



Community Learning & Development Plan 2024-27



Year One – Bridging Plan
September 2024

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Improving life chances for people of all ages, through learning, personal development, and active citizenship
Stronger, more resilient, supportive, influential, and inclusive communities



Introduction

On behalf of the Community Learning and Development Partnership, we welcome you to the Fife Community Learning and Development (CLD) Plan 2024-27. The CLD Plan is one of the delivery vehicles for the Plan for Fife. It outlines how community learning and development activity contributes to the Plan for Fife themes and outcomes.

Development of this CLD Plan is underpinned by the **Scottish Government national guidance** and builds on the previous **CLD Plan 2021-24**.

The approach to developing this new Plan has also taken account of the National Review of CLD **Learning for All for Life**, and given the recommendations that will be actioned as part of the National Review, and the CLD Plan Guidance relating to this, this first version of Plan for 2024-27 will be a bridging plan that will focus on our year one actions. These will be updated by 1st September 2025 and will be further informed and strengthened by learner voices.

Julie Dickson Fife Council
Co-chair of Fife CLD Partnership

This Plan identifies the emerging priorities for our current delivery, and it sets out how we are going to collectively work to tackle these through our decentralised area delivery plans and our overarching Fife wide actions – this is further detailed in our actions for year one.

Community learning and development in Fife is characterised by strong partnership working across public sector agencies, third sector providers, and with communities. The CLD Partnership will continue to work with and through Fife wide and local partnership groups to plan, deliver and review the effectiveness of the Plan and, alongside communities, will continue to identify further areas for collaborative action.

Through co-ordinated partnership working, our aim is that communities will be stronger, more resilient, and have more robust community organisations; local people are empowered to make positive, informed choices and contributions to civic society; and the planning and delivery of CLD in Fife is effective and maximises the impact of available resources.

Helen Rorrison Fife Voluntary Action
Co-chair of Fife CLD Partnership

Fife CLD Partnership Members



Why do we need a CLD Plan?

In June 2012, the Scottish Government issued the Strategic Guidance for Community Planning Partnerships: Community Learning and Development (CLD) which sets out the core purpose of CLD as follows:

CLD activity has a strong focus on early intervention, prevention and tackling inequalities.

Community Learning and Development is widely understood to include:

- Community development (building the capacity of communities to meet their own needs, engaging with, and influencing decision makers)
- Youth work, family learning and other early intervention work with children, young people, and families
- Community based adult learning, including adult literacies, family learning and English for Speakers of Other Languages (ESOL)
- Learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders
- Volunteer development
- Learning support and guidance in the community

CLD's specific focus is:

- Improved life chances of all ages through learning, personal development, and active citizenship
- Stronger, more resilient, supportive, influential, and inclusive communities

In September 2013 the Scottish Government introduced a legislative underpinning for CLD, 'The Requirements for Community Learning & Development (Scotland) Regulations', which placed a legal requirement on local authorities to fulfil a lead role in the implementation of the strategic guidance including the publication of a 3-year CLD Plan in collaboration with other public sector providers and the third sector. The Regulations set out the following policy goals:

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



The Wider Policy Context

CLD supports primarily disadvantaged or vulnerable groups and individuals of all ages to engage in learning, personal development, and active citizenship with a focus on bringing about change in their lives and communities. CLD uses a distinct form of educational practice that is collaborative, anti-discriminatory and equalities focused.

In recent years, the national policy landscape relevant to CLD has been developing rapidly and includes the Community Empowerment (Scotland) Act 2015, the National Improvement Framework, Adult Learning Strategy (2022-27), Children and Young People (Scotland) Act (2014)

More specifically our approach to developing this new Plan has also taken account of the National Review of CLD **Learning for All for Life**

While work on the Review and the Recommendations continue, the existing statutory obligations continue to apply to education authorities, including the requirement to publish a CLD plan by the third year after the publication date of the previous plan.

