

REPORT TO EDUCATION AND CHILDREN'S SERVICES COMMITTEE – 18 MARCH 2021

COMMUNITY LEARNING AND DEVELOPMENT THIRD SECTOR FUNDING

1 Reason for Report / Summary

- 1.1 The report seeks Committee agreement on the future allocation of Community Learning and Development (CLD) service core funding to third sector organisations to support CLD activity.

2 Recommendations

The Committee is recommended to:

- 2.1 Approve the proposal to redirect core funding to support the development of community-led groups and to provide wider opportunities for access to CLD services at a local level; and**
- 2.2 Agree either (a) or (b) or (c) as the appropriate approach for enabling 2.1:**
- a. CLD service would taper off payments to organisations receiving funding over the next two years, reducing by 50% of each grant per annum;**
 - b. CLD service would discontinue awards through this route to one or all of the existing organisations at the end of financial year 2020/2021 and redirect funding to purposes in 4.8;**
 - c. CLD service would open applications for awards to all 3rd sector organisations delivering in Aberdeenshire as long as the current budget is available.**

3 Purpose and Decision Making Route

- 3.1 Aberdeenshire Council is committed to and recognises the value of effective partnership working. In 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 financial year 2021/22.
- 3.2 Financial Regulations, under Part 3 of the Scheme of Governance, were amended on 1 February 2020, to introduce new requirements for the approval of grant funding. For grants under the value of £50,000, the relevant Chief Officer can approve the award. For grants over £50,000, approval must be sought from the relevant policy committee. When calculating the value of the

grant for approval, it is necessary to aggregate all grant payments to that external body in the previous three financial years.

- 3.3 At its meeting of 27th August 2020, Education and Children's Services Committee agreed payments as follows:
- £58,150.00 to Aberdeen Foyer,
 - £24,900.00 to Workers Educational Association (WEA),
 - £23,135.83 to LEAD Scotland.
- 3.4 In August 2020, in accordance with Council requirements, the proposal to fund external organisations was required to be submitted to the Adaptive Services Board.
- 3.5 The Adaptive Services Board discussed potential for the three agencies to obtain external funding. It was noted that the option to fully review the future funding of the service level agreements (SLAs) was limited due to the particular timing of the discussion. It was also noted it would be open to them to apply elsewhere for next year and that the council position would be reviewed in the future.

In consulting members of the RRG in August 2020, concern was raised as to why these particular organisations were selected for this funding. This was again raised at the ECS committee of 27th August 2020.

4 Discussion

- 4.1 The Education, Learning and Leisure Committee and the Education and Children's Services Committee have approved financial support to 3rd sector organisations supporting community learning and development in Aberdeenshire for some years, dating back to at least 2012. These have been under the titles of Service Delivery Partnerships, Support to Lifelong Learning Organisations and Sustainability Grants. This support has continued to be funded from CLD core budgets.
- 4.2 The Education Learning and Leisure Committee of 8 December 2016 agreed the replacement of the Sustainability Grant scheme which had been running for some five years with a new Key Partner Core funding programme. It was further agreed that applications for Key Partner Core funding should be sought from organisations in receipt of sustainability grant funds to ensure continuity of service provision.
- 4.3 The Education Learning and Leisure Committee agreed funding on the basis of the existence of service level agreements which outline Aberdeenshire Council's expectations, performance measures and monitoring process. The monitoring process was intended to support these organisations to:
- identify efficiencies that can reduce the level and reliance on core funding,
 - identify and pursue funding from other sources.

This process was noted as intended to assist in the distribution of funding to a wider range of organisations in future.

- 4.4 Aberdeen Foyer, Workers Educational Association (WEA), Linking Education and Disability (LEAD) have received continued funding at the same level as 2016/2017 until a reduction last year to Foyer and LEAD which reflected savings offered from CLD core funding and the pro rata payment reflecting the remaining period of the financial year at the time of award. There have been no reductions in the amount of funding sought by the organisations for provision of the same level of provision, whilst core CLD budgets have reduced over this period.
- 4.5 Since 2016, the CLD service has increased both its professional capacity and levels of activity within the delivery of ESOL and SQA accredited learning. The CLD service currently supports Aberdeen Foyer staff to assess and verify SQA accreditation. CLD service provides the majority of ESOL provision in Aberdeenshire and works in partnership with the Workers Educational Association to provide an ESOL learning pathway with funding secured through North-East Scotland College.
- 4.6 Whilst those organisations funded have contributed to meeting the priorities of the Council, with the pressure on core budgets, the evolving roles and provision of CLD and funded organisations, and no reduction in the amounts sought from Council core funding, there is a need to consider and review the current arrangements.
- 4.7 The CLD service is proposing one of the following actions:
- a) CLD service would taper off payments to organisations receiving funding over the next two years, reducing by 50% of each grant per annum;
 - b) CLD service would discontinue awards through this route to one or all of the existing organisations at the end of financial year 2020/2021 and redirect funding to purposes in 4.8;
 - c) CLD service would open applications for awards to all 3rd sector organisations delivering in Aberdeenshire as long as the current budget is available.

