



Aberdeenshire Community Planning Partnership

COMMUNITY LEARNING & DEVELOPMENT STRATEGY

2009-2012

***WORKING AND LEARNING TOGETHER
TO BUILD STRONGER
COMMUNITIES IN
ABERDEENSHIRE***

March 09

produced by the
LIFELONG LEARNING THEME FORUM

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This document sets out the Lifelong Learning Theme Forum's plans for the development of CLD in Aberdeenshire. If you would like a copy in another language or format please contact 01224665514.

This document is also available at www.ouraberdeenshire.org.uk

1 PURPOSE OF THE STRATEGY

- 1.1 This document outlines the approach that will be taken to meet the community learning and development (CLD) needs of communities in Aberdeenshire over the period 2009-2012.
- 1.2 It replaces and builds on the Community Learning & Development Strategy published by the Aberdeenshire Community Learning Partnership in 2004. The partnership has evolved since then as community planning has developed. It is now part of the wider Lifelong Learning Theme Forum.
- 1.3 The Lifelong Learning Theme Forum takes forward the Lifelong Learning Theme of the Community Plan. The aim of this theme is to improve the **Quality of Life Through Learning**, by working and learning together to develop and improve learning opportunities and build stronger communities. This is one of the themes of the Community Plan, and is where much CLD activity can be located. However CLD also contributes to the other four themes of Wellbeing, Sustainability, Jobs and the Economy and Developing Our Partnership.
- 1.4 The forum takes a “cradle to the grave” approach to lifelong learning. Its work encompasses early years, schools, the FE/HE sector, CLD and workforce learning and development. This way of working should provide a cohesive education and learning system, which results in our residents becoming successful learners, confident individuals, responsible citizens and effective contributors.
- 1.5 Aberdeenshire Council’s Education, Learning & Leisure Service leads on the Lifelong Learning theme, working in partnership with other Council Services, e.g. Housing & Social Work, and Economic Development, as well as key agencies including NHS (Grampian), Aberdeen College, Banff & Buchan College, The Robert Gordon University, Aberdeen University, Skills Development Scotland, including Careers Scotland and LearnDirect, the WEA, LEAD Scotland, Aberdeen Foyer and the three Councils of Voluntary

Service (K&D VOICE, Gordon Rural Action and BRIDGE). Grampian Police and Grampian Fire & Rescue Service also contribute to specific areas of work.

- 1.5 The representation from within the Education, Learning & Leisure service includes Community Learning & Development (Adult Learning, including Literacies, Youth Work and Community Capacity Building), Libraries, Arts & Heritage, Sports & Leisure, Early Years and Schools.
- 1.6 By working together we can plan and deliver community learning and development opportunities more effectively, making the best use of the resources available to us. It is equally important that we work with communities to better understand their needs and the most suitable ways to meet these.
- 1.7 We have set out our proposals for the next three years and the approach we intend to take. We welcome views on these so that we can produce effective and relevant **local community plans** to tackle the CLD priorities in Aberdeenshire.

2 WHAT IS COMMUNITY LEARNING & DEVELOPMENT?

- 2.1 Community Learning and Development is learning and social development work with individuals and groups in their communities using a range of formal and informal methods. It is about empowering people and enabling them to tackle the real issues and influence the factors that affect their lives. It is concerned with providing people with the skills and information they need to participate in community life, as well as promoting personal development through learning.
- 2.2 Community Learning & Development is aimed at both personal and community development. It involves learning to deal with personal, family, work and social issues. CLD can result in improved confidence and skills, it can assist in better health and wellbeing, especially mental health, and it can contribute to active, inclusive and safe communities. It can deliver change.
- 2.3 Some CLD programmes already lead to qualifications or some other form of accreditation. All programmes should be structured to enable people to make measurable progress, and the national guidance suggests that there should be clear links to the Scottish Credit & Qualifications Framework. (SCQF)
- 2.4 Different methods are used to meet individuals and communities learning needs. These can range from classes and courses to less formal methods of acquiring personal skills and becoming involved in social action. Key features are that community learning & development can be tailored to what suits people best, and that programmes and activities are developed in dialogue with communities and participants.

3 A VISION FOR LEARNING & DEVELOPMENT IN THE COMMUNITY

3.1 Our vision is for everyone in Aberdeenshire, but in particular those living in more disadvantaged communities, to have access to CLD opportunities that allow them to gain the knowledge and skills, both individually and collectively, to fulfil their potential, and to have the capacity to participate meaningfully in community life.

