Aberdeenshire Learning Communities Partnership (ALCP)

Changing lives and supporting individuals, families and communities through learning in Aberdeenshire

Community Learning and Development (CLD) Plan 2021-24

Executive Summary

Throughout the life of the Aberdeenshire Learning Communities Partnership, the partners have delivered services to meet the needs of their service users. Some of that activity has been undertaken with the support of other partners.

Through planning, the ALCP has a focus on recognising and responding to opportunities for collective action, adding value to the impact of the partners efforts through joint endeavour and cooperation alongside the continuing work of the individual partners. As stated in section 2, this plan does not seek to outline all proposed CLD activity to be undertaken in Aberdeenshire, but the priorities arrived at by partners which will be the focus of collaboration.

Members of the Aberdeenshire Learning Communities Partnership (ALCP) will work to deliver support and change through this plan in line with local need and the requirements of the Scottish Government regulations for CLD. The period covered is 2021 to 2024 in stages. Year 1 will be focussed on the recovery phase from the Covid pandemic.

There is an understanding that CLD can provide support across a range of contexts and areas of life particularly at this time when Covid19 has amplified the inequalities which the delivery of CLD seeks to tackle. It is also clear that communities are at different stages of recovery. Based on the range of plans and priorities adopted by partners across Aberdeenshire and consideration of the shared data of the ALCP, partners have decided on the following key areas of priority. The detail of the relevant activity is outlined in section C of this document.

1. Improving health and wellbeing through Community Learning and Development

We will work to support health and wellbeing improvements, including recovery from the pandemic through focussed partnership learning opportunities which harness CLD approaches with communities and individuals to strengthen resilience and improve health and wellbeing.

2. Improving life chances through Community Learning and Development

We will work to increase our ability to overcome and remove barriers over three years by working as a partnership to ensure that community learning and development pathways are visible and accessible and to support local communities to influence change.

3. Building community capacity and resilience through Community Learning and Development

We will work to enhance our communities' capacity and resilience to better meet local needs and influence services through effective provision of community learning and development opportunities, promoting community independence and bringing communities together.

4. Strengthening workforce development, including with volunteers, through Community Learning and Development

We will work to strengthen learning opportunities for those working in community learning and development through shared partnership approaches to ensure staff and volunteers have the right skills to meet emerging need in the context of Covid recovery.

Underpinning focus on:

Identifying and using data and information to underpin planning and effective collective delivery and identifying unmet need.

How will we do this?

We will work together – for example – to:

- Deliver programmes of learning which develop resilience **by** developing skills and knowledge to deal with challenges to recovery ***through*** CLD activity
- **Create** access to digital upskilling opportunities for staff and volunteers
- **Establish** a forum for youth work providers and young people
- **Share** data to ensure more effective use of resources

More detail can be found in our action plan.

Together, through our planned activities, we will achieve positive outcomes for individuals and communities through community learning and development.

This plan is a work in progress as partners continue to contribute to the recovery phase we are in. We will seek to add value as a partnership to the work which we do in Aberdeenshire through our individual organisations. Already we have called on our collective picture of community needs to identify the priorities highlighted. Our links to the Local Learning Community Partnerships allow us to deliver appropriately in settings where our work is most needed.

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SECTION A - Background and context

1. Introduction, purposes and partner members

Community learning and development (CLD) practice covers a broad range of practice including youth work, community-based adult learning, family learning and community development.

CLD empowers people of all ages to work individually or collectively to make positive changes in their lives, and in their communities, through learning, personal development and active citizenship.

Fundamental to the practice of CLD across all of its settings are values which have been identified by the CLD Standards Council in Scotland:

- **Self-determination** – respecting the individual and valuing the right of people to make their own choices.
- **Inclusion** – valuing equality of both opportunity and outcome, and challenging discriminatory practice.
- **Empowerment** – increasing the ability of individuals and groups to influence issues that affect them and their communities through individual and/ or collective action.

- **Working collaboratively** – maximising collaborative working relationships in partnerships between the many agencies which contribute to CLD, including collaborative work with participants, learners and communities.
- **Promotion of learning as a lifelong activity** – ensuring that individuals are aware of a range of learning opportunities and are able to access relevant options at any stage of their life.

A code of ethics was developed by the CLD Standards Council for Community Learning and Development, The Code has a central role in defining and communicating what CLD work is. Together with widely agreed values and principles and a Competence Framework, it provides the foundation for improving standards in CLD and for strengthening the identity of CLD as a profession.

Section 1 of the Education (Scotland) Act 1980 requires each education authority to secure adequate and efficient provision in their area of both school education and further education, which in this context includes Community Learning and Development and is not age limited. In referring to community learning and development, the CLD Regulations include "both programmes with an explicit learning focus and other types of activity that are designed with participants and promote their educational and social development". It includes activities that develop communities as well as promoting the educational and social development of the individuals and groups participating in them.

The specific focus of CLD, as identified by Scottish Government should be:

- Improve life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship.
- Stronger, more resilient, supportive, influential and inclusive communities.

(Scottish Government Strategic Guidance for CPP (2012). Revised note (2018))

Regulation 4 of The Requirements for Community Learning and Development (Scotland) Regulations 2013 requires that education authorities publish plans every 3 years containing information about the provision of community learning and development.

There is an expectation on education authorities to recognise, in their CLD plan, the integration and impact of CLD practice across services within the local authority area.
This work will include services provided by the CLD workforce employed and volunteering within the local authority, as well as CLD provision within schools, colleges, third sector organisations and other community planning partners.

In summary, the expectation is for education authorities in their plans to:

- Co-ordinate the provision of community learning and development with stakeholders:
- Describe the actions that will be taken to provide and coordinate community learning and development between 1 September 2021 and 31 August 2024:
- Describe the actions of partners for the provision of community learning and development from 1 September 2021 to 31 August 2024:
- Describe any needs for providing community learning and development that will not be met between 1 September 2021 to 31 August 2024

The Aberdeenshire Learning Communities Partnership.