However, during this period of independent review, and based on what is set out in the Guidance, we have considered it relevant to focus on year one actions which will be further reviewed by 1st September 2025

Learning: For All. For Life.
A report from the Independent Review of Community Learning and Development (CLD)



Kate Still
Independent Reviewer of Community Learning & Development
July 2024

Scottish Government
Riaghaidh na h-Alba

Education is a fundamental right, not a privilege: everyone must have the opportunity to succeed. Community learning and development can be a first step along that path, through supporting some of our most vulnerable people ... There is no wrong or less-esteemed path, whether that path is via college, school, work, university, or a community initiative. They are all essential parts of a modern education and skills system.

Graeme Dey MSP, Minister for Further Education, Higher Education and Veterans, 5 December 2023

Learning: For All. For Life.

The Fife Context

The Fife Partnership has a vision for Fife as a place where communities really matter, where people set the agenda and contribute to how change is being delivered.

With fairness at the heart of everything, we're working to create connected communities, where people thrive, have enough money, and contribute to a sustainable and attractive environment.

In 2017 we set our ten-year ambitions for Fife in the Plan for Fife. These remain our long-term ambitions. Review work undertaken in 2021 sharpened our focus on three main priorities and following further review in 2024, the Fife Partnership Board retained those commitments for the 2024-2027 period.

In the face of social and financial challenges we will continue to provide good quality, sustainable services that meet the needs and concerns of our communities, and make things fairer across Fife by focussing on:

- tackling the root causes of poverty and inequality
- growing the local economy and building community wealth
- addressing the impacts of climate change

This CLD Plan is one of the key delivery vehicles for the Plan for Fife and these focused priorities are core to CLD delivery, and building stronger lives and communities for the future

Over year one of this Plan work will also be developing around implementing the 'No Wrong Door' approach with an emphasis on prevention and earlier intervention. Work is also continuing around neighbourhood and community led planning.

The CLD Partnership will continue to work with and through our Fife and local partnership groups to plan, deliver and review the effectiveness of our actions and, alongside communities, will continue to identify further areas for collaborative action.

These partnership groups include:

- People and Place Leadership Groups
- Youth Strategy Groups
- Poverty Action Groups
- Adult Learning Planning and Delivery Groups
- HSC Locality Groups

The Fife Strategic Assessment has just been completed and during year one of this Plan the seven area strategic assessments and community profiles will also be updated. These will also be used to support future CLD planning.

The leadership of CLD is effective and there is a clear vision for improvement. CLD is well embedded in strategic partnerships and is increasingly valued across council services and wider stakeholders.

(HMle – February 2024)



Developing the Plan 2024-27

The previous CLD Plan was published in September 2021, with a focus on recovery and renewal post Covid-19. Data gathered over the last two years shows increasing trends across the majority of national CLD key performance indicators and participation and engagement with CLD services is almost at pre-pandemic levels across Fife.

In developing this Plan, we have reviewed the actions and progress in our current CLD plan, taken account of the National Guidance and the CLD Review, explored priorities at a CLD Partnership event, consulted with area leads, and met with key partner agencies. We have also taken in to account the recommendations from a recent Progress Visit by HMle.

This work has enabled us to identify our key strengths, our shared priorities and overarching actions, including the following:

- Area Planning and Delivery
- The Fife CLD Offer
- Fife CLD Partnership membership
- Fife Youth Work Strategy
- Community Engagement
- Equalities
- Use of Data
- Reporting
- Engagement with learners and communities

We have set out overarching actions and measures for all these areas for Year 1. These overarching actions, along with the implementation of the National Review recommendations will further inform our actions for years two and three of this Plan.

CLD Partners know their communities well. They have an improved and shared understanding across professional disciplines of who is best placed to meet individual and community needs. This is helping to address barriers to accessing provision and improving timely access to resources and services for those most in need.

