## Contents

**Background**
- Priority One – Transitions/Resilience
  - Logic Model 4
  - LLCP Summary 5
  - Partner Activity 6

**Priority Two – Community Empowerment**
- Logic Model 11
- LLCP Summary 12
- Partner Activity 13

**Priority Three – Workforce Development**
- Logic Model 16
- LLCP Summary 17
- Partner Activity 18

**Priority Four – Using Data Effectively**
- Logic Model 21
- LLCP Summary 22
- Partner Activity 23

**Next Steps** 26
CLD Plan 2018 - 21 - Background

The Aberdeenshire CLD Plan shapes and informs the delivery of community learning and community development in Aberdeenshire. Our second three-year plan became live on 1st September 2018. The plan was co-produced by the Aberdeenshire Learning Community Partnership (ALCP) on behalf of the Community Planning Partnership and the Education and Children’s Services Committee.

The ALCP is made up of key CLD delivery partners with members from:

• Aberdeenshire Council – CLD Service and Area Manager/Community Planning
• Aberdeenshire Drugs & Alcohol Partnership (ADP),
• Aberdeen Foyer,
• Aberdeen University,
• Aberdeenshire Voluntary Action, (AVA)
• Federation of Rural Partnerships,
• HMP Grampian,
• Linking Education and Disability (Lead Scotland),
• NESCol
• NHS / Health and Social Care Partnership,
• North East Scotland College,
• Skills Development Scotland (SDS),
• Workers’ Educational Association (WEA).

The refreshed plan retains three of the original improvement priority headings, with a new fourth priority around using data more effectively to measure and monitor CLD outcomes. Partners agreed that the Plan should be underpinned by the contribution that CLD makes to enhancing mental health and wellbeing.

The CLD Service has developed Local Learning Community Partnerships (LLCP) across Aberdeenshire to facilitate the local delivery of the CLD plan and as a space to identify specific local issues.

In this review you will find

• The original logic model for each CLD Plan priority
• A summary of each LLCP’s response. *
• Feedback on how key ALCP partners have delivered against the priority.

* the target icon shows that the underpinning theme of mental health and well-being is being addressed.
<table>
<thead>
<tr>
<th>The need</th>
<th>Inputs</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Medium term</th>
<th>Long term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALCP has set out a number of core transitions. LLCPs are charged to look at these transitions in their locality context and agree which ones are a local priority.</td>
<td>All LLCP’s to carry out an annual SWOT analysis/ self-evaluation of key transition stages. Partners to identify where they can improve against any transitions and identify two as local priorities.</td>
<td>Annual needs analysis/ self-evaluation of current local transitions. Delivery of improvement plan against up to two local transition priorities. Participants Partners in LLCPs. Learners/ service users – to be involved through local co-design and evaluation. CLD Service developing Learner Voice platform.</td>
<td>Partners are able to quantify how effective key transitions are being delivered locally – these are reported back to the ALCP as per reporting template. LLCP Partners work together to implement a simple improvement plan against a key transition.</td>
<td>Partners are able to quantify progress made against key transitions and to evidence how things have improved for learners. Partners are routinely sharing data and making decisions based on good quality evidence of which interventions lead to positive outcomes.</td>
<td>Most individuals experience positive transition impacts and are healthier, happier and more resilient. Individuals and communities are able to influence and shape the development and delivery of services. Preventative services delivered in partnership are the norm in Aberdeenshire resulting in less need for crisis interventions.</td>
</tr>
</tbody>
</table>

### The Assumptions

The LLCP is the mechanism which brings delivery partners together. The partners produce and share profile information and as part of this process will be able to identify any transition areas that they feel need to be prioritised. Partners will take account of and seek not to duplicate priorities already being worked on through other strategic groupings and initiatives.

**Typical CLD Transition Examples**
- Young People – primary to secondary transition; moving to senior phase; from school to positive destination. Increased awareness of CLD contribution supporting young people leaving care.
- Adult Learning –core skills and literacies, ESOL provision; targeted interventions (e.g. CLD service STEPS programme; partnership delivery and aftercare with Scottish Prison Service; women returning to work or further learning)
- Family Learning – Enabling parents to support their children’s learning, strengthen family resilience and developing intergenerational learning.
- Employability -Supporting core skills development and resilience to increase employability, particularly in the context of welfare reform, SQA Employability, contributing to Activity Agreements”.

### Links to Key Policy and Strategy Documents

- [Aberdeenshire’s Children’s Services Plan (2017-2020)](http://www.girfec-aberdeenshire.org/who-we-are/)
- [Aberdeenshire CLD Plan 2018 – 2021](#)

### Links to CLD National Outcomes

- Resilience and Optimism; Relationships and Social Capital; Applied Learning; Participation and Equity; Decision Making; Reflection and Change
### Transitions Priority