The Aberdeenshire Learning Communities Partnership (ALCP) brings together agencies involved in the delivery of Community Learning and Development (CLD) across Aberdeenshire. The partnership is currently led by the CLD service in Aberdeenshire Council and involves partners from both the public and third sectors. The Partnership was formed in March 2015, with the first Aberdeenshire Partnership CLD

Plan being published in September 2015. In Aberdeenshire the Community Planning Partnership Board has agreed this partnership approach, and Aberdeenshire Council has both endorsed the approach and recognised the critical role of the Council's CLD service as the key bridge between the partners.

Extract - ALCP Terms of Reference March 2015

Aberdeenshire Learning Communities Partnership – partner members 2021

- Aberdeenshire Council
- Aberdeenshire Drug and Alcohol Partnership
- Aberdeen Foyer
- Aberdeen University
- Aberdeenshire Voluntary Action
- Federation of Rural Partnerships
- HMP Grampian
- Linking Disability and Education (LEAD Scotland)
- NHS / Health and Social Care Partnership
- North East Scotland College (NESCoL)
- Skills Development Scotland
- Workers Education Association (WEA)

ALCP Members | Aberdeenshire Learning Communities Partnership (ALCP) (wordpress.com)

2. Policy context

The Community Learning and Development Strategic Guidance emphasises the important role CLD has to play in the future delivery of public services, CLD's contribution to early intervention and prevention and its ability to empower people both individually and collectively to make positive changes to their lives through learning.

The CLD Regulations (Scotland) 2013 aim to:

- ensure communities across Scotland, particularly those who are disadvantaged, have access to the CLD support they need.
- strengthen coordination between the full range of CLD providers, ensuring community planning partnerships, local authorities and other providers of public services respond appropriately to the expectations set out by the CLD Strategic Guidance.
- reinforce the role of communities and learners in the assessment, planning and evaluation processes to enable them to shape CLD provision.
- make the role and contribution of CLD more visible.

Community empowerment and participation is central to a human rights-based approach to policy and decision-making. The human rights PANEL principles (Participation, Accountability, Non-Discrimination and Equality, Empowerment and Legality) mean:

- people should be involved in decisions that affect their rights and be fully supported to take part in developing policy and practices which affect their lives
- prioritising those people who face the biggest barriers to realising their rights

(draft Adult Learning Strategy May 2021)

The CLD plan reflects the needs, activity and the way that partners work together to ensure that outcomes through learning are appropriately met, with the right support to the right people at the right time, with ALCP partners leading on adoption of PANEL principles.

What informs this is the engagement, analysis and planning done by the stakeholders.

The CLD plan is informed by those priorities which are highlighted in existing plans.

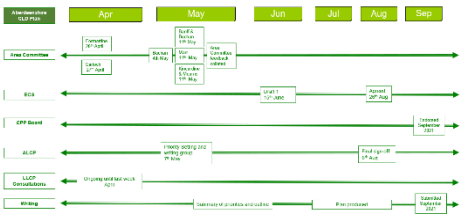
It is not a document that details what is to be done but indicates how priorities are arrived at and how partners work collaboratively with each other and communities to identify needs and strengths and provide the support that enables the outcomes that improve lives and increase opportunities.

The CLD Plan reflects the priorities in Aberdeenshire's Local Outcomes Improvement Plan, and is aligned with the key plans that respond to the needs identified by a range of stakeholders in Aberdeenshire, including Area Plans and Directorate Plans, Children's Services Plan, Health and Social Care plan etc. It seeks to respond to the data that informs those plans, including Community Impact Assessments, Aberdeenshire's Strategic Assessments and SIMD data.

Appendix 1 Community Impact Assessments Ranked in Vulnerability Spectrum

Aberdeenshire Council undertook community impact assessments to determine the relative impact of the Pandemic, which are summarised in figure 2.

3.Timeline



The table at Fig 3 outlines the stages of development of the plan and associated actions up until the formal submission in September 2021.

Appendix 2

4. Aberdeenshire context – including Covid-19 related impact

The North East of Scotland is among the most prosperous regions in the UK. The area has a net population increase of 5% between 2009 and 2019 to 261,210. The relatively highly skilled, well paid, and economically active profile of residents, and the strength of the public and private sectors are major strengths for the region. Business growth and enterprise growth are also above most major regions.

The Covid-19 pandemic during the early part of 2020 may result in a 14% drop in Scotland's GDP over the year. A similar drop in Aberdeenshire GVA would see GVA fall from £7.4 to approximately £6.4 billion – a level not seen since 2012. This at a time of volatile oil prices, to which Aberdeenshire is particularly sensitive. This is one of many consequences of the coronavirus pandemic.

Income inequality appears to be rising after a decline following the recession. With the projected increase in older people, the number of pensioners in persistent poverty will rise, increasing demand for support services.

Aberdeenshire is often thought of as a region without poverty, however, there are 5,105 households on absolute low-income in Aberdeenshire. There are 340 Scottish Index of Multiple Deprivation data zones in Aberdeenshire, representing 4.9% of the 6,976 data zones in Scotland. Within the context of the 32 Scottish Local Authorities Aberdeenshire has no data zones ranked within the 5% most deprived. The lowest ranking Aberdeenshire data zone is ranked at position 578, within the 10% most deprived in Scotland, and is found in Fraserburgh (Fraserburgh Harbour and Broadsea). Aberdeenshire has nine data zones within the 20% most deprived in Scotland, representing just 0.6% of the national share. All nine of these zones can be found in Fraserburgh and Peterhead.