HMle February 2024



CLD Shared Priorities - Actions for Year 1

Actions	Lead Partner	Measures of Success
Area Planning and Delivery		
<ul style="list-style-type: none"> ● Across all seven localities, refreshed area CLD delivery plans will be developed 	Fife Council, Communities and Neighbourhoods (local community development teams)	<ul style="list-style-type: none"> ● By the end of 2024, local CLD plans will be in place that detail outcomes, actions, and measures
Fife CLD Offer		
<ul style="list-style-type: none"> ● Partners will work together to map out the CLD offer in Fife and how it contributes to the Plan for Fife priority areas 	Fife Council, Communities and Neighbourhoods	<ul style="list-style-type: none"> ● By June 2025 we will have a reference document that details Fife CLD activity
Fife CLD Partnership		
<ul style="list-style-type: none"> ● We will review the membership of the CLD Partnership to ensure our key partners are fully engaged. ● We will establish additional subgroups to support key themes and priorities. 	Fife CLD Partnership	<ul style="list-style-type: none"> ● By April 2025, the CLD Partnership will be fully representative of learning and development providers and partners
Fife Youth Work Strategy		
<ul style="list-style-type: none"> ● Building on previous research and wider national developments, we will develop a Fife Youth Work Strategy 	Fife Youth Work Mangers Forum	<ul style="list-style-type: none"> ● By June 2025 we will have produced a joint strategy that fully details Fife's Youth Work priorities and outcomes
Community Engagement		
<ul style="list-style-type: none"> ● Implement Community Engagement Improvement Plan 	Community Engagement Steering and Development Groups	<ul style="list-style-type: none"> ● By May 2025, we will have implemented the improvement plan, gathered community feedback, and developed a measure to track participation rates



Actions	Lead Partner	Measures of Success
Equalities		
<ul style="list-style-type: none"> ● Fife Centre for Equalities will support the CLD partnership to consider the experiences of people from different protected characteristics in the planning of activities. ● Development of an inclusion guide that will support partners with activity planning. ● Support partners make links with local equality organisations and/or community groups to increase participation in planned activities. 	Fife Centre for Equalities	<ul style="list-style-type: none"> ● By May 2025, an inclusion guide will have been developed that has been tested and codesigned with partners and members of local equality networks (including but not exclusive to: Fife Equalities Forum, Fife Interfaith and Belief Network) ● Case Studies/Comms (e.g. blogs or newsletter articles) on inclusive opportunities will have been developed.
Data		
<ul style="list-style-type: none"> ● Better sharing and collation of data 	Fife Council, Communities and Neighbourhoods	<ul style="list-style-type: none"> ● By June 2025 we will improve use and analysis of data to evidence impact, further support planning, and progress reporting
Reporting		
<ul style="list-style-type: none"> ● Improving how we measure outcomes, including shared performance indicators and CLD contributions to the Plan for Fife 	Fife Council, Communities and Neighbourhoods	<p>By June 2025</p> <ul style="list-style-type: none"> ● Improved reporting at all levels ● Use of National KPI's (Appendix 3) extended to CLD partners. ● Improved reporting on health and wellbeing, and capacity building activity
Engagement with learners and communities		
<ul style="list-style-type: none"> ● Wider engagement with key stakeholders, particularly learners and communities on CLD needs and priorities. 	Fife Council, Communities and Neighbourhoods	<ul style="list-style-type: none"> ● By May 2025 we will have engaged with learners, communities and wider partners, and feedback will inform our future actions



Workforce Development

It is important that CLD practitioners can access high quality, relevant and role appropriate training and development opportunities, and we are committed to encouraging and nurturing a learning culture. Our practitioners and volunteers are guided by a professional practice framework based on competences and a critically reflective responsibility to how they approach their work as set out in figure 1.

We will support the CLD workforce with a range of opportunities supported by on-going in-house and partner training and development, joint programmes developed by the Tayside and Fife CLD Professional Learning Alliance and the Southeast Consortium, and by the CLD Standards Council for Scotland.