Two of the organisations are established at a national level, and the third is a substantial local organisation with a wide spectrum of funders. Only WEA indicates that SLAs contribute to core funding of organisation above delivery. CLD staff have been working with the organisations to support them in finding alternative sources of funding, explore potential unmet need and ensure no learners have their learning curtailed. **Appendix 2** outlines the position reached with the organisations in relation to these elements which is broadly, that LEAD and Aberdeen Foyer have already identified and secured other sources of funding, although the funding that LEAD has secured will not allow them to carry out all of the current role. WEA currently have not secured any additional funding, although CLD have agreed with WEA to extend the current spend

period to the end of June 2021, to ensure they can complete current agreement and increased period to secure other sources of funding. Irrespective of which option is agreed, CLD will continue to work collaboratively with the organisations. Funding to Foyer from other Council sources will continue and CLD will continue to facilitate funding for LEAD to provide Aberdeenshire Employability Agreements. CLD will also continue to support Foyer and LEAD in the assessment and certification of SQA accreditation for their learners.

Action a) will provide further opportunity for the organisations to reduce reliance on funding over a period and allow those organisations who have not identified or secured alternative funding (this will vary as outlined in **Appendix 2**) to do so it will require a commitment from core budget of CLD of £65,450 in year 1 and £32,750 in year 2.

Action b) allows for flexibility to retain a level of funding to one or all organisations to meet any shortfall in provision due either to lack of capacity or specialist skills of other providers whilst freeing up budget to direct to wider organisations in targeted communities. Impact of withdrawal of funding to organisations will be commensurate with their ability to obtain alternative funding for core funding as outlined in **Appendix 2**. It will reduce the budget available for targeted direct funding to new or emergent organisations.

Action c) would allow all 3rd sector organisations to apply for funding to provide services to meet community CLD needs. This would allow current recipients to apply. The amounts that current recipients have applied for is significant however this would potentially reduce the funding available for targeted direct funding for new and emergent organisations.

- 4.8 If the current budget is released from payments to one or all of the currently funded organisations, it is proposed that part of this budget is targeted through direct awards to fund the development of community partnerships to provide community-led services to the meet the aspirations agreed by the Education Learning and Leisure Committee of 8th December 2016 to assist the distribution of funding to a wider range of organisations in future.
- 4.9 During the COVID-19 pandemic a number of new local groups have formed to support their local communities. The CLD service delivery plan includes a target to support local groups and initiatives to meet longer term needs and enable progress from community response to recovery from the impacts of COVID. This will assist an increase in the number of opportunities to access CLD support in local communities. Funding will support the role of the CLD service in local communities to build on community strengths, increase co-production and support community-led and community delivered services supporting young people, adult learning and strengthening communities at a local level. The targeting of this activity will be informed by the Community Impact Assessments which have identified those communities most vulnerable to the impacts of COVID. The CLD service will work closely with the Local Learning Community Partnerships and Area Management Teams to ensure this work is connected with other initiatives and will be included in the Area Plans.

- 4.10 Whichever proposals are agreed, further consultation will be carried out with the organisation as to how they will manage reductions, and CLD will continue to offer support to identify other appropriate sources of funding.
- 4.11 Consultations will also continue with the currently funded organisations to identify the level of need not met through reduction in/removal of funding and the potential routes for support for any groups and individuals affected.

5 Council Priorities, Implications and Risk

- 5.1 The following priorities are relevant to the report.