Covid-19

Before the pandemic, there was already an inequality in Scotland across many domains such as income, wealth, living standards, labour market participation, health, education and life chances (chances of achieving positive outcomes and avoiding negative outcomes throughout the course of your life). Emerging evidence suggests that Covid-19 has amplified many of these pre-existing inequalities and exposed the vulnerability of some population groups to adverse shocks. The pandemic has also starkly demonstrated the effect of deprivation as a spatial focus for multiple inequalities and poor outcomes. The Covid-19 pandemic is likely to widen inequality in the short, medium and long-term. The barriers to delivery on positive CLD outcomes within the plan will remain a significant obstacle during the lifetime of the plan.

Socio-economically disadvantaged people are more likely to experience poorer mental and physical wellbeing, lower life satisfaction, and feelings of loneliness, all of which either have already been impacted by Covid or are likely to be impacted by an economic downturn and increased poverty.

Socio-economic disadvantage remains a key driver of poor attainment and evidence is pointing to the pandemic being highly likely to widen pre-existing educational inequalities. (The impacts of Covid on Equality in Scotland: Scottish Government 2020)

Education and improving the life chances of children and young people are vital elements in realising the Scottish Government's overarching purpose. In prioritising the issue, Aberdeenshire Council is strategically aligned with the Scottish Government.

People living in the most deprived areas and households on low incomes were least likely to be managing well financially before the crisis. The economic recession associated with the pandemic is already resulting in unprecedented levels of financial distress and hardship, particularly for those experiencing socio-economic disadvantage. The economic crisis caused by Covid-19 is having a disproportionate impact on those with lower earnings,

In requiring CLD Plans to be submitted to Scottish Government in September 2021. It is understood that this planning activity will take place against a backdrop of recovery from the pandemic.

"We also recognise that the Covid-19 crisis is likely to continue to present significant practical challenges to CLD planning between now and September 2021 and that this could have an influence on future CLD planning priorities throughout 2021- 2024"

(CLD Planning guidance 2021-24)

The Scottish Government recognise that CLD practitioners will have a vital role to play in rebuilding from the pandemic and responding to the new challenges ahead. There is an expectation that education authorities will take appropriate steps to:

- Ensure that adequate and efficient CLD support is made available to assist disadvantaged communities to recover from the Covid-19 pandemic

- Consider the impacts on disadvantaged learners and communities as part of an ongoing assessment and reflect any changes in the planning and review process in 2021-22
- Embed priorities for recovery and renewal of local CLD services within Local Outcomes Improvement Plans (LOIP) and other relevant local plans.

The Aberdeenshire Health and Social Care Partnership (AHSCP), Council Services and third sector partners are ideally placed to raise the profile of health and wellbeing. This can be in their own workplaces, communities and schools encouraging pupils and staff to overcome existing behaviours and choose healthier behaviours.

Early intervention to tackle mental health issues can tackle problems earlier. The pandemic will have increased the magnitude of mental health problems in Aberdeenshire. The scale of the problem means that support for people with mental health problems will need to come from a variety of sources through partnership working – council, Live Life Aberdeenshire, CLD providers, health services and youth justice. (Aberdeenshire Strategic Assessment 2020-2021 draft)

Digital Connectivity

Aberdeenshire is generally not as 'well connected' as other parts of Scotland. It ranks relatively poorly in relation to a selection of indicators relating to digital connectivity, both in the context of a group of peer local authorities and Scotland as a whole. This is particularly the case in relation to upload/download speeds – even for households with access to superfast broadband (SFBB). Superfast broadband is available in 78.2% of Aberdeenshire's area making it the 9th highest in Scotland.

At a more local level the availability of SFBB is not consistent. For example, in the Peterhead CSN area the values range from 0% - 100%. Disparities exist within towns themselves with Peterhead Harbour Intermediate Zone experiencing almost double the download speed as Peterhead Ugieside. Some of the fastest download speeds in Aberdeenshire are found in Blackburn, Fraserburgh, Peterhead, Ellon, Banchory, Stonehaven and Westhill. However, these areas don't match the average median speed for Scotland as a whole. (Aberdeenshire Strategic Assessment 2020-21)

All CLD partners have significantly increased their engagement and delivery online, and there has been an investment in learning for staff to ensure that the quality of delivery has been at its best. All CLD partners and many service users have reported a very positive experience of using digital platforms. Increased reach and high levels of retention have been a feature of online learning in the period of the pandemic. Whilst there is a keenness to return to face-to-face delivery as the Covid restrictions are eased, there is a recognition that online and blended delivery will remain an important element of delivery achieving improved reach and inclusion.

5. Previous plan 2018-21

The priorities in the 2018-21 plan were:

1.Improving transitions and building resilience

2.Community Engagement to Empowerment

3.Workforce Development

4.Using data more effectively

Underpinned by an overall focus on health and wellbeing.

CLD Partnership Plan 2018-2021 | ALCP (ALCP)

The plan was reviewed in March 2020

20218-2020 CLD Plan Mid Term report

Education Scotland undertook an Aspect review of all CLD Plans across Scotland for 2018 -21 and identified key Strengths and Areas for Improvement.

Planning for Change, A Review of CLD Plans in Scotland 2018 – 21

The review of the Aberdeenshire's CLD plan, and evaluation since identified key areas for improvement that align with some of the national areas for Improvement.

A lack of detail in some plans on how learners were engaging in the assessment, planning and evaluation of CLD provision; Identified in local review as a weakness. The consultation undertaken with learners and non-learners, with Local Learning Community Partnerships, elected members and partners to inform the draft plan responds to the need to strengthen this. It should be recognised that this is a focus for the first year of the plans, to consult more widely around the impacts of Covid and take account of evidence of need in existing plans and assessments.

Some CLD partnerships were more inclusive than others: It was Identified that there is scope for the ALCP to include more partners and community and learner voice. There is also scope to link more effectively with the Community Planning Partnership and have improved communication with Area Committees. Strengthening LLCPs and representation of youth voice have been a focus of consideration within the lifetime of the previous plan.