Figure 1

Key activity in year one will include the following:

Provision	Delivery
On-going delivery of in house and partner training	Opportunities to support skills and knowledge will be delivered via the youth work and Fife health promotion training programmes.
Tayside and Fife Alliance – delivery of joint training opportunities	Based on priority themes identified by the workforce, we will deliver joint training on the following topics: <ul style="list-style-type: none"> ● Using data to demonstrate impact ● Community development ● Digital CLD practice ● Mental Health
Supporting professional pathways to CLD and succession planning	We will continue to support opportunities that provide professional pathways to CLD. These will include: <ul style="list-style-type: none"> ● Youth Work Modern Apprenticeships ● Work based degree programme (Dundee University) ● HNC Working with Communities (Fife College) We will also continue to support placement opportunities for those studying CLD
Community Learning and Development Standards Council (CLDSC)	We will continue to promote membership of CLDSC, and support the workforce to attend CLDSC member events, seminars and practice sharing forums.

Council staff, partners and volunteers are supported well with a comprehensive professional learning programme. Council staff take an active role in regional and national networks, which enhances the workforce development offer. Practitioners value highly the professional learning pathways, and a few staff are progressing to undergraduate and post graduate study. As a result, practitioners and leaders have increased capacity to respond and adapt to changing needs.

HMle February 2024



Governance and Reporting

The CLD Partnership will continue to report directly to the Communities and Wellbeing Partnership (CWP) as part of the wider Fife Partnership Board structure and delivery arrangements.

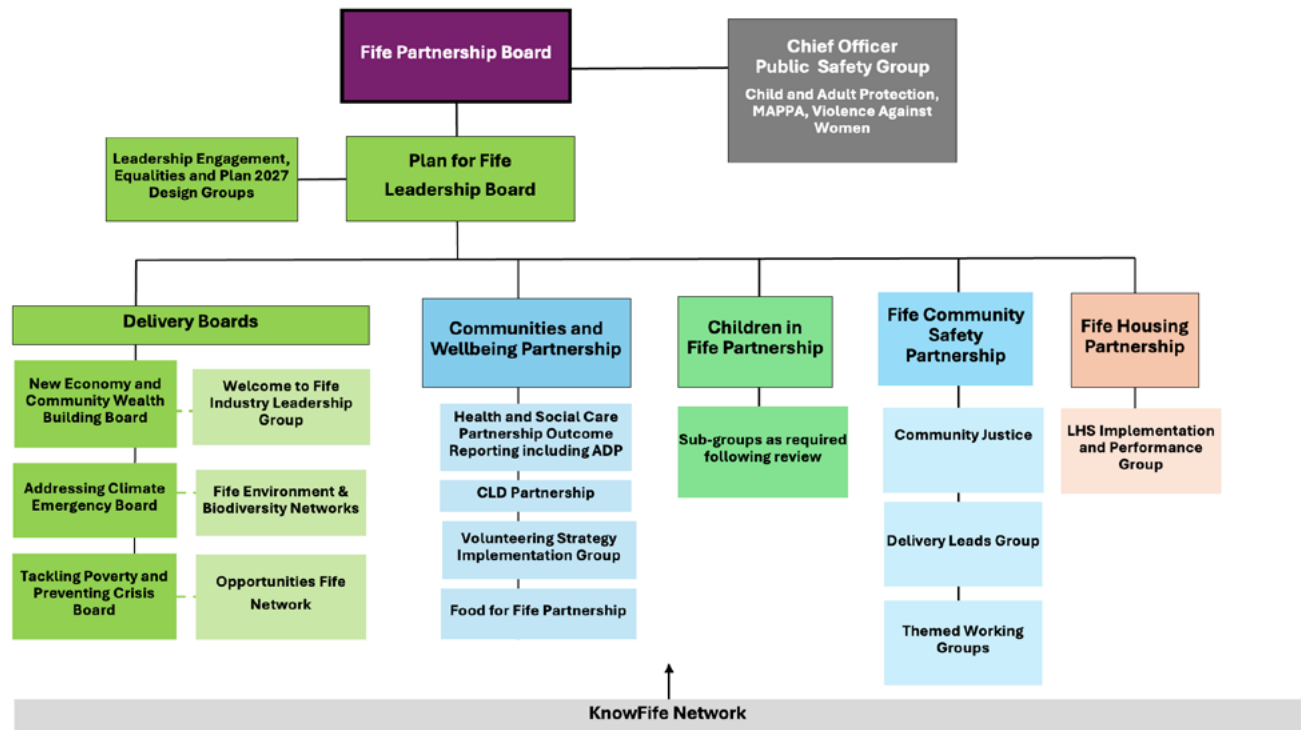
The CLD Partnership normally reports annually to CWP but as this is a bridging plan, a six-month report will be provided to update on progress and identify any challenges. Annual progress reporting will also go to Fife Council People and Communities Scrutiny Committee.

At local area level, CLD activity will be reported to the area committees and local wards as per local area arrangements.

The CLD Partnership members will continue to monitor progress against the agreed actions in the Plan by:

- Continuing to support service and partnership planning arrangements for the local delivery of CLD activities
- Working together to improve outcome focused planning and evaluation approaches, gathering evidence, and measuring impact

Plan for Fife Delivery Structure



Unmet Need

The focus of our previous Plan was recovery and renewal post Covid-19, and response activity remained a key focus at that time. The Partnership recognised then that it may not be possible to reach everyone who may need CLD support. We also acknowledged that further work needed to be done to improve our understanding of changing needs.

Since then, we have seen an increase in participation levels across all activity and this has been supported through community recovery funding and specific funded activity to support learners and communities. We do however recognise that we need to do more to target specific data zone areas. We have also seen an increasing demand for ESOL programmes over the last 2 years.

Given this is a one-year bridging Plan, we have committed to wider community, learner, and partner engagement so that we can further our understanding of key areas of need and how we meet the need of specific communities and priority groups. In addition, work in year one around local strategic assessments and community profiling will support this.

This will enable partners to explore how to make best use of resources and consider any gaps that arise due to temporary funding arrangements ending, i.e. community recovery funding, and Multiply programme. This will further inform our core priorities and actions for years two and three of this Plan.



Appendix 1: Reference / Support Documents

- Community Learning and Development (CLD) Plans: Guidance 2024-27
- Learning: For All. For Life.
A report from the Independent Review of CLD
- National Youth Work Outcomes and Skills Framework
- Adult Learning Strategy for Scotland 2022-27
- The Plan for Fife
- Fife CLD Plan 2021-24
- Education Scotland: Fife CLD Progress Visit Report 2024
- Fife Partnership Report 2024
- Local Child Poverty Report 2023/24
- Tackling Poverty and Preventing Crisis Delivery Plans
- Community Engagement Improvement Plan
- Fife Gaelic Language Plan



Appendix 2: CLD Outcomes

Youth Work

- yw1** Young people build their health and wellbeing
- yw2** Young people develop and manage relationships effectively
- yw3** Young people create and apply their learning and describe their skills and achievements
- yw4** Young people participate safely and effectively in groups and teams
- yw5** Young people consider risk, make reasoned decisions and take control
- yw6** Young people grow as active citizens, expressing their voice and enabling change
- yw7** Young people broaden their perspectives through new experiences and thinking

Adult Learning

- AD1** Adult learners develop relationships and networks
- AD2** Adult learners improve health and wellbeing
- AD3** Adult learners improve their communication skills
- AD4** Adult learners develop cultural awareness
- AD5** Adult learners increase their confidence
- AD6** Adult learners improve their language skills
- AD7** Adult learners develop their literacy and numeracy

Community Development

- CD1** Communities are confident, resilient and optimistic for the future
- CD2** Communities manage links within communities and other communities and networks
- CD3** Community members identify their capacities, learning and skills, enhance them and apply them to their own issues
- CD4** Community members form and participate equally, inclusively and effectively in accountable groups
- CD5** Communities consider risk, make reasoned decisions and take control of agendas
- CD6** