants.</p> <p>Outcome Summary</p> <p>CLD has effectively supported people with lived experience to shape services and priorities. Through co-production and empowerment, individuals have gained agency and contributed to more inclusive, responsive provision.</p>		

and co-produce service delivery.			
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Areas for development, from HMIE progress visit

<p>Senior leaders and CLD partners to work together to improve the strategic governance and decision making in CLD - this should include CLD partners setting and jointly monitoring shared measures of success and ensuring that one strategic group has strategic oversight of all aspects of CLD across the whole plan.</p>	<p>Outcome summary:</p> <p>The existing governance structure has been reviewed, informed by research evidence and our increased engagement and discussion with other local authorities who are successfully progressing their CLD governance and strategic partnerships. The Community Empowerment Group (CEG) now has strategic oversight of the CLD plan. This decision was informed by the experience and knowledge across the membership, with the role and remit of the group best reflecting the scope of the CLD plan. The CEG acts as a connector between operational and strategic work of the CLD plan linking it to the wider Community Planning structure. The process of renewing the governance structure has enhanced the CEG's awareness of their role, leading to a deeper understanding and improved effectiveness in their responsibilities.</p> <p>A considered and robust approach to shaping the governance around our CLD plan has involved almost all partners and senior leaders in the development of revised arrangements for strategic leadership.</p> <p>Governance arrangements are clear. CLD partners report an improved understanding of their place within the structure; and how revised arrangements will benefit strategic and operational direction, decision making and shared monitoring and reporting of the CLD plan. This clarity has been evident through Community Empowerment Group workshops, where the representation for the group has been robustly considered across statutory and 3rd sector partners, to reach agreement on the membership of the CLD Strategic Partnership.</p>		
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<p>Ensure there is sufficient input or influence from community representatives, young people and adult learners in CLD strategic planning.</p>	<p>Outcome summary:</p> <p>As the Aberdeen CLD Strategic Partnership (ACLDSP) progresses increased learner and community representation on the partnership is identified as the first priority to ensure we develop and maintain genuine and equitable opportunities to contribute to decision making in relation to the CLD plan and associated activities. It is recognised there is a need to make sure mechanisms to capture the views of people, including young people with lived experience are effective in doing this.</p>		<p>Representation across CLD areas from learners and community members</p> <p>Extent to which community representatives feel they can influence CLD strategic planning</p> <p>Level on ladder of empowerment captured for those involved</p>
<p>Develop and embed shared self-evaluation across partners and consistent sharing of data to develop a fuller understanding of the impact of CLD, which could better inform the use of resources.</p>	<ul style="list-style-type: none"> 70 CLD city wide stakeholders involved in providing qualitative feedback at 'Creating our CLD plan events' <p>Outcome summary:</p> <p>In progressing our collective 2025-30 CLD plan, staff and partners are fully involved, have ownership and, as the plan is finalised, increasingly see it as being a principal focus of their work. This is being achieved through in-person 'Creating our CLD plan events' with city wide CLD partners sharing experiences and priorities from their own contexts, and a further session refining agreed outcomes. This involvement has seen an increase in the number of partners sharing data and other measures of impact. As we progress the CLD plan 25-27, with improved governance arrangements across the ACLDSP and through thematic partnerships covering Youth Work, Adult Learning, Family Learning, Community Development and Workforce Development, the collectively written outcomes are key to our developing evaluative frameworks for improved reporting, data sharing with a focus on joint self evaluation.</p>	<p>Sep t 24</p>	<p>.</p>

Update plan for 2025 – 2027			
Undertake a more substantial learner and partner consultation and update the 2024-2027 plans accordingly, to reflect the impact of the review outcomes along with the outcomes from the more extensive consultation process	<p>Outcome summary: Your Place, Your Plans, Your Future:</p> <p>The integrated engagement approach adopted across Community Planning Aberdeen in spring 2025 demonstrates a valuable commitment to inclusive and efficient community consultation. By using the Place Standards tool across 14 themes and consolidating multiple strategic consultations into a single process, the initiative successfully reduced the burden on communities while enhancing participation. The engagement of 2,087 citizens, including 587 children and young people, reflects strong outreach and responsiveness to diverse community voices. Tailored sessions, particularly those led by young people and those designed for ESOL and family learning groups, further evidence this approach’s alignment with the principles of Community Learning and Development (CLD). The findings highlight both clear support for CLD proposals and critical areas for improvement, especially around influence and control in SIMD1 areas, indicating a data-informed approach for addressing inequalities in housing and community development.</p> <p>Additionally informing the CLD plan was parallel work with City wide CLD providers during ‘Creating our CLD plan’ events. Through discussion and workshops these sessions successfully identified continuing and emerging priorities for consideration and inclusion within the CLD plan 25-27. Included within these sessions were the sharing of our collective data used to identify commonalities across public and partner engagement as well as local and national priorities and information from our population needs assessments. This demonstrates a strong commitment to inclusive planning and evidence-based decision making.</p>	Jan 25	<p>Updated CLD plan 24-27</p> <p>Number of CLD partners and learners involved in CLD plan 2024-27</p> <p>Level on ladder of empowerment captured for those involved</p>