3.2 A number of basic principles will underpin our approach. We will aim to ensure

- Opportunities to learn are available to people regardless of their age, ability, race, gender, sexuality, faith, health, location, and financial or educational circumstances.
- There is access to affordable learning opportunities, particularly in our more disadvantaged communities.
- Learning gives people the self-confidence and motivation to continue learning for the purposes of personal development or playing an active role in the community.
- People are involved in deciding what they want to learn and how they want to learn.
- Opportunities to learn are available throughout people's lives and build on whatever education and experience they already have.
- There is a planned approach to the range and relevance of community-based activities to facilitate learner progression between the different providers.
- There is access, within communities, to high quality, impartial advice and guidance on the range and suitability of learning opportunities available
- Appropriate support arrangements, including childcare, are in place for those who need these to access learning.
- We take a cohesive partnership approach to delivery in order to maximise resources and skills.

4 COMMUNITY LEARNING & DEVELOPMENT, GOVERNMENT POLICY AND OUTCOMES

4.1 In June 2002 the Scottish Executive issued **Community Learning & Development: The Way Forward**, a policy document which set out how it intended to embed community learning & development firmly within its priorities of improvement of public service, community regeneration, social inclusion, lifelong learning and active citizenship.

4.2 At the same time the Executive intimated that new guidance would be drawn up to replace the existing Scottish Office Community Education Circular 4/99, as it was recognised that the policy context affecting community learning & development had moved on. Priority areas such as social justice and lifelong learning, and the growing recognition of the contribution of CLD to building social capital, meant that the 4/99 guidance needed to be expanded and updated.

4.3 Draft guidance was published early in 2003 and after a period of consultation the new guidance **Working and Learning Together to Build Stronger Communities** was published in January 2004, with three clear national priorities:

- *Achievement through learning for adults*
Raising standards of achievement in learning for adults through community-based lifelong learning opportunities incorporating the core skills of literacy, numeracy, communications, working with others, problem-solving and information communications technology (ICT).
- *Achievement through learning for young people*
Engaging with young people to facilitate their personal, social and educational development and enable them to gain a voice, influence and a place in society.
- *Achievement through building community capacity*
Building community capacity and influence by enabling people to develop the confidence, understanding and skills required to influence decision-making and service delivery.

- 4.4 The guidance asked every local authority to ensure that a Community Learning & Development Strategy was produced for its area. Each strategy should be produced and implemented in partnership with other organisations that have an interest in building community capacity, learning & social development. The guidance recommends that CLD resources should be targeted to support activities which are likely to close the opportunity gap, achieve social justice and encourage community regeneration. There are a number of disadvantaged communities in Aberdeenshire that have benefited and will benefit from this more targeted approach. The guidance acknowledges that this approach may mean that less disadvantaged communities could receive a lower level of CLD resources.
- 4.5 The principal drivers that impact on the CLD sector as well as the national guidance above are:
- *the Local Government Scotland Act 2003*. In community planning guidance there is an expectation that CLD will play a leading role in supporting community engagement, including engaging young people in community planning;
 - the requirement for partnership strategies and action plans to deliver the national adult literacy and numeracy strategy and the ESOL strategy;
 - providing the local, community-based dimension of the lifelong learning strategy for Scotland, *Life Through Learning: Learning Through Life* and now the skills strategy *Skills for Scotland*;
 - contributing through regeneration outcome agreements to Scotland's regeneration strategy, *People and Place*;
 - guidance for Integrated Children's Service Plans which includes the youth work element of CLD; and
 - the national youth work strategy, *Moving Forward*, and the strategy to improve services for young people who are not in education, employment or training, *More Choices, More Chances*.
- 4.6 Recent changes in the relationship between local authorities and national government as expressed in the Concordat of November 2007 have led to the development of Single Outcome Agreements (SOA). Aberdeenshire's SOA has been developed jointly with community planning partners. It identifies

areas for improvement and aims to deliver better outcomes for the people of Aberdeenshire and Scotland through specific commitments made by the council, the Aberdeenshire community planning partnership, and the Scottish Government. This means there is no longer a requirement to produce separate CLD strategies; nevertheless the Lifelong Learning Theme Forum partners felt it would be useful to continue to identify CLD activity in this way. However targets and performance indicators for the three national priorities will be subsumed into the SOA, with an emphasis on outcomes and delivering change.

4.7 The national performance framework, Scotland Performs, has fifteen national outcomes that describe what the Government wants to achieve. There are clear links between these national outcomes, the national priorities for CLD, the Community Planning Partnership's strategic priorities and the Council's Strategic priorities. The Lifelong Learning Theme forum believes that Community Learning & Development has an important contribution to make towards achieving a significant number of the national outcomes. There are some that can be seen as CLD's "core business" and should be the main focus of this strategy. However there are others where it is recognised that CLD will have an impact so these also deserve consideration. As mentioned above the actions, targets and outcome indicators for all of these are contained in the Single Outcome Agreement, a copy of which is available from www.ouraberdeenshire.org.uk

4.8 Appendix 1 contains a diagram that shows the national outcomes and the relationship between these and local community planning and council priorities. It also identifies those outcomes that the Lifelong Learning Theme Forum views as CLD core business and those to which CLD can make a contribution.

5 LOOKING BACK: THE 2004 - 2007 STRATEGY

- 5.1 The preceding Community Learning & Development strategy covered the period 2004-2007. A review of progress was undertaken in February 2007. 2008 has been viewed as a transition year.
- 5.2 This review acknowledged the success of the partnership in achieving many of the objectives in the strategy, and provided the partnership with a firm basis on which to produce a revised document. An “away day” was held in February 2008 to further inform the new plan.
- 5.3 The 2004-2007 strategy had six strategic priorities
- Engaging with communities
 - Promoting achievement through learning for adults
 - Encouraging achievement through learning for young people
 - Ensuring learner support and progression
 - Building community capacity
 - Developing the partnership

A short progress report on each of these follows. More detailed information is available from the Aberdeenshire Community Planning website, www.ouraberdeenshire.org.uk. There is also a list of relevant websites where documents, plans and reports can be accessed in Appendix 2.

5.4 Engaging with Communities:

Good progress has been made in raising awareness of and rolling out, the National Standards for Community Engagement. A successful training programme has been undertaken. The Council and the Community Planning Partnership have adopted the standards. Structures have been developed for participation and engagement for young people and adults.

A youth engagement strategy has been developed with young people from Aberdeenshire Youth Forum. This is being implemented but is not yet fully embedded in our practice.

17 Community Development Groups have been established in Aberdeenshire, each based on a Community Schools Network. These have a core

membership of learners and active community members and have been set up to assist the six area community planning partnerships in assessing needs and determining local priorities. The groups are at various stages of development.

Engaging with hard-to-reach groups remains a challenge, but some innovative ways of increasing participation, involving learners in service development, and in strengthening communities have been explored.

5.5 Promoting achievement through learning for adults:

The work of the CLD partnership has been subject to inspection by HMIE twice in the lifetime of the 2004-2007 strategy. In both cases achievement for adults was reported as a major strength. The inspections highlighted a number of examples of good practice in partners' programmes, the innovative delivery methods used, and the very good impact on learners.

The Aberdeenshire Literacies Partnership has driven forward much of this work, through its strategic plan, which was backed up by the funding provided by government for this purpose. Target numbers of learners have been exceeded and 43% of learners had achieved the goals set in their individual learning plans. A very successful ESF funded project has delivered workplace learning in the North. Two posts have been established to involve learners more fully in the work of the partnership. Further information is available on www.bigplusaberdeenshire.co.uk.

£110k funding from the national ESOL strategy in 07/08 has been used to deliver classes for over 900 ESOL learners in Aberdeenshire and to improve the quality of life for migrant workers and members of ethnic communities.

Community-based adult learning programmes have been provided in all six areas. These programmes are planned by local CLD staff and CDGs to meet local needs, and are delivered in the main by the Council's FE/HE partners, with further contributions from the voluntary sector and CLD staff.

There are increased learning opportunities in our more disadvantaged communities. The Opportunity Gateway partnership has delivered family learning, support to vulnerable individuals and access to ICT in the learning houses in Peterhead and Fraserburgh. Good links to the Working For Families initiative has had positive outcomes for learners who wish to return to

work. Surestart funded CLW posts have provided courses and support for parents of young children.

The role of all the organisations involved in the delivery of adult learning, in particular the voluntary sector ones has been strengthened through additional sources of funding e.g. Learning Connections grants, ESF, ROA.

A Community Guidance strategy has been developed but has not been fully implemented.

5.6 Encouraging achievement through learning for young people:

The Aberdeenshire Youth Work Strategy, with its key elements of consultation, action, information, and accreditation has resulted in more opportunities for young people, wider consultation and improved progression routes. The success of the strategy helping young people to become successful learners, confident individuals, effective contributors and responsible citizens has been recognised through HMIE inspection and nationally by partners.

A youth information point has been established in all 17 Community School Networks. National Youth Work Strategy funding has been accessed to improve facilities and provide a mobile information resource.

Young people have been supported to become active citizens through youth forums and the Scottish Youth parliament. There are 65 established youth forums and action groups operating across Aberdeenshire that are represented on Aberdeenshire Youth Forum. The Aberdeenshire Youth Forum has established an annual youth event which last year attracted more than 3000 young people.

Good partnerships have been developed with the voluntary and uniformed youth organisations in order to provide a range of high quality services for young people. A database of opportunities has been established.

A number of award schemes are in place to ensure young people have access to accreditation for the valuable contribution they make within our communities. An annual achievement ceremony has been established. In 2006/2007, over 2000 young people participated in these awards.

Projects have been developed in most networks to target young people during the transitional periods of their lives - child to young person and young person to adulthood. In particular the partnership has addressed the More Choices

More Chances agenda. A sub group has been set up to take this forward and the results are very encouraging with a drop in the percentage of young people in need of More Choices More Chances support from 7.3% of the 16-19 age group in 2003 to 4.7% in 2007.

5.7 Ensuring learner support and progression:

Although some progress has been made, consistent access to high-quality, impartial advice and guidance at a community level remains an issue.

Some CLD programmes have been designed so that there is easy progression to FE/HE or work for those learners who wish it. This was deemed a key strength in the Ellon inspection.

Materials have been developed to facilitate progression between community-based provision and mainstream FE and HE provision. The Ready Study Go project and CourseUCan are two good examples.

Work is progressing on sharing information and tracking learners' progress. Accreditation of community based adult CLD programmes against the SCQF is being progressed but is at a very early stage of development. The Youth Achievement Award scheme is linked to SCQF and is providing good progression routes for young people.

Wherever possible we have met the support needs of learners by removing barriers to learning whether health-related, financial, or social. Much of our targeted work is free to the user. Partners' specialised knowledge is used e.g. LEAD Scotland plays a key role with carers and people with disabilities. Sustaining childcare to support adult learning activity remains an issue. Work with older people is an emerging need as demographic changes take place.

5.8 Building community capacity:

Nationally community capacity building is the area of CLD activity which is least understood, especially by those outside the sector, and in most need of development. A review of the Aberdeenshire HMle reports over the last few years indicates that considerable progress has been made to improve the support given to communities to help them build capacity. The recent inspection of CLD in Ellon in 2007 judged the impact on communities as good and identified two examples of good practice. However work remains to be

done to ensure that there is a consistent approach to enable community groups to deliver services and to become more self-sustaining.

At a strategic level a sub group of the Lifelong Learning Theme Forum has been established to take forward and support improvements in this national priority in Aberdeenshire, and an action plan has been produced. This has improved links to Community Planning at area level locally, as well as centrally via the Developing Our Partnership theme.

The Training Initiative, currently part of the Councils of Voluntary Service, has been funded to provide programmes and courses to support voluntary organisations and community activities to develop their work and to assist those who run them. An external evaluation of this project found it had had a very positive impact on the individuals who had participated in the training programmes, and that there had provided good value for money.

A successful joint bid with Aberdeen City Lifelong Learning Forum for funding from Learning Connections was used to deliver a research project on sharing practice in community capacity building, known as RESPECT. For further information see www.respectnortheast.org.uk

Good links have been made to Community Economic Development and a joint approach is being taken to the development of social enterprises.

Community profiles have been produced in a number of settlements, drawing together the expertise of the Council's planning department, community planning partners and communities. These are being used to identify gaps in services and to look at how to address these.

Participatory needs assessment, including Planning for Real™, has been undertaken in a number of communities with good results, sometimes improved facilities, sometimes better services but always with an increase in confidence in the individuals who have taken part.

5.9 Developing the partnership

The partnership has grown with since 2004. A number of other partners have joined the Forum, both at strategic and local community planning level, including Grampian Police, Grampian Fire & Rescue Service, Aberdeen University, Angus College, Aberdeen Foyer, Social Work, Arts and Heritage, Sports and Leisure, Schools and the Rural Development Partnerships.

Regular reviews of how the strategic partnership is operating have been undertaken and the findings used for continuous improvement.

Some work remains as to how we can best share and produce meaningful statistics, record progress, and celebrate success. However the external inspections by HMle in Buchan in 2005 and in Ellon in 2007 gave very positive feedback on the work of the partnership and its impact on learners and communities.

The need to produce specific Action Plans for CLD that had been identified in 2004 as an action point became unnecessary during the lifetime of the strategy as community planning in Aberdeenshire developed. A decision was taken to add CLD information to the emerging local community plans instead of having separate plans.

6. LOOKING FORWARD: DEVELOPING THE 2009-2012 STRATEGY

- 6.1 Partners attending the February 2007 workshop felt that the structure of the strategic partnership was strong. It was already embedded in Community Planning in Aberdeenshire, and the operational partnerships set up to progress Adult Literacy & Numeracy, More Choices More Chances and Community Capacity Building were working effectively.
- 6.2 Partners were also of the opinion that the strategic approach taken over the last three years had been a successful one, and had delivered positive outcomes for individuals and communities. In February 2007 it was agreed that the six strategic priorities were sound and should remain but be condensed into five for the new strategy, by combining engaging with communities and building community capacity.
- 6.3 Work on the revised strategy was delayed to take account of the local outcomes being developed as part of the Single Outcome Agreement, the changes in government policy particularly in relation to national agency support, and the relevant new national strategies, in particular Skills for Scotland and Moving Forward.
- 6.4 At the away day in February 2008 the forum revisited the decisions taken the previous year and identified some key issues within the five priorities, namely workforce development, employability, reaching the hard-to-reach and vulnerable, sharing information and the integration of strategies under the SOA. It also highlighted the need to emphasise the Community Capacity Building and Community Engagement strands as points for action, on the basis that there had been less progress in these than on the other 2004-07 priorities.
- 6.5 As mentioned previously partners felt that it was important to retain a separate CLD strategy but in the context of the SOA, and community planning. The strategy should be a driver to improve the quality of life in communities in Aberdeenshire. It should support local community planning, the effective

delivery of relevant and accessible local services, projects and initiatives so that individuals realise their potential and communities are strengthened.

7. STRATEGIC PRIORITIES 2009-2012

7.1 Through the processes described above the partnership has identified the following four main areas for action, namely

- Community capacity building/engaging with communities
- Promoting achievement through learning for adults
- Encouraging achievement through learning for young people
- Ensuring learner support and progression

The work that will be carried out to implement the strategy will focus on using these priorities to deliver valuable outcomes for young people and adults, and their communities.

7.2 Additionally we will continue to work on a fifth area of action

- Developing the partnership

This is important to maintain momentum and to sustain the good partnership ethos that underpins this strategy.

7.3 After examination of the relevant national and local outcomes in the SOA, a number of actions have been agreed in order to achieve the desired outcomes for each of the five priorities. These are shown in Appendix 3. An action plan with lead agencies, targets and timescales will be produced separately from this strategy.

7.4 Community capacity building and engaging with communities is seen as the most challenging priority for the partnership, but one that we are well placed to tackle. National statistics and a recent Citizen's Panel survey show that Aberdeenshire is an area where social capital is already strong, where there are many supportive resilient communities. However there are significant inequalities that the proposed actions will address. We are keen to use the success of the RESPECT initiative to develop action research as a community capacity building tool. Our actions will focus on regeneration, employability, reducing poverty, meaningful engagement, social enterprise, volunteering and social inclusion.

- 7.5 Our aim is to increase access, participation, and choice for all adults who wish to learn, while retaining a focus on work with those individuals who require support with Literacies and gaining and sustaining employment. Our approach as expressed in our vision statement is to use the partnership to provide opportunities that promote achievement through learning for all.
- 7.6 A similar rationale underpins our work with young people, although the range of partners who currently provide youth work opportunities is more restricted than in adult learning. A number of our actions are based on the growing recognition of the role that youth work can play in improving the outcomes for young people who are disengaged from school or who are not job ready. We plan to provide a range of opportunities and services open to all young people aged between 12 and 18, while still meeting the needs of those who are more vulnerable and require more support.
- 7.7 Whether the work is with adults, young people or communities, it is recognised that ideally there should be continued progression throughout life. While the partnership has made some progress in this area, much remains to be done. Some key areas for development have been identified for action during the next three years which the partners believe will provide better progression routes, guidance and support for learners.
- 7.8 Although there is internal and external evidence that the partnership is strong there is no room for complacency. Partners are committed to working together to achieve our mutual goals and to a regular review of progress. This way of working will be continued over the life of this strategy.
- 7.9 As well as the core activities described above CLD makes an important contribution to several other national outcomes in particular:
- National Outcome 5: Our children have the best start in life and are ready to succeed
- National Outcome 6: We live longer, healthier lives.
- National Outcome 9: We live our lives safe from crime, disorder and danger.

These will be taken forward through developing our partnerships with amongst others, Grampian Police and NHS Grampian, to deliver a range of projects and opportunities. For example health information is part of our youth information points while the Community Safety Partnership funds a range of diversionary activities for young people.

8 IMPLEMENTATION AND EVALUATION

8.1 The implementation of these proposals will be supported by:

a Community Learning & Development Conference in early 2009 to promote the Strategy and discuss its further development

the six Local Community Plans

briefing sessions with stakeholders to promote CLD at local level

a training programme for those involved in delivering Community Learning & Development opportunities

8.2 The evaluation of the strategy will be carried out by:

using the guidelines produced by Her Majesty's Inspectorate of Education to evaluate community learning and development (HGIOCLD2)

using LEAP (Learning Evaluation and Planning) and other appropriate models (e.g. participatory appraisal methods) to link planning, delivery and evaluation of CLD provision.

monitoring and developing the SOA, and the actions in Appendix 3 so that we know what has been achieved

Most partner agencies are subject to audit and have rigorous Quality Assurance and Quality Improvement Procedures in place. These will also be used to evaluate the effectiveness of the Strategy.

9 FEEDBACK

We welcome views on these proposals. If you would like to comment please contact:

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APPENDIX 1

National Priority	Community Planning Partnership Priority 2008-2010	Relevant Aberdeenshire Council Strategic Priority	This is CLD “Core activity”	The CLD strategy makes a contribution
1.We live in a Scotland that is the most attractive place for doing business in Europe.	Supporting sustainable growth	Promote Aberdeenshire locally, nationally and internationally as a location for employment, living and leisure. Maintain road infrastructure	No	No
2.We realise our full economic potential with more and better employment opportunities for our people	Migrant workers and other ethnic minority groups are integrated into Aberdeenshire communities Supporting sustainable growth Linking opportunity and need – helping people into work	Attract and support businesses.	Yes	Yes
3.We are better educated, more skilled and more successful, renowned for our research and innovation.	Supporting sustainable growth Linking opportunity and need – helping people into work	Improved achievement for all.	Yes	Yes
4.Our young people are successful learners, confident individuals, effective contributors and responsible citizens.	Supporting sustainable growth Linking opportunity and need – helping people into work	Improved achievement for all. Improve inclusion and participation across the service. Enhanced community learning and development.	Yes	Yes
5.Our children have the best start in life and are ready to succeed.	Improved road safety	Improved early years opportunities.	No	Yes

National Priority	Community Planning Partnership Priority 2008-2010	Relevant Aberdeenshire Council Strategic Priority	This is CLD “Core activity”	The CLD strategy makes a contribution
6.We live longer, healthier lives.	People in Aberdeenshire have improved mental health and wellbeing We have tackled inequalities (including health inequalities) in Aberdeenshire	Delivering health and care. Working in partnership.	No	Yes
7.We have tackled the significant inequalities in Scottish society.	We have tackled inequalities (including health inequalities) in Aberdeenshire Migrant workers and other ethnic minority groups are integrated into Aberdeenshire communities	Promoting inclusiveness. Improve inclusion and participation across the service.	Yes	Yes
8.We have improved the life chances for children, young people and families at risk.	People in Aberdeenshire have improved mental health and wellbeing We have tackled inequalities (including health inequalities) in Aberdeenshire Linking opportunity and need – helping people into work	Delivering services for children, young people and adults.	Yes	Yes
9.We live our lives safe from crime, disorder and danger.	Migrant workers and other ethnic minority groups are integrated into Aberdeenshire communities Improved road safety Reduced re-offending	Enhancing Community Safety.	No	Yes

National Priority	Community Planning Partnership Priority 2008-2010	Relevant Aberdeenshire Council Strategic Priority	This is CLD “Core activity”	The CLD strategy makes a contribution
10.We live in well-designed, sustainable places where we are able to access the amenities and services we need.	We have tackled inequalities (including health inequalities) in Aberdeenshire Improved road safety Improved sustainability of all our work	Providing quality housing services. Providing good quality public spaces. Improve the transport network. Improved access to sport and cultural activities. Achieving sustainable development.	No	No
11.We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.	People in Aberdeenshire have improved mental health and wellbeing We have tackled inequalities (including health inequalities) in Aberdeenshire Migrant workers and other ethnic minority groups are integrated into Aberdeenshire communities Supporting sustainable growth An effective and well-developed CPP and an improved approach to engagement	Community engagement. Enhanced community learning and development. Developing community planning. Working in partnership. Community Councils.	Yes	Yes
12.We value and enjoy our built and natural environment and protect it and enhance it for future generations.	Supporting sustainable growth Improved sustainability of all our work	Protect and promote the historical environment. Protect and promote the natural environment.	No	No
13.We take pride in a strong, fair and inclusive national identity.	Migrant workers and other ethnic minority groups are integrated into Aberdeenshire communities	Promoting inclusiveness. Improve inclusion and participation across the service.	Yes	Yes

National Priority	Community Planning Partnership Priority 2008-2010	Relevant Aberdeenshire Council Strategic Priority	This is CLD “Core activity”	The CLD strategy makes a contribution
14.We reduce the local and global environmental impact of our consumption and production.	Improved sustainability of all our work	Reduce Aberdeenshire’s global footprint. Managing waste.	No	No
15.Our public services are high quality, continually improving, efficient and responsive to local people’s needs.	An effective and well-developed CPP and an improved approach to engagement	Effective targeting of resources. Sharing services. Efficiency Outcome focus Delivering high quality customer service Effective corporate communications The best workforce Managing our buildings and facilities Managing financial resources.	Yes	Yes

APPENDIX 2

FURTHER INFORMATION: DOCUMENTS, PLANS, AND REPORTS

From www.ouraberdeenshire.org.uk

Single Outcome Agreement

General information on the Lifelong Learning Theme Forum

Valuing Young People – youth engagement strategy

More Choices, More Chances strategy

Community profiles

Links to national Youth Work Strategy, national ESOL Strategy, national Skills strategy

From www.respectnortheast.org.uk

RESPECT report

From www.bigplusaberdeenshire.co.uk

Information on the work of the Aberdeenshire Literacies Partnership

From www.courseyoucan.org.uk

Information on progression routes

From www.youngscot.org/local/aberdeenshire

Aberdeenshire's youth portal

From www.aberdeenshire.gov.uk/cld

General information on the CLD service in Aberdeenshire

From www.hmie.gov.uk

HMIe reports on Aberdeenshire CLD

From www.scotland.gov.uk/topics/Education/Life-long-learning/learningconnections

General information on CLD in Scotland

ACTIONS PLANNED FOR EACH STRATEGIC PRIORITY

Community capacity building/Engaging with communities

National Outcomes:

2, 7, 11 and 13: We realise our full economic potential with more and better employment opportunities for all our people; Improved quality of life in the most deprived communities of Aberdeenshire We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others; We take pride in a strong, fair and inclusive national identity

Local Outcomes:

Be nationally recognised for the self-sufficient and inclusive communities in the area; Decrease the proportion of individuals living in poverty; An improved approach to engagement and consultation with actively involved residents and communities influencing the Council's decision-making; Successful, achieving communities with the confidence and capability to tackle the things that matter to them, in particular strong, resilient communities in the Council's regeneration areas; The successful integration of migrant workers and other ethnic minority groups into Aberdeenshire communities; Effective, well-developed partnerships – community planning, community councils, shared services, joined-up delivery; Residents of Aberdeenshire enjoy the best quality of life; Fewer people in Aberdeenshire experiencing multiple deprivation; People with disabilities are not disadvantaged in Aberdeenshire

How will we achieve these outcomes?

We will contribute to the development of an employability strategy for vulnerable people and its implementation.

We will work with our communities as equal partners using the National Standards for Community Engagement.

We will build on the success of the RESPECT project; in particular we will expand the use of action research as a capacity building tool.

We will review progress in setting up Community Development Groups and work with their members to decide on the best option for their future operation.

We will implement the Youth Engagement Strategy and embed it in our practice.

We will develop social enterprises that address local needs, particularly in our regeneration areas.

We will produce more community profiles and undertake needs assessments in conjunction with local people.

We will provide support for migrant workers and members of ethnic communities, not only to develop their use of the English language but also to integrate successfully in their communities.

We will develop volunteering opportunities for adults, and investigate ways of accrediting these experiences.

We will continue to support voluntary organisations and community activities by developing programmes to support and develop their work and to assist those who run them.

Promoting achievement through learning for adults

National Outcomes:

2, 3 and 7: We realise our full economic potential with more and better employment opportunities for all our people; We are better educated, more skilled and more successful, renowned for our research and innovation; Improved quality of life in the most deprived communities of Aberdeenshire; We have improved the life chances for children, young people and families at risk.

Local Outcomes:

People with appropriate skills to meet the future needs of the economy; Improved attainment and achievement for all; Decrease the proportion of individuals living in poverty.

How will we achieve these outcomes?

We will continue to use the Aberdeenshire Literacies Partnership to take forward much of this work. Those partners who are directly involved in the delivery of Literacies Learning will work together to provide opportunities for learners to improve their skills and develop confidence. This work will make a significant contribution to the employability strategy.

We will deliver some workplace learning through the North-East work skills project. This will include ESOL provision.

Community-based ESOL provision will continue through the implementation of our ESOL strategic plan and links to the EAL service in our schools.

We will develop our approach to the provision of accredited courses in Core Skills particularly in our regeneration areas or in areas of low educational attainment.

We will endeavour to provide a wide range of community-based adult learning programmes across Aberdeenshire to support health and wellbeing. We will take particular note of under-represented groups and also of the needs of older people.

We will undertake to deliver relevant courses to individuals and groups, subject to financial viability. Community-based courses will be offered which will be designed to increase participation in lifelong learning, to support the key priorities of achievement through learning, and achievement through improved community capacity as a result of learning. Some provision will be made in every area, but priority will be given to the more disadvantaged communities as identified in the six local community plans.

We will continue to promote the use of ICT to support learning. In particular, we will promote the use of ICT to support family learning and to increase the number of families who are web enabled, and to promote the development of ICT skills for low wage, low skilled individuals in employment.

We will explore other opportunities for using ICT and promoting e-learning in an adult learning context.

We will provide support to vulnerable parents.

We will develop family learning.

We will strengthen the role of all the organisations involved in the delivery of adult learning, in particular the voluntary sector ones, by seeking additional sources of funding.

We will ensure that all learners and potential learners have access in their local community to impartial, high quality advice and guidance when needed. We will do this by developing and implementing a Community Guidance Strategy based on delivery of quality guidance services and effective referral to appropriate partner organisations.

Encouraging achievement through learning for young people

National Outcomes:

3, 4 and 8: We are better educated, more skilled and more successful, renowned for our research and innovation; Our young people are successful learners, confident individuals, effective contributors and responsible citizens; We have improved the life chances for children, young people and families at risk.

Local Outcomes:

Improved attainment and achievement for all; Educational establishments deliver high quality experiences for learners, which meet their needs and allow them to develop skills, knowledge, and to achieve; Aberdeenshire's young people are successful learners, confident individuals, effective contributors and responsible citizens; Better life chances for looked after children

How will we achieve these outcomes?

We will continue to follow our Youth Work and Youth Engagement strategies to deliver the four capacities of a Curriculum for Excellence.

We will further develop our partnership with young people using the Dialogue Youth initiative to improve youth information, to develop the Young Scot smartcard and Aberdeenshire portal, and deliver PSD and citizenship education.

We will develop our youth work partnerships in order to provide a range of high quality services for young people and increase participation.

We will support active citizenship through youth forums, pupil councils, the Scottish Youth Parliament, and projects such as YouthLink's Community Planning Pilot, Roars not Whispers, Youth Bank.

We will continue to develop award schemes (e.g. the Duke Of Edinburgh's Award scheme, Youth Achievement Awards, MV Awards, Young Quality Scot) to ensure young people have access to accreditation for the valuable contribution they make within our communities.

We will support and develop projects that target young people during the transitional periods of their lives - child to young person and young person to adulthood.

We will use our More Choices More Chances partnership to ensure that all young people are able to fulfil their potential by accessing appropriate learning, training and employment provision. Young people who are not yet "job ready" will receive additional support through participation in training provision tailored to their needs and offering progression opportunities.

We will develop our partnership with schools to improve the outcomes for disengaged young people by offering support through youth work.

Ensuring learner support and progression

National Outcomes:

2, 3 and 4: We realise our full economic potential with more and better employment opportunities for all our people; We are better educated, more skilled and more successful, renowned for our research and innovation; Our young people are successful learners, confident individuals, effective contributors and responsible citizens.

Local Outcomes:

People with appropriate skills to meet the future needs of the economy; Improved attainment and achievement for all; Educational establishments deliver high quality experiences for learners, which meet their needs and allow them to develop skills, knowledge

How will we achieve these outcomes?

We will work together to ensure that there is access to high-quality, impartial advice and guidance at a community level.

We will design our CLD programmes so that there is easy progression to FE/HE for those learners who wish it. Additionally we will continue to develop and deliver materials to facilitate progression between community-based provision and mainstream FE and HE provision.

We will develop our approach to accreditation for community-based activities.

We will raise awareness of progression routes.

We will endeavour to meet the support needs of learners by removing barriers to learning whether health-related, financial, or social. In particular we will develop a consistent approach to childcare.

We will develop a system for information sharing and tracking learners' progress

Developing the partnership

National Outcome15:

Our public services are high quality, continually improving, efficient and responsive to local people's needs

Local Outcomes:

Community planning partners' services are responsive to local people's needs

How will we achieve these outcomes?

We will encourage all partners to contribute, at strategic and local community plan level.

We will ensure that we are responsive to the views and expressed needs of communities.

We will carry out a regular review of how the strategic partnership is operating, and what it is achieving, in the spirit of continuous improvement.

We will celebrate success.

