



REPORT TO EDUCATION AND CHILDRENS SERVICES COMMITTEE – 23 MARCH 2017

KEY PARTNERS CORE FUNDING AWARDS, 2017/18 – CULTURE AND COMMUNITY LEARNING & DEVELOPMENT

1 Recommendations

The Committee is recommended to:

- 1.1 note the contribution made by lifelong learning organisations funded through Culture and CLD.**
- 1.2 approve the proposed grants for 2017/18, as detailed in 2.4.**

2 Background / Discussion

- 2.1 Aberdeenshire Council is committed to and recognises the value of partnership working. In Arts, Heritage and Community Learning & Development (CLD) the Council has long established partnership arrangements with council funding supporting a range of activities which bring significant benefit to Aberdeenshire's residents and communities. This report outlines proposed support for 2017/18.
- 2.2 At its meeting of the Education Learning and Leisure Committee on the 8th December 2016 it was agreed to replace the programme known as Sustainability Grants with a new programme, reflecting the expressed needs of the sector. The committee agreed that a Key Partner Core Grants programme would take effect from 2017-2018.
- 2.3 At the Policy and Resources Committee on the 17th September 2015 the committee agreed to support the development of new visitor facilities for Grampian Transport Museum, by providing upfront funding. This resulted in payments for 2016/17 and 2017/18 being released in advance during 2015/16. This organisation is not therefore recommended for grant support in 2017/18.
- 2.4 The Education and Children's Services Committee are asked to consider the following proposed grants for 2017/18:
 - Historic & Environment Scotland - Duff House £100,000
 - Museums of Scottish Lighthouses £90,000
 - Aberdeen Foyer £82,000.
 - Workers Education Association £24,900
 - Linking Education and Disability £24,000

These proposed grants are at the same level as 2016/17.

- 2.5 These proposed grants are on the basis of a process of applications and discussions which are explicit in ensuring that the objectives and priorities of

the grant recipients are aligned with the Council's objectives. When an award is made it is reflected in a Service Level Agreement, reflecting these expectations. Grant recipients are required to submit six monthly monitoring reports, and are assigned a link officer from cultural services. The service reviews financial and other support to the third sector on an ongoing basis.

- 2.6 Duff House is managed by Historic Environment Scotland (HES) and is run through a partnership agreement between HES, National Galleries Scotland and Aberdeenshire Council. The value of Duff House to the local economy is explicitly recognised locally, and the partnership is developing in response to local aspirations for it to increase its impact locally. The grant proposed will contribute to the running costs of this facility. The partnership is managed through a chief executives group, which meets annually, and a more regular operational group, which has taken forward significant operational improvements over the past year.
- 2.7 Similarly, the Museum of Scottish Lighthouses in Fraserburgh is widely recognised as an important economic and social asset, which the council has a long history of supporting in partnership. In 2016/17 the museum has undertaken significant positive developments in programme and infrastructure. This is having a significant positive impact on visitor numbers. In the first 9 months of financial year 2016/17 there were 11,058 visitors compared to 10,490 for the full 12 months in 2015/16.
- 2.8 The CLD service supports three partner organisations as a result of their particular expertise. Linking Education and Disability (LEAD), Workers' Education Association (WEA), and Aberdeen Foyer are key partners in the Aberdeenshire Learning Communities Partnership and within the Aberdeenshire CLD Plan (2015-18).
- 2.9 Previous financial support to Aberdeen Foyer supports the operation of Learning Houses in Fraserburgh and Peterhead. The Learning House model is one which caters for people who are unemployed and/or who require help with their digital skills. Between July and Sept 2016 the Foyer have worked with 553 individuals to support them through learning to develop skills for employability.
- 2.10 LEAD Scotland (Linking Education and Disability) specialise in creating learning opportunities for people with disabilities and their carers. In the period April – December 2016 LEAD provided intensive support to 18 disabled learners, four of whom have been supported in workplace volunteering. All of the learners have been supported in working on their literacy, numeracy and communication skills with six completing the SQA Core Skills Qualification. LEAD currently have a waiting list of learners and have eight volunteers in place to support future service delivery
- 2.11 The Workers' Education Association (WEA) specialise in informal learning linked to the workplace and personal development for individual learners. WEA have also contributed to English for Speakers of Other Languages (ESOL) provision as part of the Syrian New Scots programme.
- 2.12 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report, their comments are

incorporated within the report and are satisfied that the report complies with the Scheme of Governance and relevant legislation.

3 Scheme of Governance

- 3.1 The Committee is able to consider and take a decision on this item in terms of Section D.3.4 of the List of Committee Powers in Part 2A of the Scheme of Governance as the value of the individual grants exceeds £50,000 over a 3 year period as it relates to approval of banking arrangements for the Council.

4 Equalities, Staffing and Financial Implications

- 4.1 An equality impact assessment has been carried out as part of the development of the proposals set out above. It is included as Appendix 1 and there is a positive impact from investing in organisations which focus on people with disabilities.
- 4.2 There are no staffing implications arising from this report.
- 4.3 Funding for the grants is contained within existing budgets.

Maria Walker
Director of Education & Children's Services

Report prepared by Claire D Thomson, Service Manager (Business Development)

EQUALITY IMPACT ASSESSMENT

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions).	
Service	Education & Children’s Services
Section	Lifelong Learning & Leisure
Title of the activity etc.	Key Partner Core Funding Awards, 2017/18 – Culture and Community Learning & Development
Aims of the activity	Support to third sector organisations delivering culture and CLD activities.
Author(s) & Title(s)	Anne Pearson – (Projects and Performance Manager)

Stage 2: List the evidence that has been used in this assessment.	
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Bi-annual returns from funded organisations.
Internal consultation with staff and other services affected.	Proposals have been discussed in papers to Culture, Sport and CLD management team meetings
External consultation (partner organisations, community groups, and councils).	Two focus group sessions were held with current sustainability grant funded organisations in October 2015.
External data (census, available statistics).	Office of the Scottish Charity Regulator (OSCR) annual returns
Other (general information as appropriate).	

Stage 3: Evidence Gaps.

Are there any gaps in the information you currently hold?	We have limited the focus group discussions and proposals in this paper to the organisations that are currently funded.
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Stage 4: Measures to fill the evidence gaps.

What measures will be taken to fill the information gaps before the activity is implemented? These should be included in the action plan at the back of this form.	Measures:	Timescale:
	Additional papers will come to future committee meetings to explore funding to the wider sector. This has been informed by focus group discussions.	2017/18

Stage 5: Are there potential impacts on protected groups? Please complete for each protected group by inserting "yes" in the applicable box/boxes below.

	Positive	Negative	Neutral	Unknown
Age – Younger	yes			
Age – Older	yes			
Disability	yes			
Race – (includes Gypsy Travellers)			yes	
Religion or Belief			yes	
Gender – male/female	yes			
Pregnancy and maternity	yes			
Sexual orientation – (includes Lesbian/ Gay/Bisexual)			yes	
Gender reassignment – (includes Transgender)			yes	
Marriage and Civil Partnership			yes	

Stage 6: What are the positive and negative impacts?		
Impacts.	Positive (describe the impact for each of the protected characteristics affected)	Negative (describe the impact for each of the protected characteristics affected)
Please detail the potential positive and/or negative impacts on those with protected characteristics you have highlighted above. Detail the impacts and describe those affected.	As outlined in the report there have been significant levels of participation supported through this grant stream. Continuation of this funding will sustain this in the year ahead.	

Stage 7: Have any of the affected groups been consulted?	
If yes, please give details of how this was done and what the results were. If no, how have you ensured that you can make an informed decision about mitigating steps?	We continue to liaise with and monitor who funded organisations are working with and how they are seeking to widen access.

Stage 8: What mitigating steps will be taken to remove or reduce negative impacts?		
	Mitigating Steps	Timescale
These should be included in any action plan at the back of this form.	It is our intention to encourage funded organisations to use the 'How Good Is Our Third Sector Organisation' framework developed in partnership with the sector by Her Majesty's Inspectorate of Education. There is a specific Performance Indicator which relates to Inclusion, Equality and Fairness.	Discuss early in 2017/18

Stage 9: What steps can be taken to promote good relations between various groups?

These should be included in the action plan.

Stage 10: How does the policy/activity create opportunities for advancing equality of opportunity?

All funded organisations will continue to be monitored on their approach to widening access – which will be further strengthened with the introduction of the How Good is Our Third Sector Organisation (HGIOTSO) or other appropriate self-evaluation framework.

Stage 11: What equality monitoring arrangements will be put in place?

These should be included in any action plan (for example customer satisfaction questionnaires).

Annual reporting and enhanced self-evaluation using HGIOTSO or other appropriate framework

Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box/boxes

1

No negative impacts have been identified –please explain.

The proposals in this paper will sustain high levels of participation in sport and exercise and in access to the arts across Aberdeenshire.

2

Negative Impacts have been identified, these can be mitigated - please explain.
* Please fill in Stage 13 if this option is chosen.

3

The activity will have negative impacts which cannot be mitigated fully – please explain.
* Please fill in Stage 13 if this option is chosen

* Stage 13: Set out the justification that the activity can and should go ahead despite the negative impact.

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	ECS - Culture, Sport and CLD	
	2) Title of Policy/Activity	Key Partner Core Funding Awards, 2017/18 – Culture and Community Learning & Development	
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Anne Pearson Position: Project & Performance Manager Date: 28 Feb 2017 Signature:	Name: Position: Date: Signature:
		Name: Position: Date: Signature:	Name: Position: Date: Signature:
	4) Consultation with Service Manager	Name: Claire D Thomson Date: 3 March 2017	
	5) Authorisation by Director or Head of Service	Name: John Harding Position: Head of LLL Date: 10 March 2017	Name: Position: Date:
	6) If the EIA relates to a matter that has to go before a Committee, Committee report author sends the Committee Report and this form, and any supporting assessment documents, to the Officers responsible for monitoring and the Committee Officer of the relevant Committee. e.g. Social Work and Housing Committee.	Date:	
	7) EIA author sends a copy of the finalised form to: eia@abdnshire	Date:	
(Equalities team to complete) Has the completed form been published on the website? YES/NO			Date:

Action Plan					
Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications
Introduce How Good Is Our Third Sector Organisation to all funded organisations	April / May 2017	March 2018	Anne Pearson	Organisations are introduced to the HGIOTSO framework and the value of self-evaluation. All organisations will refer to Indicator 5.1 on Inclusion, Equality and Fairness within their organisation and delivery – or similar indicators within self-evaluation frameworks Final monitoring report will be adapted to include reference to the results of organisation self-evaluation.	Officer time – initial training input on model and on-going support through local staff. Will entail additional work for funded organisations – but the approach will aim to be both proportionate and supportive.