Examples of specific actions around ESOL were not as widespread as would have been expected; ESOL was mentioned in relation to inclusion but was under-represented in the plan relative to the level of need, the growing levels of delivery and the impacts of ESOL learning for learners.

SECTION B – A partnership approach

Five key plan themes as laid out by Scottish Government

Involvement / Shared CLD Priorities / Planning / Governance / Workforce Development

These themes support us to lay out our information in a helpful sequence.

Involvement

- Aberdeenshire Learning Communities Partnership partners have tracked the progress of the 2018-2021 plan and were involved in undertaking the review of the previous plan in 2020.
- Partners have been sharing the data and datasets that inform their areas of work, and have shared the key priorities of their organisations
- Partners have met to discuss and understand the refreshed guidance on CLD Plans.
- Partners have met and worked together to draft the plan for 2021-2024.
- Partners are committed to engaging with their stakeholders to consult on the draft plan. Partners recognise the importance of the plan in clearly outlining the response to CLD needs to support their applications to funders for the delivery of CLD support locally.
- The Purposes and processes of the CLD plan have been discussed with the members of all 6 of the Council Area Committees with members offering their views as to what the priority issues, communities

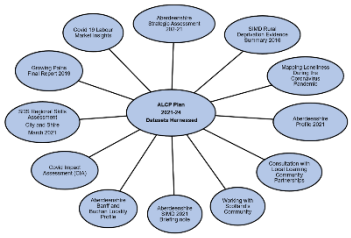
and communities of interest that should be targeted by further consultation and whose needs should be included in the plan.

- There has been consultation with a range of people who are currently engaged with CLD as well as with a sample of people not currently engaged as to what their priorities are for CLD support in the future. This has been completed online. It is intended that this consultation will be built on as Covid restrictions allow greater face to face engagement.
- It is agreed that there will be an "easy read" version of the plan which will be distributed, and feedback sought on for the refresh which will be undertaken in 2022.
- Progress and professional dialogue has been enhanced by the connections made by partners through the Regional Improvement Collaborative – the **Northern Alliance.** Further information in ***Appendix 3***

Shared Community Learning and Development Priorities

- ALCP partners are involved in joint discussion of CLD needs and delivery at a local level through involvement in the Local Learning Community Partnerships (LLCPs), as well as through their participation on the strategic ALCP, which is part of the governance of the LLCPs. This reflects the collective approach taken by the partners. Intelligence and feedback from the LLCPs are regularly considered by the ALCP and forms the thinking of shared priorities.
- A Teams space is used to share partner datasets and priorities both to inform planning and ensure a shared understanding of partners priorities and what drives them. Shared knowledge of data collection and analysis means the basis on which the plan is drawn is mutually understood. Recognisable national datasets are available through links.
- Use of our shared ALCP WordPress site allows us to improve understanding of partner priorities and to open opportunities to share opportunities for learners
- The importance of connections amongst communities is a shared priority
- The council has a wide range of data available to support the council functions, such as the new Community Impact Assessments, but also to use in shared settings with other partners.
- The sharing and use of data to support decision making has developed amongst partners in preparation of this plan. It has enhanced the partnership ability to more accurately target resources and to understand conditions and issues which people face in our communities. ***Appendix 4***

"Use of the data sets highlighted in this partnership CLD plan has been vital for Lead Scotland to understand the disproportionate impact that Covid 19 has had on disabled people. The information from this data defines our approach to effective CLD partnership working in Aberdeenshire to meet complex and emerging needs over the next three years. – Lead Scotland"



Planning

- Partners have Identified relevant priorities from the number of plans in existence locally, applying an understanding of the links between CLD plans, for example the employability partnership plan, whilst drawing on their knowledge of appropriate priorities in national plans e.g., with a focus on young people and positive destinations.
- Planning is embedded in the Community Planning Partnership (CPP) process through developing links at local levels (LLCPs), although there remains scope for strengthening at local and strategic levels.
- The CLD plan sets the context for CLD activity across Aberdeenshire and informs other planning partners across the CPP as to the priorities and outcomes that are the focus of CLD partners. CLD partners are in turn clear about the governance associated with drafting the CLD Plan, its route for

approval and the actions associated with discussing and firming up the activity and priorities for the full three-year plan. This process underscores the shared understanding of the purpose of CLD.

- The CLD partnership has an understanding of where they are adding value and filling gaps in the support to communities and individuals. Engagement at the local and strategic levels helps ensure the complimentary delivery of services. There is a recognition that third sector funding requires a demonstration that proposed activities are complimentary and not duplicating any other work underway or planned in the area. Partnership is the mechanism for sharing information about planning to avoid duplication and enhance complimentary working.
- Our person-centred approach also mitigates duplication. Partners play a particular role in learning journeys, for example community-based adult learning through to college.
- Links to transition were a priority in the prior plan. A shared understanding of contributions to transitions avoids duplication. Lead Scotland are very clear, for example when supporting transition into college.
- Partners are working in accordance with the national CLD priorities, national Scottish government outcomes, regional outcomes, supporting community development, supporting attainment, supporting people into further education, supporting people into work and improving the quality of life of those challenged by low incomes.
- Strategic assessments, census and SIMD data for places and communities of interest impacted by poverty are targeted and performance information helps demonstrate positive impact. Going forward ALCP partners will ensure that emerging priorities, including those within the Tackling Poverty and Inequality group are taken into account.

Governance

- Aberdeenshire Learning Communities Partnership has, during the period of the previous plan, increased its support and engagement with Local Learning Community Partnerships. The introduction of chairs of LLCPs attending ALCP meetings had increased the levels of communication and understanding. This has supported the level of focus on CLD Plan priorities as outlined in the CLD Plan review of 2018 which captures the activity and achievements of the LLCPs. Whilst the pandemic has impacted on the meetings schedule both LLCPs and ALCP has had, the progress made to date will be built on.
- It is important to recognise that collaborative work takes place in wider settings beyond the locus of the ALCP and LLCPs.
- The operation of the ALCP over the lifetime of the CLD Plan has reinforced clarity in the governance arrangements. Self-Evaluation and continued professional development activity have supported the effectiveness of the partnership.
- The proposed new engagement model supporting HMIe CLD inspection may be challenging to the strength of those strategic connections. To support an effective response to the annual strategic engagement, use of the ***how good is?*** framework within ALCP and responding to appropriate challenge questions periodically will guide strategic direction of the partnership and content of plan.
- The review of the CLD Plan in 2020 concluded that further activity should be undertaken to strengthen and widen the CLD Partnership. The focus will be on widening the membership of CLD providers with a particular focus on youth work providers. It is also recognised there is scope for increasing youth and community voices influencing the direction and decision making in the ALCP.
- ALCP meets regularly as, despite the challenges of the pandemic, have the Local Learning Community Partnerships. The action plan review considers the extent to which intended outcomes are achieved. In our new plan a focus on performance indicators will be undertaken in order to maintain rigour with our overview of progress.
- The associated Integrated Impact Assessment which accompanies the new plan is informed by contributions by all ALCP partners

Workforce Development

- Latest Aberdeenshire data provides that 41% of Aberdeenshire Council's workforce is over 50 years of age; 14% is over the age of 60. The Council will therefore need to consider if and how to replace these experienced workers over the next decade or so. This reflects the findings of the CLD Standards Council report: Working with Scotland's Communities 2018, which found that around 25% of the current CLD workforce is intending to retire or leave the profession in the next 2 to 5 years. Less than 15% of the workforce is under 35 with more than 45% of the workforce over 50 years old. Public sector staff are slightly older with more than half of the public sector workforce over 50 years. 30% of the third sector workforce are over 50 years old.
- There is therefore a clear need to have a focus on workforce planning, developing routes into CLD and professional development for those who wish to achieve CLD qualifications. The draft Adult Learning strategy also recognised this issue nationally and calls for actions to s*trengthen cross sectoral professional learning (PL) opportunities available for staff and volunteers, supporting the use of the SCQF framework to underpin learning.*
- The ALCP operates under this priority heading through a small partner working group who meet to identify and deliver any identified actions.
- Up until this point some examples of our professional learning "offer" include shared access to training and development opportunities for all through the council online learning platform ALDO, a programme of workshops and case studies around Unlocking STEM in CLD and access to programmes through the North Alliance professional learning network.
- Membership of the CLD Standards Council in Aberdeenshire as a whole has increased by 8% to 103 in the past year following a successful recruitment campaign.
- Outstanding commitments remain to look more closely at career pathways for the CLD workforce and exploration of Professional Development Awards in Adult Learning and beyond.

SECTION C - Key Planning Priorities 2021-24

1. Improving health and wellbeing through Community Learning and Development

Strategic statement

We will work to support health and wellbeing improvements, including recovery from the pandemic through focussed partnership learning opportunities which harness CLD approaches with communities and individuals to strengthen resilience and improve health and wellbeing.

How will we do this?

1. Better identify health and wellbeing needs ***by*** using data effectively, harnessing consultation, intelligence and understanding the impact of Covid, ensuring a focus on mental health for recovery is captured.
2. Building Resilience by developing skills and knowledge to deal with challenges to recovery ***through*** CLD activity.

2. Improving Life Chances through Community Learning and Development

Strategic statement

We will work to increase our ability to overcome and remove barriers over three years by working as a partnership to ensure that community learning and development pathways are visible and accessible and to support local communities to influence change.

How will we do this?

1. Strengthen digital inclusion ***by*** developing learning and skills for engagement in the digital realm
2. Understanding and overcoming barriers to positive transitions ***through*** learning.

3. Building community capacity and resilience through Community Learning and Development

Strategic statement

We will work to enhance our communities' capacity and resilience to better meet local needs and influence services through effective provision of community learning and development opportunities

How will we do this?

1. Build community capacity to deliver community led/community based CLD opportunities collaboratively ***through*** an asset-based approach to recovery.
2. Strengthening community voice, and that of those with lived experiences to strengthen the ALCP– for example ***by*** establishing a forum for youth work providers and young people, building on work stimulated by the Year of Young People.

4. Strengthening workforce development, including with volunteers, through Community Learning and Development

Strategic statement

We will work to strengthen learning opportunities for those working in community learning and development through shared partnership approaches to ensure staff and volunteers have the right skills to meet emerging need in the context of Covid recovery.

How will we do this?

1. Create access to digital upskilling opportunities for staff and volunteers ***to ensure*** quality of online delivery.
2. Create access to improved Leadership for Collaboration learning ***by*** designing a bespoke programme.
3. Explore development of Professional Development Awards in conjunction with Northern Alliance ***to better define*** career pathways in CLD.

Underpinning focus on

Identifying and using data and information to underpin planning and effective collective delivery and identifying unmet need.

Strategic statement

We will drive improvement in the partnership use of data in order to effectively focus delivery.

How will we do this?

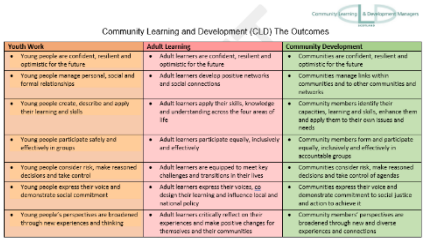
1. Ensure access for all partner organisations to the new Unlocking Data ***to improve*** Services programme in the Aberdeenshire ALDO programme.
2. Build on initial data shared space for partners ***to strengthen*** shared knowledge and effectiveness in using data.
3. Analysing data and information ***to identify*** any gaps and highlight ***emerging unmet need***.

   For example: *early analysis of data and intelligence gathering has identified specific levels of unmet need existing in relation to ESOL needs and improving life chances for older people and others in care homes and the community. Given the evidence of the increasing impact of the pandemic and its restrictions upon mental health, particularly for young people, these needs will require to be measured to ensure they do not outstrip the ability to be met to the extent they are now.*

SECTION D – evaluation / checks and balances

How will we do this?

- Review the use of key performance indicators in ALCP planning.
- Define key performance indicators for the purposes of monitoring and review.
- Gather regular updates from LLCP's for monitoring purposes through an action plan based on priorities.
- Access to LLCPs self-evaluation reports.
- Undertake community engagement in the purposes and progress of the plan through LLCPs.
- Undertake an annual strategic review focussed on the plan
- Aligning outcomes for CLD Planning with Community Learning and Development Managers Scotland (CLDMS) National Outcomes (Appendix 6) allows recording and reporting against national measures and enables benchmarking. ***Appendix 5***



Community Learning and Development (CLD) The Outcomes

Youth Work	Adult Learning	Community Development
• Young people are confident, resilient and optimistic for the future	• Adult learners are confident, resilient and optimistic for the future	• Communities are confident, resilient and optimistic for the future
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• Young people create, describe and apply their learning and skills	• Adult learners apply their skills, knowledge and understanding across the four areas of life	• Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs
• Young people participate safely and effectively in groups	• Adult learners participate equally, inclusively and effectively	• Community members form and participate equally, inclusively and effectively in accountable groups
• Young people consider risk, make reasoned decisions and take control	• Adult learners are equipped to meet key challenges and transitions in their lives	• Communities consider risk, make reasoned decisions and take control of agendas
• Young people express their voice and demonstrate social commitment	• Adult learners express their voices, co design their learning and influence local and national policy	• Communities express their voice and demonstrate commitment to social justice and action to achieve it
• Young people's perspectives are broadened through new experiences and thinking	• Adult learners critically reflect on their experiences and make positive changes for themselves and their communities	• Community members' perspectives are broadened through new and diverse experiences and connections

SECTION E – useful links / resources

1. CLD Managers Scotland reference sheet/checklist CLD Planning

   Tools – Community Learning and Development Managers Scotland

2. Planning for Change – review of CLD Plans

   Planning for Change, A Review of CLD Plans 2018 – 21

3. How good is the learning and development in our community

   How good is the learning and development in our community? (education.gov.scot)

4. Aberdeenshire Learning Communities Partnership – WordPress site

   Aberdeenshire Learning Communities Partnership (ALCP) |

5. Scottish Government Guidance note

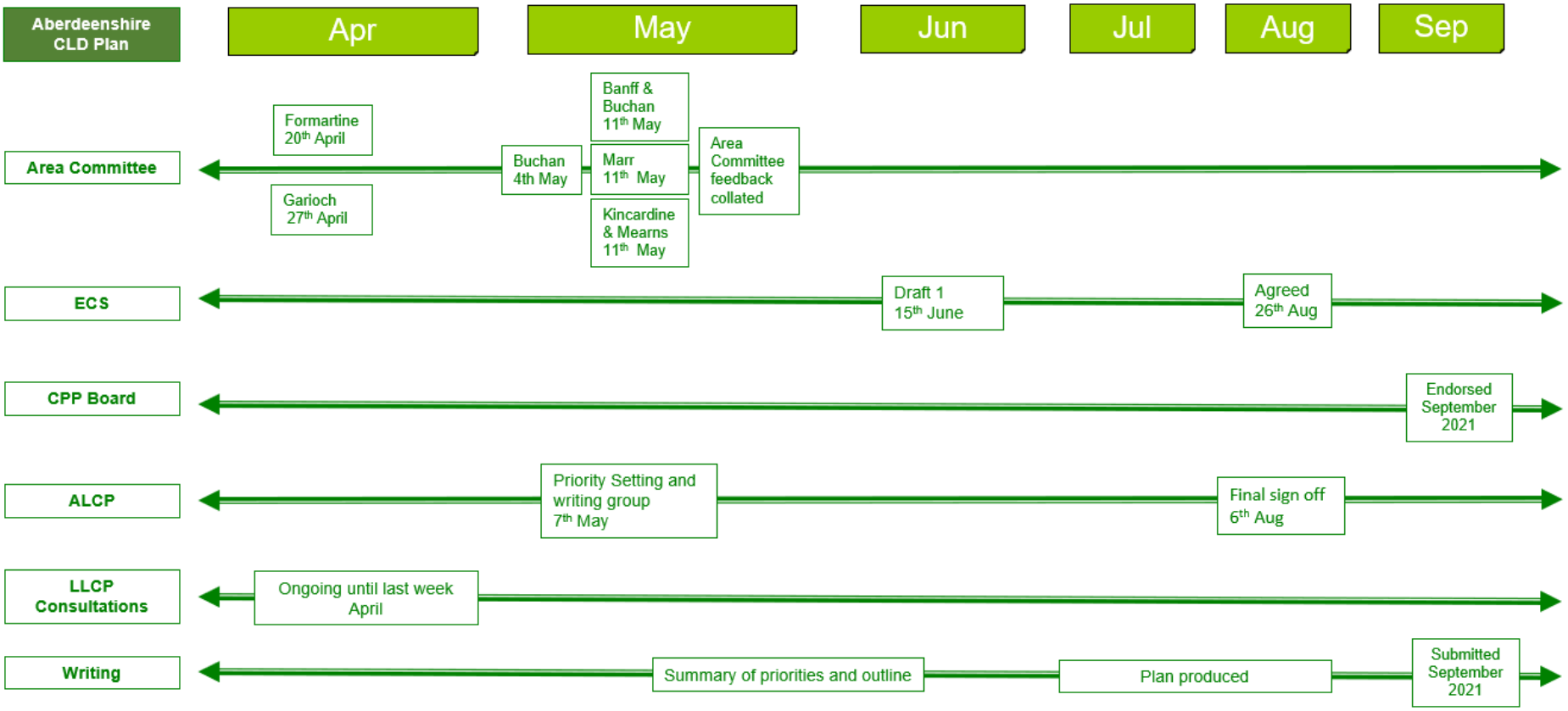
   Community learning and development plans: guidance - 2021 to 2024 - gov.scot (www.gov.scot)

This plan has been produced through the collaborative work of Aberdeenshire Learning Communities Partnership (ALCP) partners - all efforts are recognised and valued.