Pillar	Priority
Our People	Education Health & Wellbeing
Our Environment	Resilient Communities
Our Economy	Economy & Enterprise

This report helps deliver the Strategic Priority “Economy and Enterprise” within the Pillar “Our Economy”, having the right people, in the right place, at the right time, The priority “resilient communities” within the Pillar “Our Environment” and “Education and Health and Wellbeing” within the Pillar of “Our People” through increasing access to CLD services through the development of local partnerships with communities to build on community strengths, increase coproduction and support community-led and community delivered services supporting young people, adult learning and strengthening communities at a local level.

- 5.2 The table below shows whether risks and implications apply if the recommendations are agreed.

Subject	Yes	No	N/A
Financial	x		
Staffing		x	
Equalities	x		
Fairer Scotland Duty	x		
Town Centre First			x
Sustainability		x	
Children and Young People’s Rights and Wellbeing		x	

- 5.3 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

- the following impacts have been identified which can be mitigated as described:-Consultation and support is being provided to the existing organisations to support them to identify other sources of funding. Whilst any learners currently engaged with the organisation should complete their learning programme by the end of the current financial year, where

this is not the case CLD will work with the organisations to complete the programme of learning.

- the following impacts have been identified which cannot be fully mitigated as explained:-Consultation is being undertaken with the organisations as to the level of and opportunity to address unmet need which might arise from reduction in funding to the organisations
- there is a positive impact as follows: There will be an increase in terms of the resource that can fund the development of community-led, community based local provision of CLD services to meet local needs

5.4 There are no staffing implications.

5.5 The following Risks have been identified as relevant to this matter on a Corporate Level:

- **ACORP001 Budget Pressure** – This report references budget be distributed to third sector organisations in the form of a grants. Level will vary from no change cost of £13,900 to nil as per decision.
- **ACORP005 Working with Other Organisations** – The process of grant application and consideration by the Education and Children Services Committee is a new process for the three organisations applying for grants.

No risks have been identified as relevant to this matter on a Strategic Level:

6 Scheme of Governance

- 6.1 The Head of Finance and Monitoring Officer within Business Services have been consulted in the preparation of this report and their comments are incorporated within the report and are satisfied that the report complies with the [Scheme of Governance](#) and relevant legislation.
- 6.2 The Committee is able to consider and take a decision on this item in terms of Section E.1.1a of the List of Committee Powers in Part 2A of the Scheme of Governance as the report seeks awards of grant funding from resources within Education.
- 6.3 In terms of Financial Regulation 4.15.1, the relevant Policy Committee has the authority to award grants of £50,000 or more. Financial 4.15.6 provides that when calculating the value of the grant to ascertain whether it is awarded by a Chief Officer or a Policy Committee, it is required to aggregate all grant payments to that external body in the previous three financial years.
- 6.4 In terms of Financial Regulation 4.15.3, grants may only be awarded on written terms and conditions using grant award letters or grant agreements on terms approved by the Head of Legal and Governance.

Laurence Findlay
Director of Education & Children's Services

Report prepared by Philip Boath, Interim Service Manager – Communities & Partnerships
12 February 2021

List of Appendices

Appendix 1 - Equality Impact Assessment
Appendix 2 - Briefing

EQUALITY IMPACT ASSESSMENT

EIA Version	Date	Author	Changes
1	08/02/2021	PB	

Stage 1: Title and aims of the activity (“activity” is an umbrella term covering policies, procedures, guidance and decisions including those that affect services the council delivers).

Service	Education and Children’s Services
Section	Community Learning & Development
Title of the activity etc.	Funding third sector organisations
Aims and desired outcomes of the activity	Meeting the obligations of Requirements for Community Learning and Development (Scotland) Regulations 2013
Author(s) & Title(s)	Philip Boath , Interim Service Manager

Stage 2: List the evidence that has been used in this assessment and explain what it means in relation to the activity you are assessing.

Evidence	What does it say?	What does it mean?
Internal data (customer satisfaction surveys; equality monitoring data; customer complaints).	Management information system provides data on participants engaged in learning and achieving learning goals with CLD. Programme evaluations completed by learners, feedback form learners and self-evaluations completed by practitioners	Evidences progress of achievements of targets for the delivery of the CLD service and provides information for scrutiny and self evaluation of service.
Internal consultation with staff and other services affected.	Senior staff have been consulted on the direction of travel of the awards process.	Lifetime of current awards and potential funding for wider more locally based developments have informed service planning.