<table>
<thead>
<tr>
<th>LLCP</th>
<th>Action taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboyne</td>
<td>Partners prioritised working around the theme of resilience particularly in relation to mental health and well-being</td>
</tr>
<tr>
<td>Alford</td>
<td>Resilience was identified as key – led to joint session with GIRFEC and Early Years Forum Group</td>
</tr>
<tr>
<td>Banchory</td>
<td>Focus on young people and promoting volunteering opportunities.</td>
</tr>
<tr>
<td>Banff</td>
<td>Key transitions identified in development of new Child Poverty Project – income maximisation, free school meals and clothing grant uptake; parents and childcare etc</td>
</tr>
<tr>
<td>Ellon</td>
<td>Developing family learning courses/sessions for key school transitions Identified need around mental health and social impacts as a result of sudden unemployment</td>
</tr>
<tr>
<td>Fraserburgh</td>
<td>Partners identified child poverty as the key theme – affecting everything from transition from primary to secondary, attendance levels and attainment. A pilot project was developed with seed corn funding from CLD to give Academy pupils eligible for Free School Meals access to a breakfast as well as lunch.</td>
</tr>
<tr>
<td>Huntly</td>
<td>Identified gap in tapping into a range of local third sector providers who could contribute to ‘social prescribing’</td>
</tr>
<tr>
<td>Inverurie</td>
<td>Local partners identified preparation for moving to the new campus as a priority – feeding into the Campus Management Group.</td>
</tr>
<tr>
<td>Kemnay</td>
<td>Partners identified a need for support for families who have been impacted by changing economic circumstances locally, a new financial wellbeing programme had been developed by CLD in responses to the developing need.</td>
</tr>
<tr>
<td>Mearns</td>
<td>Identified the importance of digital connections in relation to social isolation. Digital life skills sessions developed with women’s group; parenting in the digital world sessions delivered. Summer holiday activity sessions in local libraries.</td>
</tr>
<tr>
<td>Meldrum</td>
<td>Partners identified an opportunity to enhance the P7-S4 pathway through additional CLD input.</td>
</tr>
<tr>
<td>Mintlaw/</td>
<td>Identified Family Learning and widening the career aspiration of young people and parents. Academy Family Learning sub-group developed audio visual information around career progression routes at careers event to better engage those with literacy/additional support needs.</td>
</tr>
<tr>
<td>Peterhead</td>
<td>Focus was on p7/S1 transitions - Four Health and well-being sessions delivered to all P7 pupils across the cluster in response to specific need around resilience, peer pressure, friendships.</td>
</tr>
<tr>
<td>Portlethen</td>
<td>How to reduce social isolation – linked to mental health, transport, rurality, new technology. Sub-group formed to look at issues that arise from advances in technology and people having access / or not to services online. Partners pulled together a conference on the theme of Loneliness and Social Isolation.</td>
</tr>
<tr>
<td>Stonehaven</td>
<td>P7/S1 transition was prioritised with targeted sessions in the Gateway centre to support those young people in making a positive transition.</td>
</tr>
<tr>
<td>Turriff</td>
<td>P7/S1 transition activity prioritised – particularly for more vulnerable young people. CLD developed programme of individual and group work sessions which made young people more confident in making the transition.</td>
</tr>
<tr>
<td>Westhill</td>
<td>P7/S1 transition activity prioritised – particularly for more vulnerable young people. CLD developed programme of individual and group work sessions which made young people more confident in making the transition.</td>
</tr>
</tbody>
</table>
Work With Young People

15 young people were involved in the first cohort of students in the award-winning alternative education partnership provision PeterDeen Project. The success of this model is now informing further expansion to Fraserburgh where the high levels of achievement have been replicated.

1,547 children and young people were involved in learning and development activity to ease transition from Primary to Secondary school.

Employability work with young people was delivered through 14 projects totalling 964 participant hours.

The Work with Young People team offered 10 different accreditation and achievement options for young people to work towards as part of these projects including Hi5 to Youth Achievement Awards.

45 young people completed an Activity Agreement through post-school employability provision managed by CLD and delivered by range of Council Services and external agencies - 80% of whom moved on to a positive destination with increased skills and confidence.

Adult and Family Learning

63 volunteer tutors helped 180 adult learners to strengthen their literacy and numeracy skills building confidence and life skills to improve quality of life. 86% of learner goals were met.

136 adult learners were supported in employability learning and 232 to improve their English as a second language increasing access to training and employment opportunities and contributing to community inclusion.

22 projects in Family Learning involved 158 people with a focus on parental involvement and engagement through successful implementation of national policy.

30 different accreditations and awards were available to learners including Core Skills up to SQA level 4, Employability, ESOL levels 2 and 3 and Adult Achievement Award up to level 6.

As a result, 524 adults were involved in accredited learning opportunities, all building personal skills and confidence with many learners gaining certificates for their efforts.

CLD volunteers gave 2,802 hours of their time to learning and development work building skills and confidence for individuals and underpinning stronger and more active communities at an estimated value of over £25,218 in kind contribution.
Aberdeen Foyer - Learning Houses

Aberdeen Foyer are involved in a range of initiatives across Aberdeenshire. One good example of the partnership approach is in the delivery of a Service Level Agreement with the CLD service to deliver ‘Learning Houses’ in Fraserburgh and Peterhead. These are community spaces where people can improve their IT skills; complete job searches; register for Universal Job-Match and access wider support to improve employability and access to work opportunities.

The person-centred approach means that support is tailored to individuals – after an initial assessment people are given the opportunity to develop an Individual Training Plan. One of the key demographic groups participating in the Learning Houses are men over the age of 50 - the overall service user breakdown is 66% male.

The drop-in nature of the service has historically presented a challenge to the Foyer in identifying end outcomes for people who use the service. Concerted efforts have been made to try and capture this more systematically and encourage participants to report back on ‘what they did next’.

- Of the 179 participants who formally registered with the Learning House, 151 have their own Training Plan, and a third of these have been fully completed.
- 91 people moved on to a positive destination, 14 of them being into sustained employment. The majority have become more active through volunteering and accessing further learning opportunities.
- 34 learners have completed accredited online training which allows them to meet the requirements to gain work experience in Aberdeenshire Council Road and Landscape Services.
- 37 people have successfully completed SQA Core Skills qualifications.

There has been an increase in enquiries around Universal Credit with high levels of anxiety generated for learners, particularly in relation to the impacts of sanctions. Additional support has been accessed through the Foyer Financial Inclusion Team and the Foyer Health & Wellbeing Services including Impact and Adult/Young Persons Counselling Service.

On the advice and support side in Aberdeenshire there have been 143 one to one support sessions (including benefit health checks) and 160 general financial advice group sessions.

These inputs have generated £189,090 financial gains through new benefit claims, grants and refunds (energy suppliers, bank charges etc)
North East Scotland College (NESCol) – working in partnership

NESCol co-deliver a number of programmes with Aberdeen Foyer. Nine Princes Trust programmes take place per year alongside 12 REACH programmes tailored for those who are on a recovery journey (each typically with 10-12 candidates).

Many learners progress from these supported introductory groups to full time study at College. The partnership also delivers a variety of shorter programmes with high levels of learner support built in with support gaining City and Guilds certification. New courses are being developed with plans to commence delivery of a Citizenship and Tenancy programme shortly.

- One new programme that was developed and co-delivered in 2019 was a pilot summer programme at the Fraserburgh campus with 7 young mothers who were looking to get back into learning.

The learners undertook a programme of three sessions per week around personal development and life skills. The sessions happened at times that suited the learners and the programme ran for 5 weeks. Learners completed 1 day courses in Elementary Food Hygiene, Mental Health Awareness and Paediatric First Aid Awareness. All participants also achieved a level 1 Introductory Award (City & Guilds) Employability Skills.

As a transitions programme the aim was to engage the women in on-going learning. This was achieved with some progressing to full time study at the College, while others went on to progression courses within the Foyer/NESCol partnership programme. Feedback from learners showed that the summer delivery made it less daunting for candidates to take part as the campus was quieter and they were able to relax and enjoy it more as a result.

Another key partnership group that has met as a sub-group of the ALCP is the English for Speakers of Other Languages (ESOL) Partnership. The partnership currently involves NESCol, Workers Education Association (WEA) and CLD.

- In 2018/19, WEA delivered programmes to 169 candidates (across City and Shire), and Aberdeenshire Council CLD delivered programmes to 112 candidates.

- The progression route into NESCoL delivered ESOL programmes reached 405 full time students and 456 part time students.

- There were also 21 full time Business with ESOL students and 47 full time Travel and Tourism with ESOL students.
• 488 young people reported an improvement in their Career Management Skills (CMS) and levels of competency after SDS intervention.

• CMS is built around four competences – Self, Strengths, Horizons, and Networks and is underpinned by a focus on mental health and well-being.

• 1,754 people were involved in Modern Apprenticeship training in Aberdeenshire – 1,047 of these started during the first year of the plan.

• 30% of young people who took part in Employability Fund opportunities in Aberdeenshire self-identified as having an impairment, health condition or learning disability – compared to 24.3% nationally.

Mohamad Dawas is a New Scot who has benefited from a Scientific Technologies Foundation Apprenticeship. Mohamad believes this type of learning is the “perfect set up” for him, as his language skills improve alongside his technical abilities.

He explained: “We came to Scotland via another Arabic country. It’s a completely different culture here and at first it was difficult to adapt. The school was really supportive of me. I used to have difficulty understanding what the teachers were saying because I couldn’t speak the language very well. My English skills have improved as a result of my Foundation Apprenticeship.

• WEA worked with 94 adults in Aberdeenshire – with a key strand developed with older people transitioning to sheltered housing or care home settings.

• Participants in Reminiscence courses in Rhynie, Torphins, Banchory, Insch and Ballater have reported feeling less isolated, more able to voice an opinion, having their experience valued, and enjoying researching their own topics etc

• WEA are a key part of the ESOL Partnership in Aberdeenshire and use a social practice model to delivery informally.

• Volunteers and participants in Language Café’s report improved connections within communities and a reduction in social isolation. Volunteers also reported improved health and well-being as a result of their active involvement.
LEAD is a voluntary organisation set up to empower disabled young people and adults and carers across Scotland to access learning opportunities. LEAD Scotland deliver a number of programmes in Aberdeenshire – two of which are funded through Aberdeenshire Council in relation to adult learning and youth employability.

LEAD worked with 59 learners in Aberdeenshire and currently have 21 on a waiting list.

LEAD have successfully drawn down external funding through the Social Economy Growth Fund to support their work in Aberdeenshire – and in response to unmet need they had previously identified in the first CLD Plan period (2015-18). This work stream has focussed around digital inclusion with a progression route as outlined:

1. Enabling activities – development and confidence building in core, reflective and community activist disciplines.
2. Growth activities – focused development in digital accredited learning at SCQF levels 2 to 4, including the Adult Achievement Award and informal, learner-led digital skills.
3. Activities for future engagement – learning at SCQF levels 4 to 7 in our own courses, Thinking Digitally and the Community Action Leadership Award.

**Supporting Activity Agreements (16-19 years)**

- 11 new learners this year and four continuing learners.
- 75% of learners who have finished report increased confidence.
- 1 learner entered full-time work and a third of learners are now more active as volunteers in their community.
- Two learners were supported to use enabling technology to help their learning.

**Digital Inclusion Project**

- 26 new learners this year
- Three completed the Community Action and Leadership Award.
- 10 improved their Digital Skills
- 6 gained core skills accreditations.
- 86% of learners have moved on to positive destinations.

_Fiona Jones from Aberdeenshire, received the Lead Scotland James Hill Learner of the Year Award for 2019_
### The need

Partners wish to improve the quality of community engagement in Aberdeenshire and to develop evidence around levels of social capital.

We want to strengthen the voice and influence of less connected communities in Aberdeenshire.

We want to enhance support to community groups and learners as individual organisations and as a partnership.

Involving people as active citizens and widening involvement in local decision making all contribute to enhancing democracy.

### Inputs

This agenda is progressed through initiatives such as the LLCP’s, Third Sector Strategy Group; the council Community Engagement Working Group and through the Federation of Rural Partnerships.

There are a range of thematic engagement spaces like Youth Platforms, ADP and AVA Forums.

The realigned CLD service now has a Community Development team. Staff in this team are leading key strands of community engagement work – e.g. with the Drugs and Alcohol Partnership and building capacity within the Syrian New Scots community.

### Outputs

CLD Service to develop and pilot social capital profiling tool in 6 communities (year 1).

ALCP to access and analyse data on Community Asset Transfer (CAT) and Participation Requests across Aberdeenshire.

CPD (Priority 3) to enhance community engagement.

**Participants**

- Strategic and Local Learning Partnership members.
- Third Sector Strategy group
- Community Engagement Group
- Rural Partnerships
- AVA
- Local Community Planning Groups
- ADP and Youth Voice Forums.

### Outcomes

Baseline social capital indicators are developed in Aberdeenshire (CLD Service).

Partners can identify trends and gaps in relation to expressions of interest linked to the Community Empowerment Act.

CPD programme increases the confidence of the CLD workforce.

### Short term

Communities co-design services and groups to enhance local social capital.

Additional capacity building around the scope of the Community Empowerment Act is delivered – particularly in targeted communities.

Community engagements are improved as a result of CLD workers being upskilled.

### Medium term

Social Capital benchmarks show improvements after CLD interventions.