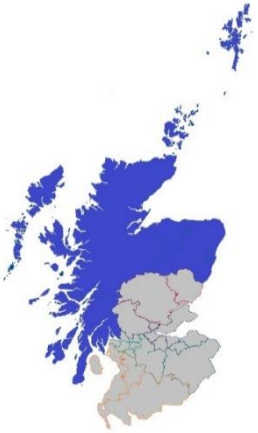
Appendix 1 – 1st Community Impact Assessments Ranked in Vulnerability Spectrum

	COVID Vul	Age Vul	Health Vul	Econ Vul	% Income deprived	Socio Econ Vul	Relative Child Poverty	Median h'hold income	% h'holds earning <£20K	Claimant Count %	UC In work	UC Not in work	% Food vul	% Digi Vul	Loneliness Prescription Ind	% Jobs Retail	% Jobs hospitality	% Jobs Arts/Ents
Central Buchan	84.2	52.6	68.4	73.7	6.6	94.7	10.7	36,684	23.2	3.60%	2.9	4.9	180.7	-0.12	2.46	7.5	7.5	3.2
Banff and district	100	100	84.2	89.5	9.7	84.2	17.3	28,467	34.1	5.2	4.5	7.5	176.8	0.71	0.39	8.5	12.8	2.2
Troup	94.7	84.2	63.2	78.9	9.3	100	17.4	29,740	32.1	4.2	3.5	6.3	182.4	0.63	1.62	4.6	7.6	3.9
Fraserburgh and district	89.5	94.7	100	100	12.6	100	17.1	27,486	35.9	5.7	5	8.4	144.9	0.8	0.25	10.9	6.2	3.7
Peterhead North and Rattray	78.9	68.4	94.7	94.7	9.9	89.5	18.7	31,124	32.4	5.8	5	7.9	178.1	0.36	0.76	8.3	6.9	4.2
Peterhead South and Cruden	63.2	89.5	89.5	84.2	9	52.6	15.3	31,933	27.5	4.9	4.3	6.4	140	0.43	0.84	6.2	6	2.3
Turriff	73.7	57.9	78.9	57.9	6.3	73.7	10.1	36,122	24.2	3.3	2.4	4.3	176.4	-0.13	0.96	3.8	5.7	3.5
Mid Formartine	36.8	36.8	52.6	31.6	4.4	36.8	6.7	43,306	17	3.2	2.5	3.8	140.7	-0.86	0.74	4.5	8.3	5.6
Ellon and District	42.1	31.6	26.3	42.1	4.6	26.3	8.2	42,534	18.9	3.4	2.6	3.8	114.3	-0.34	1.5	10.3	9.6	2.9
West Garioch	26.3	26.3	42.1	36.8	5	42.1	11	42,219	17.8	3.1	2.7	3.6	153.6	-0.66	-0.27	6.2	5.9	4.9
Inverurie and district	21.1	42.1	73.7	52.6	5.4	15.8	8.3	41,228	20.9	3.4	2.7	4.3	130.1	-0.25	-0.66	12.4	5	4
East Garioch	10.5	10.5	21.1	10.5	3.5	5.3	5.5	48,603	13.8	2.4	2.2	2.9	112.1	-1.16	0.14	3.4	4.9	3.4
Westhill and District	5.3	5.3	57.9	5.3	2.9	10.5	4.3	48,956	13.6	2.3	1.8	2.8	114.8	-1.09	0.39	6.7	9.8	6.3
Huntly, Strathbogie+Howe	57.9	63.2	36.8	68.4	5.8	63.2	13.2	36,774	23.7	3.5	2.9	4.3	173.7	-0.21	-0.42	5.9	5	4.4
Aboyne, Upper Deeside, Donside	68.4	78.9	5.3	47.3	4.6	78.9	11.6	41,096	19.4	3.2	2.6	3.4	186.9	-0.45	0.49	9.2	9.8	9.1
Banchory, Mid Deeside	26.3	73.7	47.4	21.1	4	31.6	6.1	45,351	17	2.8	2.3	3.3	119.9	-0.84	0.92	12.4	10	8.1
North Kincardine	15.8	15.8	15.8	15.8	3.1	21.1	6	46,852	13.9	2.6	2.1	2.8	119.5	-0.95	0.78	14.1	6.5	3.9
Stonehaven and Lower Deeside	47.4	15.8	10.5	26.3	4.1	47.4	8.6	46,538	16.9	2.8	2.2	3.5	133.9	-0.69	1.8	5.1	9	5.5
Mearns	52.6	47.4	31.6	63.2	5.4	57.9	9.4	40,749	19.8	3.5	3.2	4.3	157.5	-0.62	0.7	4.2	6.3	2.6

Appendix 2 – CLD Plan Timeline



Appendix 3 - Our Regional Approach in the North – The Northern Alliance



Aberdeenshire Council is one of eight regional local authority partner members in the Regional Improvement Collaborative for the North – ***The Northern Alliance.*** Other members are: Aberdeen City, Moray, Highland, Argyll and Bute, Shetland, Orkney and the Western Isles (Eilean Siar).