External consultation (partner organisations, community groups, and councils).	Organisations have been fully involved in the previous award processes and engaged in the direction of travel of funding availability. Organisations have been consulted with and offered support to identify other funding sources and mitigate impact on learners.	Organisations have been aware of conditions of awards, of the pressure on council budgets and of sources of alternative funding
External data (census, available statistics).	SIMD data, Aberdeenshire Council data sources including CIAs, census, localised information from Local Learning Community Partnerships, National Reports (Resolution Foundation, J Rowntree, Save the Children) have informed COVID-19 impact.	Identifies communities where impact of Covid has exacerbated existing economic and health challenges.
Other (general information as appropriate).	CLD service is targeted, with the health and economic impacts of COVID-19 effecting communities of interest and geography, that targeting will shift as those impacts become more evident and manifest in areas most affected.	Building on the support to communities and individuals most challenged in a targeted way will make most efficient use of resources.

Stage 3: Evidence Gaps.

Are there any gaps in the information you currently hold?	In relation to COVID recovery, the impacts on health and economy are at an early stage. As recovery progresses, CLD service will require to be agile in responding to need. CLD service will also have to be flexible in responding to potential impacts of local outbreaks requiring steps back as well as forward in the step plan for delivery. Whilst there is evidence that communities most socioeconomically challenged will experience greatest longer term health an economic impact, detail has yet to identified.
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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:
	Monitoring of data and referral from partners and other services will provide indicators of need	January-December 2021

Stage 5: What steps can be taken to promote good relations between various groups/areas?

<p>These should be included in the action plan.</p>	<p>Local Learning community Partnerships exist in each network, partners contributing to Community development have the opportunity to share practice, identify opportunities for partnership work and identify existing and emerging needs. There will be a focus on building on the strengths of local communities to increase community-led provision of CLD services through co-production, grant aid and professional support.</p>
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<p>Stage 6: How does the policy/activity create opportunities for advancing equality of opportunity?</p>
<p>It will enable the targeted delivery of learning opportunities across Aberdeenshire to support individuals overcome barriers to learning, achieve learning goals and improve life chances. Groups and individuals will be supported to identify and respond to community needs. Local partnerships featuring coproduction will increase local opportunities for access to CLD support in adult learning, youth work and strengthening communities</p>

<p>Stage 7a: Are there potential impacts on protected groups?</p> <p>The protected groups covered by the equality duty are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.</p> <p>Who is affected by the activity or who is intended to benefit from the proposed activity and how? Complete the table below for each protected group by inserting “yes” in the applicable box/boxes below.</p>

	Positive	Negative	Neutral	Unknown
Age – Younger	Yes			
Age - Older	Yes			
Disability	Yes			
Race – (includes Gypsy Travellers)				Yes
Religion or Belief			Yes	
Sex			Yes	
Pregnancy and maternity				Yes
Sexual orientation – (includes Lesbian/ Gay/Bisexual)	Yes			
Gender reassignment – (includes Transgender)	Yes			

Marriage and Civil Partnership				Yes
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Stage 7b: Do you have evidence or reason to believe that this policy, activity etc. will or may impact on socio-economic inequalities?

This is about trying to be fair to everyone. Part of that is realising that not everyone may be starting at the same place. Some individuals and families may have low income, may have very little or no savings which means they are living from month to month therefore changes to council policies/services may have a greater adverse impact on them.

On this basis you should consider potential impacts on individuals/families by:

- Place: on specific vulnerable areas or communities (SIMD, regeneration, rural) e.g. housing, transport.
- Pockets: household resources, (Income, benefits, outgoings) ability to access a service
- Prospects: peoples life chances e.g.access to, or ability to access: employment, training, services (such as council or health) or support.

Groups of people who may be impacted include, but not limited to:

<ul style="list-style-type: none"> • Unemployed • Single parents and vulnerable families • People on benefits • Those involved in the criminal justice system • People in the most deprived communities • People who live in rural areas 	<ul style="list-style-type: none"> • Pensioners • Looked after children • Carers including young carers • Veterans • Students • Single adult households • People who have experienced the asylum system 	<ul style="list-style-type: none"> • Those leaving the care setting including children and young people and those with illness • Homeless people • People with low literacy/numeracy • People with lower educational qualifications • People in low paid work • People with one or more protected characteristic
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Please complete by inserting “yes” in the applicable box/boxes below.