Increase in new communities developing assets and co-designing services across Aberdeenshire.

Stronger community organisations are able to influence policy and and/or directly deliver services.

### Long term

### The Assumptions

ALCP partners have recognised that there is need to improve co-ordination and sharing of outputs from community engagement in Aberdeenshire.

It is a given now that community involvement is crucial to improve outcomes and the focus now needs to be on the quality of engagement.

This strand of work directly contributes to the LOIP priorities in relation to Improving our Relationship with Alcohol and Connected and Cohesive Communities and strategic priorities of Aberdeenshire’s Children’s Services Plan (in particular Children with a Disability), Corporate Parenting, Mental Health & Wellbeing, and Substance Misuse).

Aberdeenshire has many well organised communities which are well supported by a range of partner organisations, and this will continue. However, partners are also aware of the need to prioritise work with our less empowered communities, and to build awareness and capacity to respond to the opportunities within the Community Empowerment Act.

Third sector partners have a continued commitment to supporting community groups and organisations and in creating authentic spaces to network and build social capital.

### Links to Key Policy and Strategy Documents

**Links to Key Policy and Strategy Documents**

- The Guidance To Community Planning Partnerships On The Community Empowerment (Scotland) Act 2015
- New Scots Integration Strategy
- National Outcomes for Scotland – Draft National Indicators
- Aberdeenshire Local Outcomes Improvement Plan (2017-27)

**Links to CLD National Outcomes**

Empowerment; Resilience and Optimism; Relationships and Social Capital; Applied Learning; Participation and Equity; Decision Making; Reflection and Change.
## Community Empowerment Priority

<table>
<thead>
<tr>
<th>LLCP</th>
<th>Action taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboyne</td>
<td>Partners had already identified mental health and well-being as a key transition factor but felt there was a gap in relation to reaching the wider community about this. Partners contributed to a series of events held as part of Mental Health and Well-being week.</td>
</tr>
<tr>
<td>Alford</td>
<td>Promoting the benefits of volunteering was identified as a priority – with additional volunteers recruited by partners to deliver activities for young people.</td>
</tr>
<tr>
<td>Banchory</td>
<td>LLCP were aware of local concerns around drugs and alcohol and wanted to strengthen links with the local ADP Forum. Some partners have since been involved in local arts workshops with a focus on supporting people in recovery.</td>
</tr>
<tr>
<td>Banff</td>
<td>The LLCP are steering a new project funded by the Tackling Poverty and Inequalities Group to address child poverty in Banff and Macduff. A dedicated CLD Worker was employed to deliver this project in Aug 2019.</td>
</tr>
<tr>
<td>Ellon</td>
<td>Partners felt that there was a lack of local knowledge around the range of local groups and services available. A successful open event brought 20 local partners together to share practice and information with 150 participants.</td>
</tr>
<tr>
<td>Fraserburgh</td>
<td>Child Poverty was identified as a priority. After piloting a project which saw a significant increase in Free School Meals uptake a mini-public process was held with parents and young people to look at how to continue to increase uptake.</td>
</tr>
<tr>
<td>Huntly</td>
<td>Partners from LLCP were also linked into the Town Team who have a strong focus on physical regeneration. LLCP explored the potential of using social capital benchmarking to capture the impact of improved networking in the town.</td>
</tr>
<tr>
<td>Inverurie</td>
<td>Partners carried out a mapping of community assets and facilities as part of their wider discussions around the move to the new community campus. A new online site is in development to capture the priorities and activities of individual partners.</td>
</tr>
<tr>
<td>Kemnay</td>
<td>A new Employment Support Group has been formed which is providing support in relation to job searching and improving employability. Partners have produced a service directory to promote and provide relevant learning opportunities and support available in the local area.</td>
</tr>
<tr>
<td>Mearns</td>
<td>Partners identified changing economic and social trends within the learning community. Food poverty was addressed through work with C-Fine in a Cooking together project in the coastal strip which addressed cooking, budgeting and planning.</td>
</tr>
<tr>
<td>Meldrum</td>
<td>Volunteering was identified as a positive area for development. AVA worked with partners to increase the number of local volunteers who were able to support digital skills in the library. Partners identified rising unemployment and a need to better signpost people to services – as well as finding out more about the work of specific organisations such as the Trussell Trust.</td>
</tr>
<tr>
<td>Mintlaw/Peterhead</td>
<td>The group had identified a lack of involvement from third sector partners and have worked to increase attendance and to make the discussions more relevant to partners working locally with community groups and organisations.</td>
</tr>
<tr>
<td>Portlethen</td>
<td>Partners identified a need to improve networking and co-ordination amongst groups – particularly around supporting parents but have not yet developed actions.</td>
</tr>
<tr>
<td>Stonehaven</td>
<td>A ‘Raising Social Capital’ sub-group was formed to increase local volunteering – they produced a leaflet on Becoming a Volunteer and formed a Volunteer Network. Partners held a Volunteer Fair during Volunteer Week – 20 local groups met with 59 potential volunteers.</td>
</tr>
<tr>
<td>Turriff</td>
<td>Partners responded to research on social isolation carried out by the Caring for Turriff partners and developed a pilot social café drop-in session.</td>
</tr>
<tr>
<td>Westhill</td>
<td>Partners have identified a gap in relation to peer support locally for people in recovery from problematic alcohol or drug use and have identified time at a future meeting to explore further.</td>
</tr>
</tbody>
</table>
Community Learning and Development (CLD) Service

• 70 groups were supported in engagement and development activity in their communities through community consultations, research, developing new projects and supporting existing community groups.

  Community Development staff have supported the 3 Alcohol and Drugs Forums in Aberdeenshire, with over 200 volunteers participating in identifying and managing the allocation of £45,000 of funds. 37 projects and events were supported which included a focus on recovery, reducing stigma, promoting services and education.

• CLD staff have continued to develop the use of mini publics as a tool to engage around complex issues. In this reporting period these were held around the new Housing Allocation Policy; with parents and young people in Fraserburgh around Free School Meals uptake; and an Aberdeenshire wide event for a random group of local residents to comment on the new Alcohol and Drugs Partnership Strategy.

• CLD worked with the Aberdeenshire HSCP Public Health team and other local partners developing a range of summer projects in Fraserburgh and Peterhead in response to feedback from families highlighting the additional financial strain of feeding children during the holidays. Feedback has been positive with families reporting enhanced knowledge of health food options and improved confidence regarding the preparation of healthy snacks and meals.

  ‘Brilliant, really enjoyed it’  ‘Great cooking together and sharing ideas’.

  Staff in the CD team have been developing a long-term neighbourhood approach in Peterhead, as a result of a mini-public process held in late 2017.

  This project has begun to bring Longate residents together in activities being delivered from a community flat. People are developing social connections through organising community events and activities including a summer barbecue; a monthly supper club; forming a book group; acting as a foodbank distribution point; and forming a new craft group which has become involved in wider regeneration activities.

  “My confidence has grown so much by getting involved …. I like supporting other residents”.

  Youth Voice

  80 projects involved 1,332 young people in youth representation strengthening the voice of young people in matters that concern them.

  Aberdeenshire Youth Council has met regularly and is well connected to key operating groups of the Council and beyond.

  The 7 elected Aberdeenshire members of the Scottish Youth Parliament are supported by CLD staff to present strong and articulate messages on behalf of their peers.
Aberdeenshire Rural Partnerships
Working With Agencies To Support Communities

There are six local rural partnerships which are part funded by Aberdeenshire Council’s Economic Development Service— one in each of the administrative areas. The partnerships also draw down funding from the respective Area Office to deliver community planning activities.

The Partnerships are member organisations made of local community groups.

- Banffshire Partnership Limited
- Buchan Development Partnership
- Formartine Area Partnership
- Kincardine Development Partnership
- Marr Area Partnership
- The Garioch Partnership

Community Empowerment Act

There were area events held to bring communities together to look at aspects of the Community Empowerment Act.

Buchan Development Partnership and Banffshire Partnership co-hosted a seminar for 21 local groups looking at the Community Empowerment Act and key strands such as asset transfers and participatory budgeting.

A similar session took place in Formartine.
Aberdeenshire Voluntary Action (AVA) is the third sector interface organisation who have a remit to support and develop the sector in Aberdeenshire.

Developing Groups

The AVA Development Workers have been helping existing and new groups in areas such as
- constitution writing and changes – including SCIO applications
- funding applications;
- changes to group status
- HR issues
- volunteering strategies
- volunteer management
- community asset transfer
- safeguarding questions

Partnership Working

AVA are represented on both the Board and Executive of the Community Planning Partnership in Aberdeenshire. They are founding partners of the ALCP and are active participants in LLCP’s across Aberdeenshire. AVA are involved in the strategic Third Sector Strategy group with colleagues from Local Rural Partnerships and Aberdeenshire Council.

“... The AVA Development Officer attends various partnerships, that Community Learning is also involved in including the Local Learning Community partnerships, Community Planning, and Welfare and Wellbeing group. These partnerships work well together, and AVA is proactive within these groups taking on work as appropriate to their role. For example, the Development Officer is very active within the Stonehaven LLCP Raising Social capital sub-group which is focusing on increasing the capacity of community groups in the area by running workshops on volunteering including recruitment, retention and management of volunteers”
Health and Social Care Partnership - Strategic Plan Engagement Process

The public engagement on the Aberdeenshire Health and Social Care Partnership Strategic Plan for 2020 – 2025 was undertaken between 13th March and 11th June 2019 to gather views on the five key priority areas identified in the plan.

A programme of engagement was developed with a range of activities and approaches to enable as many people as possible to easily be involved in the process. An online platform was developed hosting; short videos explaining key priority areas, information on the different ways people could be involved, and engagement resources were made available to be downloaded. This site was visited 2,422 times by 1,707 different individuals.

The three main engagement activities were:

- Online surveys
- Resource packs for existing community groups to run their own self-facilitated discussions on the key priority areas capturing the groups views, and
- Facilitated group sessions lead by HSCP and Community Health in Partnership officers.

A total of 598 online survey submissions were fully completed, with an additional 220 submissions partially completed; 437 people participated in engagement exercises and 183 people received a presentation.

The approach and evaluation of the engagement was informed by VOiCE, the National Standards for Community Engagement, and the Scottish Health Councils Participation Toolkit.
### The need

- There is an opportunity for the ALCP to better co-ordinate the delivery of CPD to widen access and maximise resources.
- There are a wide range of skills across the Partnership which could be made better use of for co-design and co-production.
- The National CLD Workforce Development Plan has been published and the National CLD Workforce study will continue the process to map and prioritise CPD needs.

### Outputs

- Local Learning Community Partnerships - have CPD embedded within their annual cycle.
- ALCP Workforce Development Working Group are taking a clear focus on Priority 3
- Partners agree to contribute to joint CPD and sharing learning

### Short term

- One CPD session per year for partners in LLC Partnerships.
- 2 new learning opportunities co-produced across ALCP each year
- Improved access to information on Workforce Development opportunities across the partnership

### Medium term

- Clearer understanding of professional learning and development needs and provision.
- Partners jointly plan, develop and deliver learning opportunities for staff and volunteers.
- Increased confidence at ALCP level of the range and standard of CLD learning opportunities.
- Improvement emerging in line with HMIe inspection findings Nov 2017

### Long term

- Joint CPD delivery is becoming embedded across Aberdeenshire.
- Clearer and improved career pathways for CLD are beginning to emerge
- Partnership begins process of achieving Standards Council Mark for CPD programme delivery.

### The Assumptions

- The CLD workforce includes both paid staff and volunteers. The Standards Council recommended 35 hours annually of professional learning is understood as a standard set.
- Developing the people who deliver CLD is a key priority nationally with the CLD Standards Council and within the Strategic Guidance. There are already good examples in Aberdeenshire with initiatives such as AVA Training, partner co-delivery of GIRFEC training modules North Alliance; the emerging Regional Improvement Collaborative for Education and the CLD University Partnership.

