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## *Executive Summary*

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The strategic Aberdeenshire Learning Communities Partnership (ALCP) was formed in March 2015 and initiated a survey of CLD providers across Aberdeenshire in a parallel process to the National CLD Workforce Study being led by Education Scotland.

The results from this survey confirmed some things that we already knew, but also widened our understanding of organisations who self-define as CLD providers. It was no surprise that the Aberdeenshire Council CLD service is the biggest single provider of services, with reach across all of Aberdeenshire. However, it had been less obvious that there is also a major local authority resource within the Communities Directorate where staff are working to support transformational change around the delivery of services and access to lifelong learning opportunities for adults with learning difficulties.

This plan has been developed to include the thoughts of all those involved in Community Learning and Community Development across Aberdeenshire. The plan has had direct input from the third sector, academia, community planning, Aberdeenshire Council, SDS, HMP Grampian and many others. Where the plan may be open to challenge is in relation to where the voice of learners and communities' fits in? This is a fair and reasonable question – and it is the intention of the partners that this plan has learner engagement and involvement as its cornerstone.

All of the partners involved in producing the plan and responding to our surveys have their own procedures and mechanisms for learner and community engagement. All are committed to the principles and values of CLD. What this plan does, is to build on that good practice which already exists and seeks to develop it further. There is therefore an explicit strategic drive to increase the involvement and participation of our learners and communities throughout the life of this plan and beyond.

Partners have identified four key strategic priorities for this first plan which takes an assets approach to build and improve on what is already working. This strategic CLD Plan identifies the areas where we as a CLD Partnership can work together to improve outcomes.

Our key Improvement Priorities for our first three year plan are to...

- 1) Develop an effective CLD Partnership through the Aberdeenshire Learning Communities Partnership and 17 Local Learning Community Partnerships.
- 2) Collaborate for Positive Learner Transitions.
- 3) Involve learners and communities in shaping and co-designing services – from engagement to empowerment.
- 4) Develop the workforce – joint CPD for the paid and voluntary CLD workforce.

These priorities are summarised in four different logic models that are designed to show where we want to get to and the assumptions we have made about how we will get there.

# Aberdeenshire Learning Communities Partnership – An Effective CLD Partnership

The need	Inputs	Outputs	Outcomes		
			Short term	Medium term	Long term
<p>CLD partners recognise the need to improve joint planning and evaluation.</p> <p>There is a statutory requirement on the council to lead on the production of a three year CLD plan from Sept 2015.</p> <p>There is a need for a strategic Aberdeenshire Learning Communities Partnership (ALCP) to guide the new Local Learning Community Partnerships</p>	<p>The CLD Service will lead on the development of Local Learning Community Partnerships (LLCP's).</p> <p>Partners will contribute time to the strategic ALCP and the LLCP's.</p>	<p>The Aberdeenshire CLD Partnership will produce a rolling three year Aberdeenshire CLD plan.</p> <p>17 LLCP's will produce and review an annual Network CLD plan.</p> <p><b>Participants</b> Local partners will include ECS staff, third sector partners; CPO's and partner agencies.</p> <p>Aberdeenshire LCP will have senior officer representation from key CLD partners.</p>	<p>There is increased understanding of needs amongst local partners at the local level.</p> <p>Partners start to share data on needs and outcomes/impact.</p> <p>Mechanisms develop to involve local learners in the process of identifying needs.</p> <p>CLD partners 'own' and are committed to the delivery of the CLD Plan.</p>	<p>Partners are becoming better at targeting services to meet local needs (through LLCP Improvement Plan) whilst addressing strategic priorities.</p> <p>Learners and communities feel that they can help to shape the delivery of services.</p> <p>Rolling plan is updated to meet new and emerging needs.</p>	<p>Partners work effectively together to deliver and develop services that meet strategic and local priorities.</p> <p>Resources are allocated to where there is most need.</p> <p>Learners and communities are able to influence the delivery of CLD support from partners in Aberdeenshire.</p>

## The Assumptions

Partners in the ALCP identified the need for an effective CLD partnership in Aberdeenshire. They feel that there is a need to work more effectively together to share resources and jointly plan and deliver services, something which has been previously flagged up in HMIE inspections.

Joint planning will help to address a range of learning needs – and to respond to national priorities. In tandem with this partners wish to strategically map how the provision of more general lifelong learning opportunities can also be delivered in Aberdeenshire.

Aberdeenshire Council have formed a new project called Aberdeenshire Life as a vehicle to sustain and grow non –targeted adult/lifelong learning opportunities.