Socio-economic disadvantage	Positive	Negative	Neutral	Unknown
Pockets: Low income/income poverty – cannot afford to maintain regular payments such as bills, food, clothing	Yes			
Pockets: Low and/or no wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future	Yes			

<p>Pockets: Material deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies</p>	<p>Yes</p>			
<p>Place: Area deprivation – where you live, where you work</p>	<p>Yes</p>			
<p>Prospects: Socioeconomic background – social class i.e. parents education, employment and income , educational achievement.</p>	<p>Yes</p>			

Stage 8: What are the positive and negative impacts?

Impacts.	Positive	Negative
<p>Please detail the potential positive and/or negative impacts you have highlighted above. Detail the impacts and describe those affected.</p>	<p>CLD provides opportunities to access learning to develop positive mental health, aspiration, overcome barriers to learning, achieve learning goals to improve life chances in the areas of personal, community, work and family life. The service will provide support by appropriate means to those who are recognised as those most severely hit by the health and economic impacts of COVID-19. Support to community groups/initiatives responding to COVID related community needs to develop co-produced, community-led CLD opportunities will meet local need for learning to support groups progress from response to recovery going forward. Support in terms of organisational and operational capacity will increase capacity for communities to identify services that could be community led and delivered, increasing access to CLD support locally and strengthening community leadership.</p> <p>This activity contributes to supporting vulnerable young people, attainment and achievement, support to families, support to mental health and well-being, positive destinations for young people, successful transitions for young people and adults, ESOL provision, core skills development, increases in employability, improved financial, health and other literacy,</p>	

Stage 9: Have any of the affected groups/areas been involved, engaged with or 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?	Protected groups are engaged in learning opportunities provided by the CLD service. Through previous projects and evaluation, they have fed in comments, thoughts and feelings which will have informed future practice and the submission of the report. LLCPs supplement data and provide intelligence to identify opportunities to strengthen communities and meet local needs. Funded groups have been consulted and supported to identify other sources of funding
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Stage 10: 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.	Consultation with affected organisations and support offered to identify alternative funding sources	August 2020-March 2021
	Consultation with organisations to identify support required from CLD to ensure learners complete their learning journey.	
	Local partnerships developed in targeted communities to build on community strengths and developed co-produced, community-led and delivered CLD opportunities	

Stage 11: What monitoring arrangements will be put in place? How the EIA will be used to monitor the proposal

These should be included in any action plan (for example customer satisfaction questionnaires).	The CLD Service reports to council through Pentana. The Service records activity and achievements of learners on its management information system, Cognisoft. Programmes are evaluated by learners and staff. Learner feedback informs programme content and pace and future delivery. Self-evaluation is an important part of the continuous improvement cycle of CLD. CLD Implementation Plan will track progress. CLD service will apply the How Good Is Our Community Learning and Development 4 framework to self evaluation and will be accountable to external scrutiny from HMIE through inspection using the same framework.
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Stage 12: What is the outcome of the Assessment?

Please complete the appropriate box/boxes	1	No negative impacts have been identified –please explain.

	2	<ul style="list-style-type: none"> Negative Impacts have been identified, these can be mitigated - please explain. <p>Consultation and support is being provided to the existing organisations to support them identify other sources of funding. Whilst any learners currently engaged with the organisation should complete their learning programme by the end of the current financial year, where this is not the case CLD will work with the organisations to complete the programme of learning.</p> <p>Consultation is being undertaken with the organisations as to the level of and opportunity to address unmet need which might arise from reduction in funding to the organisations.</p>
	3	<p>The activity will have negative impacts which cannot be mitigated fully – please explain.</p> <p>Where awards are used to contribute to the core budgets of the organisations, they will require to seek alternative funding to replace awards.</p>

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

In funding the organisations it was intended that the organisations:

- identify efficiencies that can reduce the level and reliance on core funding
- identify and pursue funding from other sources

This process was intended to assist in the distribution of funding to a wider range of organisations in future. Reducing funding to the organisations will enable an increase in the resource that can fund the development of community-led, community based local provision of CLD opportunity to meet local needs.

Stage 14: Sign off and authorisation.