### Links to Key Policy and Strategy Documents

- CLD Standards Council Competences Framework
- CLD Standards Council Professional Development Strategy
- Workforce Development Plan – Growing the Learning Culture
- 2018 CLD Workforce Survey
- Northern Alliance Regional Collaborative – CLD Workstream
## Workforce Development

<table>
<thead>
<tr>
<th>LLCP</th>
<th>Action taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboyne</td>
<td>Partners agreed to focus on delivering Cost of The School day sessions which have been planned for early 2020.</td>
</tr>
<tr>
<td>Alford</td>
<td>Partners used the Open Space methodology to look at the transition’s priority and as a CPD session around the tool.</td>
</tr>
<tr>
<td>Banchory</td>
<td>Partners organised a Celebration event to acknowledge the achievements of young volunteers. Partners also took part in Mental Health First Aid training as this was a key issue.</td>
</tr>
<tr>
<td>Banff</td>
<td>A speed networking session was held to link local practitioners and to raise awareness of all the services active in the area. Crew 2000 delivered their ‘Just Say Know’ training in relation to increasing knowledge about drugs for practitioners.</td>
</tr>
<tr>
<td>Ellon</td>
<td>Transport was identified as a barrier for groups and individuals to access learning opportunities – MIDAS driver training was delivered to widen the pool of volunteer drivers.</td>
</tr>
<tr>
<td>Banff</td>
<td>A Mental Health workshop and a Refugee Cultural Awareness sessions were delivered through partners.</td>
</tr>
<tr>
<td>Fraserburgh</td>
<td>Joint CPD day with inputs on Cost of The School Day; Department of Work and Pensions on supporting vulnerable people into work and VSA Aberdeen sharing good practice resources to support adults with poor mental health</td>
</tr>
<tr>
<td>Huntly</td>
<td>Partners delivered a celebration event to recognise the significant contribution of local volunteers. A Cost of the School Day session was delivered with partners.</td>
</tr>
<tr>
<td>Inverurie</td>
<td>Partners have initiated a training needs analysis to identify CPD needs.</td>
</tr>
<tr>
<td>Kemnay</td>
<td>Partners shared an input from My Life Dynamic on their role in supporting people with mental health problems and those with autism to strengthen their self-resilience</td>
</tr>
<tr>
<td>Mearns</td>
<td>A joint session was held with Stonehaven and Portlethen LLCP’s from the OU’s Open Learn Digital champion programme and then was rolled out to Academy staff.</td>
</tr>
<tr>
<td>Meldrum/Peterhead</td>
<td>Partners attended a youth focussed mental health awareness session delivered by The Spark counselling service.</td>
</tr>
<tr>
<td>Portlethen</td>
<td>Local learners attended a celebration event to recognise their achievements. Learners and attendees gained a greater insight into the range of learning opportunities available locally.</td>
</tr>
<tr>
<td>Stonehaven</td>
<td>Partners took part in ‘Just Say Know’ training with Crew 2000. This was followed up with CLD sessions delivered to S2 pupils.</td>
</tr>
<tr>
<td>Turriff</td>
<td>Partners attended a speed networking event to improve awareness of local services, agencies and staff.</td>
</tr>
<tr>
<td>Westhill</td>
<td>Partners took part in a speed networking event - 80% of those attending made new contacts which were relevant to their work. Partners also took part in a mental health awareness session delivered by The Spark counselling service.</td>
</tr>
</tbody>
</table>
Community Learning and Development (CLD) Service

The CLD Service currently has 73 core staff (59 Full Time Equivalent), and records all continuing professional learning (CPL) data quarterly and links this back to the CLD Competencies developed by the Standards Council.

- The average number of professional learning hours undertaken by core staff is 42.5 hours annually. 76% of staff are registered with the CLD Standards Council - they are required to evidence 35 hours annually to maintain their membership. Staff recorded 547 attendances at learning/training sessions with a total of 2620 hours recorded.

Professional Learning activities matched to CLD competencies

<table>
<thead>
<tr>
<th>Standards Council Competencies</th>
<th>Met through PL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know and understand the community in which we work</td>
<td>102</td>
</tr>
<tr>
<td>Build and maintain relationships with individuals and groups</td>
<td>104</td>
</tr>
<tr>
<td>Provide learning and development opportunities in a range of contexts</td>
<td>225</td>
</tr>
<tr>
<td>Facilitate and promote community empowerment</td>
<td>62</td>
</tr>
<tr>
<td>Organise and manage resources</td>
<td>146</td>
</tr>
<tr>
<td>Develop and support collaborative working</td>
<td>132</td>
</tr>
<tr>
<td>Evaluate and inform practice</td>
<td>220</td>
</tr>
</tbody>
</table>

Northern Alliance Regional Improvement Collaboration

The CLD Standards Council have been promoting the online learning platform i develop with practitioners across Scotland over the past year. In the interests of increasing awareness of this facility, encouraging membership of the Standards Council and strengthening digital skills the North Alliance agreed to host some sessions in conjunction with the CLD service. The event held in Aberdeen attracted 15 staff from a range of organisations in Aberdeen City and Aberdeenshire and was well received. Participants said they felt clearer about the functions of the platform and more confident in accessing a range of information.

CLD Leads from the Northern Alliance and West Alliance have been working together for some time to exchange information and share learning in order to improve and strengthen the statutory planning elements of CLD. An event at the Northern Alliance Hub in December 2019 brought key people from both RICs together in a collaborative workshop setting supported by Education Scotland.
Background
In October 2018 funding became available through Education Scotland to support the enhancement of professional learning in STEM (Science, Technology, Engineering, Maths). Agreement was reached to apply for funding from this grant source to support ALCP and the strategic CLD partnerships in Aberdeen City together with the Aberdeen Science Centre. Gaps in learning and development opportunities for CLD staff and volunteers were identified and the creation of learning programmes and materials were seen to be important in understanding and engagement around this topic.

A core steering group was formed involving staff from all three interest bodies. This group has worked well in developing a collaborative approach and in planning and delivery on the aspects of the Project. Subsequently a slightly broader secondary group involving some practitioners was formed to support the roll out in a practical way and to spread the learning.

What have we done to date?

• Key local partners are now working more collaboratively and have been active in making national STEM connections, including the Education Scotland STEM Support Officer for this area who has been very helpful and supportive.

• Partners on a half day Seminar on Appreciative and Narrative Inquiry to strengthen professional learning and develop skills for case study work. This was delivered by Professor Karen McArdle who is a research and education specialist from University of Aberdeen. 15 professionals took part and are working on creating case studies demonstrating the role of STEM in CLD work.

• CLD practitioners from both partnership areas and the community liaison worker from the Science Centre designed and piloted a 2-hour Unlocking STEM in CLD Workshop with an informative presentation and interactive exercises / experiments designed for easy use in community settings.

• The first two of four sessions have been delivered to 52 participants who are increasingly incorporating their learning in their work with adult learners, families and with young people.

• The Science Centre staff are accessing learning and skill development in CLD practice which is something which had not been anticipated and which now has a high value placed upon it.

• The CEO of the Science Centre was invited to present at a Regional Improvement Collaborative event in Aberdeen with 35 people from CLD organisations present which allowed her to reach CLD Leaders across the entire geography of the Science Centre delivery area. This created invaluable networking and connections.
### The need
ALCP partners and elected members wish to improve monitoring and reporting. Education Scotland have also identified this in Aspects Review and 2017 Aberdeenshire HMie inspection. Aim to develop proxy indicators across priorities.

### Outputs
#### Short term
- There is consistent reporting back on progress against Plan priorities from all LLCPs.
- Partners share data regularly and appropriately.
- Partners are able to identify outcomes which can serve as proxy indicators against other plans and priorities

#### Medium term
- Partners can better identify trends and recognise unmet needs and emerging priorities
- CLD data sharing is improved across a range of CPP and council priorities
- Proxy indicators better demonstrate CLD impact against a range of priorities

#### Long term
- Partners are able to use evidence to adapt services to meet priorities.
- The impact of CLD practice is recognised and evidenced across policy areas
- Indicators are fit for purpose and understood by CLD staff and stakeholders.

### The Assumptions
Partners recognise the need to develop simple Outcome Indicators to accompany each logic model. These need to be in a format which is meaningful and proportionate. The aim is to simplify data collection and develop CLD outcomes which can also be used as proxy indicators for other plans and priorities, ALCP will form a working group to progress this. Learner and community voice remains a key element of inclusive CLD Practice and individual partners have their own systems in place to do this. However, there is still a need for partners to find a way to involve learners and communities in the continued development of CLD in Aberdeenshire. Improving democracy and involving citizens remains a cornerstone of CLD Practice. This strand is also picked up in the new Aberdeenshire Community Engagement policy guidance which will measure quality of engagement against the National Standards for Community Engagement. This priority has not been linked to the CLD Outcomes but is placed in the context of the Revised Guidance Notes.

### Links to Key Policy and Strategy Documents
- Revised Guidance Note on CLD Planning 2018-21 (Education Scotland)
- National Outcomes for Scotland – Draft National Indicators
- Inspection of Community Learning and Development in Aberdeenshire (2017)
### Using Data Effectively

<table>
<thead>
<tr>
<th>LLCP</th>
<th>Action taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboyne</td>
<td>Partners have been developing their own data around mental health through community engagement and workshops.</td>
</tr>
<tr>
<td>Alford</td>
<td>Partners are looking to how they can respond to the findings of the Aberdeenshire Youth Forum survey.</td>
</tr>
<tr>
<td>Banff</td>
<td>Child poverty statistics were with local stakeholders and led to the development of a new community development project.</td>
</tr>
<tr>
<td>Banff</td>
<td>Partners are collating data on local services and looking at how they can best share and link this in the new ALISS website.</td>
</tr>
<tr>
<td>Ellon</td>
<td>A ‘Story Dialogue’ session with partners unlocked additional information around food poverty and led to a new project to increase the number of pupils able to access a breakfast at school.</td>
</tr>
<tr>
<td>Huntly</td>
<td>Partners are looking to how they can respond to the findings of the Aberdeenshire Youth Forum survey.</td>
</tr>
<tr>
<td>Inverurie</td>
<td>Partners have focussed on local data – developing a Who’s Who of local partners organisations roles and people.</td>
</tr>
<tr>
<td>Kemnay</td>
<td>Partners have used SIMD data and are looking more in depth into the settlements of Kintore and Blackburn. New data was generated through a community needs assessment engagement process in Kemnay.</td>
</tr>
<tr>
<td>Mearns</td>
<td>Partners have focussed on making better use of social media platforms to share information.</td>
</tr>
<tr>
<td>Meldrum</td>
<td>Session with Job Centre + staff to look at employment trends. Exploration of food poverty in discussion with primary heads. Key partner Udny Development Trust delivered a major consultation with residents supported by Planning Aid Scotland.</td>
</tr>
<tr>
<td>Mintlaw/Peterhead</td>
<td>Partners took part in a session with the Employability team on using NOMIS labour market data.</td>
</tr>
<tr>
<td>Portlethen</td>
<td>Local partners have identified mental health as a key issue.</td>
</tr>
<tr>
<td>Stonehaven</td>
<td>Partners responded to a local report on the theme of ‘Loneliness’ – developing a working group and delivering a conference on the theme.</td>
</tr>
<tr>
<td>Turriff</td>
<td>Partners looked at trends around local food bank use and free school meal eligibility which showed levels comparable to Fraserburgh and Peterhead.</td>
</tr>
<tr>
<td>Westhill</td>
<td>Westhill is the pilot for the new Strategic Assessment process being developed by the Community Planning Partnership. The results of this will be shared and discussed at the LLCP.</td>
</tr>
</tbody>
</table>

---

**Note:**
- LLCP: Local Learning and Change Partnership
- SIMD: Socioeconomic Index for Areas
- ALISS: Access to Information, Libraries, IT and Support Services
- NOMIS: National Occupational Classification of Job Survey

---

22 | Aberdeenshire CLD Plan 2018 – 2021
**ALCP and Data Gathering**

Internal reporting has improved as a result of the new systems developed.

- LLCP’s report back quarterly and these results are shared and discussed at the strategic ALCP session. This data has helped in the two-way process of flagging up emerging issues and in noting geographic variations across Aberdeenshire.
- The reporting has also shown that LLCP’s are active and functioning across Aberdeenshire with 14 partners on average actively involved in each through attending meetings, sub-groups and attending CPD sessions.
- LLCP’s have been able to identify where the underpinning mental health and well-being themes are being addressed in their local discussions and activities. All LLCP’s had at least one outcome relating to enhancing mental health and well-being.
- Strategic partners met twice with the senior CLD Workers who facilitate the 16 Local Learning Community Partnerships across Aberdeenshire. In a workshop sessions partners shared the type of data they collected and how that could best be shared. It was evident that partners were both data gatherers and users of secondary data.

**How have partners used data?**

- LEAD Scotland had identified increased demand for services that they were unable to meet within current resources. They used this information to support a funding application to the Social Economy Growth Fund – which has allowed them to work with 26 additional learners.
- The CPP Partnership Analyst team are developing new neighbourhood based Strategic Assessments with a pilot in Westhill which will eventually be replicated across Aberdeenshire.
- The piloting of a breakfast initiative in Fraserburgh initiated through the LLCP saw a 127% increase in secondary pupils taking free school meals (and breakfast). This approach has now been rolled out across Aberdeenshire.
- Aberdeen City and Aberdeenshire CLD Leads have begun work through the Regional Improvement Collaborative to coordinate CLD data gathering under consistent headings in line with national outcomes in order to better share information and report collectively.
- Health and Social Care Partnership (HSCP) - A new Gypsy/Traveller (G/T) Community Health Project is being developed in response to national and local data and plans which show how the G/T community are marginalised and discriminated against as a group - leading to poor outcomes in many areas of life such as housing, employment, educational attainment and health. The Scottish Government and COSLA Action Plan highlighted a pilot project Community Health Matters which Aberdeenshire HSCP will be involved in taking forward from 2020. This community development approach will see a Project co-ordinator recruiting and training Community Health Workers from within the G/T community to build capacity for health improvement.
Data on effectiveness of LLCP Process – Case Study

Partners in Fraserburgh Local Learning Community Partnership took part in an externally facilitated session to gather information to show what impact, if any, the LLCP was having in relation to the core objectives of

- Creating a space to bring CLD delivery partners together to better plan and co-ordinate the delivery of CLD work locally
- A forum where partners use data and local knowledge to identify priorities in their locality and in the context of the CLD Plan
- To improve connections and understanding amongst partners leading to more co-ordinated and/or joint delivery of services

How we measured this?

Partners worked with Assist Social Capital and used their Unlocking More than Potential toolkit to measure in relation to

1) Shared understanding – the degree to which partners have shared norms and values
2) Reciprocity – the degree that people support each other and the confidence that this support will be returned in future
3) Trust – the confidence partners have that others are working in the best interests of the partnership
4) Strengthened Networks – as defined in relation to levels of
   - Bonding – close strong ties between people in the network
   - Bridging – developing peer to peer and horizontal ties across the Partnership
   - Linking – developing vertical ties to other decision makers outside the Partnership.

How we did it

LLCP members took part in a training session on the concept of Social Capital and recorded their local connections at the point they joined the LLCP. They recorded each individual contact and answered questions which related to social capital – the results of this became the benchmark Social Network Analysis (SNA).

Partners then repeated the process as of now and produced aNow SNA. The results showed significant changes in the levels of social capital within the partnership.

- Bonding Social Capital – Increased by 60%
- Bridging Social Capital – Increased by 160%
- Linking Social Capital – Increased by 77%
Social Network Analysis

Now SNA

The Fraserburgh LLCP is the longest established group in Aberdeenshire.

Partners were able to identify changes which had come about as a result of the improved partnership working.

The quality of the relationships has improved over time alongside a significant growth in bridging social capital which is linked to the shared understanding and articulation of local priorities.

The tool also measured the quality of the relationships and this also showed significant positive movement.

- Shared understanding of the purpose of the group – increased by 20%
- Trust increased by 45%
- Reciprocity increased by 32%

Does it address the theory of change?

A space to bring CLD delivery partners in a network/locality together to better plan and co-ordinate delivery of CLD work.

High levels of bonding social capital – and significant increase in bridging social capital. People know each other better, trust each other more and are more likely to work together.

A forum where local partners use data and local knowledge to identify priorities in their locality in the context of the Partnership CLD Plan.

Partners collectively prioritised child poverty as an issue - and as a result got wide buy in from partners as they saw it as relevant to their work.

To improve connections and understanding amongst partners – leading to more co-ordinated and/or joint delivery.

Partners working more closely together (e.g North School and Day Centre around foodbank) and linking social capital led to pilot of additional funding to allow young people to access a breakfast at school.
Next Steps – the national perspective

In 2019 Education Scotland produced a report called ‘Planning for Change’ which reviewed all 32 CLD Plans across Scotland. From this they made some specific recommendations for CLD Partnerships, specifically to…

- Consider what next steps are required at national, regional and local level to support the needs of the CLD workforce identified in current CLD plans.
- Consider the development of a template for the next round of plans
- Ensure that their published CLD plans continue to guide local CLD service delivery by regularly evaluating their CLD plans in the light of current circumstances.
- Take steps to ensure that learners of all ages and communities are involved in the ongoing planning and evaluation of CLD provision and are informed about progress.
- Continue to look at CLD planning through a poverty and inequalities lens.
- Consider how they can learn from each other’s approaches to CLD planning. For example, through shared peer evaluation.

Next Steps - Aberdeenshire

As we move into the second half of the 18-21 Plan, partners will be starting the process of developing the new rolling three-year plan. The findings of the national research will help to inform that process whereby we will

1. Seek input from Education Scotland on areas for improvement in the next version of the Aberdeenshire CLD Plan (this may also address the issue of formatting if there is a move to one plan style or template).
2. Engage widely with partners and stakeholders in the development of the new CLD Plan.
3. Ensure that the next CLD Plan includes an Equality Impact Assessment to ensure it retains a focus on addressing inequality.

To find out more about the CLD Plan and the Aberdeenshire Learning Communities Partnership visit https://learningcommunitypartnershipsaberdeenshire.com/