## External Factors and Links

### Strategic drivers

### SOA Links / Local CP Links

CLD Strategic Guidance for Community Planning Partnerships ( 2012)	Successful, inclusive and resilient communities
CLD Regulations - (2013).	
Community Empowerment Bill	Endorsement for model from ELL Committee Area Committee's

**Requirement** – Completed plans will be seen by the Local Area Network of scrutiny bodies (Care Commission, Education Scotland etc.) and will feature on the LAN's Shared Risk Assessment.

# Aberdeenshire Learning Communities Partnership – Positive Transitions

The need	Inputs	Outputs	Outcomes		
			Short term	Medium term	Long term
<p>There is a need to ensure we make efficient use of partner resources.</p> <p>There is a need to ensure we make effective, accessible, timely and appropriate interventions – and gather evidence to prove what works.</p>	<p>All partners to share data and information.</p> <p>Different partners to take lead roles for monitoring particular transitions (as per assumptions below).</p> <p>Co-design models to be developed with service users.</p>	<p>LLCPs consider key transitions provision when identifying local needs.</p> <p>Annual reporting on performance against key transitions - identification of unmet needs.</p> <p><b>Participants</b> 17 LLCP's</p> <p>Learners/ service users – including through peer support.</p> <p>Strategic lead partners.</p>	<p>Partners work together to identify key transition needs at the network level.</p> <p>Partners work more effectively to engage more targeted learners.</p> <p>Partners work better to provide packages of support.</p>	<p>Partners deliver individual and collective actions to improve outcomes for local transitions priorities</p> <p>Transition outcomes for individual learners are improving</p> <p>Partners routinely share data and make decisions based on good quality evidence of which interventions lead to positive outcomes.</p>	<p>Most individuals experience positive transition impacts and are healthier, happier and more resilient</p> <p>Individuals and communities are able to influence and shape the development and delivery of services.</p> <p>Preventative services delivered in partnership are the norm in Aberdeenshire resulting in less need for crisis interventions.</p>

## The Assumptions

Partners want to work in partnership to help people reach their full potential and to build on their skills and interests to improve their life chances and longer term outcomes.

Partners agree that transitions happen at many different life stages and that CLD can help to improve outcomes through both preventative and transformative interventions.

Examples of key transition stages include

- Key school transitions for young people. (CLD Service)
- Youth transitions into further learning or work to ensure all have a meaningful and appropriate 'destination'. (SDS/Opportunities for All)
- Young adults with learning disabilities and additional support needs moving from child to adult services and further learning or work. (LEAD)
- Sustaining learning for prisoners on release from HMP Grampian - particularly in Peterhead and Fraserburgh. (HMP Grampian)
- Supporting those facing multiple challenges such as addictions, and poor mental health. (ADAP/Foyer)
- Provision of key skills for inclusion – ESOL, literacy & numeracy core skills, support for parents.(CLD/ NESCC)

## External Factors and Links

### Strategic drivers

### SOA Links / Local CP Links

CLD Regulations	Stronger Communities
Strategic Guidance	Employment
OfA – Post-16 transitions Policy & Practice Framework	Safer Communities
OfA Post-16 Data Practice Framework	Older people
Integrated Children's Services Framework	Health inequality and physical activity.

There are already a number of strategic groupings and initiatives across Aberdeenshire which have a particular focus on transitions and early interventions. (Employability Partnership, Youth Services

# Aberdeenshire Learning Communities Partnership – Engagement to Empowerment

The need	Inputs	Outputs	Outcomes		
			Short term	Medium term	Long term
<p>Partners wish to improve the quality of community engagement and to meaningfully involve learners and communities in shaping CLD delivery, particularly those who would benefit most from CLD input.</p> <p>We want to enhance support to community groups and learners as individual organisations and as a partnership.</p> <p>We want to strengthen the voice and influence of learners and communities across Aberdeenshire.</p>	<p>ALCP to develop CPD around creative community engagement and the Community Empowerment Bill.</p> <p>Tap into existing community forums to enhance their governance and user involvement.</p> <p>One LCP to pool partner resources for a pilot <a href="#">Participatory Budgeting</a> exercise.</p> <p>AVA developing...</p> <ul style="list-style-type: none"> <li>• Volunteering Strategy</li> <li>• work to better co-ordinate third sector intermediaries</li> <li>• new annual conference for third sector groups and organisations.</li> </ul>	<p>CPD Programme.</p> <p>Each LCP to facilitate annual learner engagement event.</p> <p>Pilot of Participatory Budgeting (PB) model with in 2016 (ADP Forums)</p> <p>Volunteering strategy</p> <p>Annual third sector/ civic society conference</p> <p><b>Participants</b></p> <ul style="list-style-type: none"> <li>• Strategic and Local Learning Partnership members.</li> <li>• Volunteers and learners</li> <li>• Groups in PB pilot.</li> <li>• Third sector conference delegates.</li> </ul>	<p>Increased confidence of staff and agencies in engagement.</p> <p>Increased understanding of impacts of Community Empowerment Bill.</p> <p>Learner and volunteer engagement celebrated more visibly through LCP.</p> <p>PB model tested &amp; evaluated by an LCP.</p> <p>Increased confidence of community and third sector to shape delivery.</p>	<p>Wider representation in decision making through better engagement.</p> <p>Increase in community groups utilising the Empowerment Bill in CAT transfers etc.</p> <p>LCP's becoming established and developing an identity.</p> <p>PB model used more widely across Aberdeenshire (e.g. service user forums)</p> <p>Increased evidence of learner and community voices influencing policy and delivery.</p>	<p>Stronger and more confident individuals and communities across Aberdeenshire.</p> <p>Increase in communities developing assets and co-designing services.</p> <p>LCP model embedded</p> <p>More financial decision making by empowered communities</p> <p>Strong community organisations able to influence and directly deliver services.</p>