Sign off and authorisation.	1) Service and Team	Education & Children Services, Community Learning & Development		
	2) Title of Policy/Activity	Provision of CLD service (if appropriate)		
	3) Authors: I/We have completed the equality impact assessment for this policy/activity.	Name: Philip Boath Position: Interim Service Manager, Communities & Partnerships Date: 08/02/2021 Signature:	Name: Position: Date: Signature:	
		Name: Position: Date: Signature:	Name: Position: Date: Signature:	

4) Consultation with Service Manager	Name: Philip Boath Date: 08/02/2021	
5) Authorisation by Director or Head of Service	Name: Vincent Docherty Position: Head of Education Date:	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.	Date:	
7) EIA author sends a copy of the finalised form to: equalities@aberdeenshire.gov.uk	Date:	

Action Plan					
Action	Start	Complete	Lead Officer	Expected Outcome	Resource Implications
Delivery of CLD service following Step plan for COVID-19 recovery, re-introducing face to face learning across delivery as appropriate.	January 2021	March 2022	Philip Boath	Improve life chances for targeted communities and potential learners	
Development of local partnerships to build on local strengths to develop coproduction of opportunities for access to CLD support .	March 2001	March 2022	Philip Boath	Increase in local community led CLD opportunities to access support in support adult learning, youth work and strengthening communities.	

Appendix 2

Community Learning and Development Third Sector Funding

Briefing Paper for ECS Committee 18th of March 2021

Purpose

To provide further detail to the background of CLD Third Sector Funding, and to supplement the information contained in the ECS Community Learning and Development Third Sector Funding Committee Paper.

Background

Community Learning and Development have been working with the three organisations over recent months to look at the impact of a reduction of funding from CLD on organisations, existing learners and unmet need of learners and on other potential sources of funding that may be open to these organisations.

Workers Educational Association (WEA)

The WEA is a national organisation, the WEA were awarded £24,900 for the 2020/21 Service Level Agreement (SLA) with CLD. The purpose of the funding was to reduce social isolation and increase wellbeing through learning for older people, with a focus on residential settings, and to build capacity for communities to support collective and individual action to address financial and social inequalities. The SLA funded project development, tutor costs including travel, accommodation, computers and education support and organisation and administration costs. As part of the SLA application process the WEA indicated they would try to identify alternative funding for a small amount of development work in these areas, independent of this application. This would not include any delivery identified within this application, nor would it start work, or commit to any expenditure relating to this application prior to obtaining approval.

Aberdeenshire Council Funding WEA

WEA successfully applied to Formartine Area Committee in 2019/20 for £4,086.67. The WEA is currently not in receipt of any other funding from Aberdeenshire Council.

Impact on Existing Learners

There is currently an underspend in the SLA for 2020/21. This has been reported primarily as due to changes in access to care homes and that there is no requirement for the intended purchase of computer equipment. CLD with WEA has agreed to review their SLA and to avoid recovery of funding, amend it and extend the period of delivery to June 2021. WEA agreed to provide learning in relation to active citizenship including learners voice, and study skills for SQA accreditation in relation to employment. The fund identified for computers will now be used for administration until the end of June 2021.

The delivery model for WEA is to offer and provide projects that may differ from year to year, where the learning support offered can be completed within a short to medium term block within the funding year. There are no current learners signed up for the amended SLA and it envisaged learners will be identified with the support of CLD for the learning offer between March and June. There would therefore be no impact on current learners of no funding for 2021/22.

Alternative Sources of Funding

WEA have indicated if they are unable to secure future funding this will impact on their future delivery in Aberdeenshire. WEA currently receive Lottery fund for their Reach Out Programme in Aberdeen City and there is an opportunity for the WEA to widen this initiative to Aberdeenshire, with a potential allocation of £20,000. The WEA engaged with Economic Development to explore partnership working with the Vinery Project in Banff. There is a potential to link the Reach Out to the Vinery Project in Banff The WEA have also been signposted to the Resilience Fund which will accept applications for up to £5,000 for Aberdeenshire wide projects. There is the potential for WEA to be a commissioned project for the Employability strand. WEA can also access the National Third Sector Recovery Fund for learning to support recovery from lockdown.

Unmet need

As the delivery of learning was based on targeted projects, in 2021/22, the learning offer provided by WEA could be delivered by CLD over time.

Future Support

CLD will continue to work collaboratively with WEA as partners within the Aberdeenshire Community Learning Communities Partnership in delivering English for Speakers of Other Languages (ESOL). CLD will continue to work collaboratively with WEA to identify progression for learners and opportunities to support communities to coproduce learning opportunities in their locality.