The **Northern Alliance** Regional Improvement Collaborative (RIC) aims to develop a culture of collaboration, sharing of expertise and creating local and regional networks to improve the educational and life chances of children and young people.

For further general information - The Northern Alliance – A Regional Improvement Collaborative

There are 9 workstreams delivering against the above agenda including a specific **CLD Work-stream** which is managed and delivered through the local authority Lead Officers for CLD. Some support for this is provided by Education Scotland through their Education Officers. This has been particularly evident in their involvement in CLD Planning and in aspects of continuous improvement.

The current operational improvement priorities of the CLD Leads group are to…

- Capture approaches to wider achievement for young people and adult learners and share practice
- Capture and analyse youth participation and youth voice
- Further develop approaches to Family Learning
- Increase access to professional learning, including online

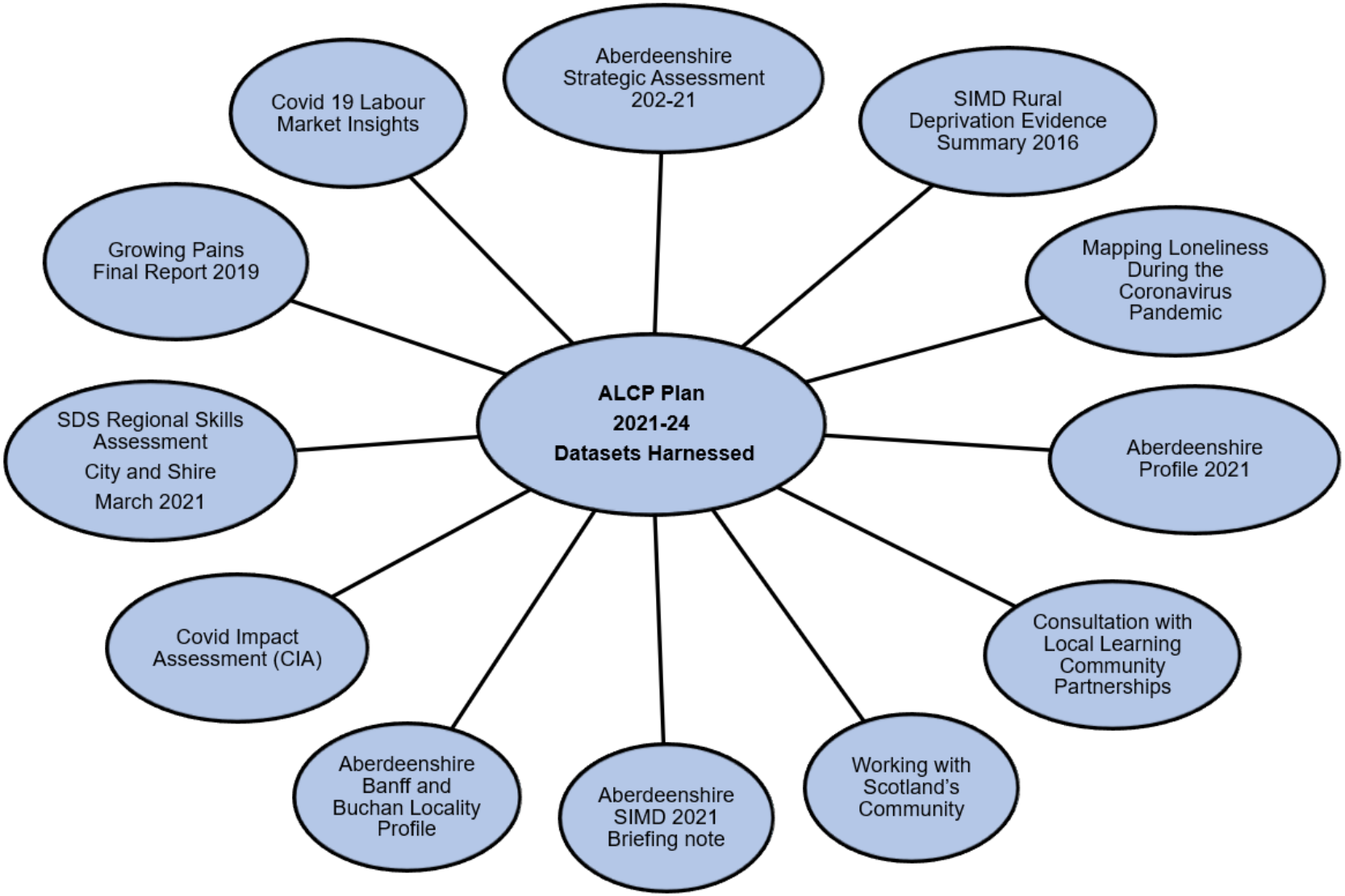
Read about our **collective** achievements here Northern Alliance CLD Sway

Building on these priorities going forward we will be establishing and supporting a Youth Advisory Group for the region, planning and delivering professional learning in STEM (Science, technology, engineering and maths) using a funding award from Education Scotland, strengthening networking around equalities and young people through a new forum, extending practice sharing in relation to Family Learning and contributing to the wider collaborations created through the Regional Improvement Collaborative.

Professional Learning for practitioners and the **North Alliance**

Access to professional learning and development for practitioners in CLD in the North is enhanced through a regional network of partners, including from the third sector, known as the **North Alliance.** In turn, this network is a member of the national grouping of CLD Training Consortia. The North Alliance is awarded a small amount of annual funding from the CLD Standards Council in Scotland to deliver professional learning activities for practitioners across the geography.

Appendix 4 - Information and data sources used to inform the developing plan.



Appendix 5 - Community Learning and Development Managers Scotland: National Outcomes

Community Learning & Development Managers SCOTLAND

Community Learning and Development (CLD) The Outcomes

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