## The Assumptions

The Strategic Guidance for CPP's is clear about the need for learner engagement ...:

“We want to see partnerships that plan and deliver CLD include the full range of relevant partners”; and “We want providers to go further in involving learners and communities as active partners in planning and delivering CLD, and to strengthen their focus on helping communities to influence, shape and co-produce services more generally”.

Each Learning Community Partnership will engage learners, volunteers and community groups through an annual celebration event. Strategic partners like AVA are developing forums and spaces to better integrate the community and third sector across Aberdeenshire. Support for developing wider civic connections will be led by third sector partners. We are adopting an assets approach and aiming towards a model with strong civic group (e.g. ADAP Forums) able to draw on empowered and informed delegates in decision making settings.

## External Factors and Links

### Strategic drivers

### SOA Links / Local CP Links

CLD Regulations	Stronger communities (SOA)
Strategic Guidance	Safer Communities(SOA)
Community Empowerment Bill	Economic Recovery and Growth (SOA)
Commission for Strengthening Local Democracy	Employment (SOA)
	Health and Inequality (SOA)

# Aberdeenshire Learning Communities Partnership – Workforce Development

The need	Inputs	Outputs	Outcomes		
			Short term	Medium term	Long term
<p>There is an opportunity for the ALCP to better co-ordinate the delivery of CPD to widen access and maximise resources.</p> <p>The national CLD Workforce study has begun the process to map and prioritise CPD needs.</p> <p>There are a wide range of skills across the Partnership which could be made better use of. (e.g. sharing in the learning from the co-design of services at Foyer through peer research)</p>	<p>Local Learning Community Partnerships - have CPD embedded within their annual cycle.</p> <p>University partners identify students (undergraduate, post-graduate and research) as an untapped resource to support learning and knowledge exchange.</p> <p>Partners agree to contribute to joint CPD and sharing learning.</p>	<p>One CPD session per year for partners in Local Learning Community Partnerships.</p> <p>Launch of first annual ALCP CPD programme in April 2016.</p> <p>Increase in use of students in CLD activity across Aberdeenshire.</p> <p><b>Participants</b></p> <ul style="list-style-type: none"> <li>Local Learning Partnership members.</li> <li>CLD workforce</li> <li>Universities/ College and students</li> </ul>	<p>Partners have a clearer understanding of professional learning and development needs and provision.</p> <p>Partners begin to jointly plan, develop and deliver learning opportunities for staff and volunteers.</p> <p>Students are more aware of the opportunities to contribute to CLD</p>	<p>Joint CPD delivery is becoming embedded across Aberdeenshire.</p> <p>Partnership begins process of achieving Standards Council Mark for CPD programme delivery.</p> <p>Increased involvement of students in CLD settings.</p>	<p>Aberdeenshire is recognised as a quality investor in developing the CLD workforce.</p> <p>CLD competencies pathway exists in Aberdeenshire from introductory to post-graduate level.</p> <p>Sustained involvement of students in CLD settings.</p>

## The Assumptions

The CLD workforce includes both paid staff and volunteers. 75% of respondents to our survey used volunteers for direct service delivery.

Developing the people who deliver CLD is a key priority nationally with the CLD Standards Council and within the Strategic Guidance. There are already good examples in Aberdeenshire with initiatives such as AVA Training, North Alliance and the North East Learning Collaborative and the CLD University Partnership.

## External Factors and Links

### Strategic drivers

### SOA Links / Local CP Links

CLD Regulations	Stronger communities (SOA)
Strategic Guidance	Employment (SOA)
CLD Competencies Framework – Standards Council	