LEAD Scotland

LEAD Scotland is a national organisation; LEAD Scotland were awarded £23,135.83 for the 2020/21 SLA with CLD. LEAD have added £1,960.10 in kind costs to the project. The purpose of the project is to provide accredited development and non-formal confidence building activities to disabled people and carers, to enable them to actively contribute to their own communities and improving their own lives. LEAD indicated that if additional external funding could be secured then value added learning support could be provided in Aberdeenshire

Impact on Existing Learners

Lead Scotland is on track with the current Service Level Agreement with existing learners achieving their learning outcomes. Lead Scotland and CLD have continued

to support learners with their SQA Core Skills accreditation. Lead Scotland managed a high level of engagement with learners during Covid-19. Any existing learners could be allocated into other Lead Scotland programmes; however, these programmes currently have a high demand.

Alternative Sources of Funding

LEAD Scotland operate a funding framework that means the SLA funding only covers delivery costs, and if they are unable to secure any additional funding the funded delivery would cease. Lead Scotland have been signposted to the funding streams under the Employability strand and have been successful in securing funding to deliver against the Young Person's Guarantee Programme in Aberdeenshire, for disabled people and carers aged 16 to 24 and are applying for a range of grants and contracts totalling £130,000, which will allow them to meet the needs of future learners.

Unmet Need

LEAD Scotland offers a specialised tailored learning support for disabled adults and carers this includes home visits and specialised information and support. CLD can provide some of the learning and accreditation provided by Lead Scotland. LEAD Scotland has been successful in identifying and securing other sources of funding although the fund will not cover all elements of the Service Level Agreement.

Future Support

CLD will continue to support LEAD Scotland with the SQA Core Skills accreditation for learners and this would include the moderating process and could include meeting learner registration costs. CLD will continue to facilitate funding for LEAD to deliver Aberdeenshire Employability Agreements through the Opportunities for All Officer.

Aberdeen Foyer

Aberdeen Foyer is a large third sector organisation that operates in Aberdeen and Aberdeenshire. Aberdeen Foyer were awarded £58,150 for the 2020/21 SLA with CLD. It was also successful in applying for £3,750 from the Good Things Foundation for ICT equipment. The purpose of the funding to tackle and reduce poverty, social inclusion and digital exclusion. CLD funding was focused on provision of accredited learning opportunities in the Fraserburgh and Peterhead Learning Houses.

Aberdeen Foyer Aberdeenshire Council Funding

Impact on Existing Learners

Aberdeen Foyer have indicated they are fundamentally on track with the 2020/21 SLA. There were initially some operating issues in relation to ICT equipment,

however access to Connecting Scotland and funding received from the Good Things Foundation enabled the Aberdeen Foyer to issue 147 ICT devices to learners. Aberdeen Foyer and CLD have continued to support learners with their SQA Core Skills accreditation. CLD have continued to support Aberdeen Foyer and staff to enable learners to achieve their SQA Core Skills accreditation. It is envisaged that Aberdeen Foyer will achieve all the learning agreed within the given timeframe of the 2020/21 SLA, although there is the opportunity to extend until the end of June. CLD currently provide literacies and employability support throughout Aberdeenshire and could meet the learning needs of literacy learners.

Alternative Funding Sources

Aberdeen Foyer already secure a range of funding through grants and commissioned projects under the Employability strand. They have access to the No One Left Behind budget, are looking at piloting Foundation Apprenticeships and have a focus on co-designing services and further investigating technology and online virtual learning. Aberdeen Foyer have access to the Transitional Training Fund to support individuals who are at risk of redundancy or have lost their job as a result of Covid-19. Employability are the main sources of funding that Aberdeen Foyer have successfully secured for this delivery.

Unmet Need

Peterhead and Fraserburgh communities have significant levels of literacy needs, which requires a partnership approach to meet the unmet needs. Following the outcome of the Community Impact Assessments, CLD resources to support communities in the North will be increased as a result of service improvements. This will increase the capacity of CLD to meet future learner needs.

Future Support

CLD will continue to work collaboratively with Aberdeen Foyer and support Aberdeen Foyer staff and learners with the accreditation of SQA Core Skills, and this would include the moderating process.

Decisions relating to this discreet CLD funding will not impact on other funding that Aberdeen Foyer secures from Aberdeenshire Council and Fairer Scotland etc.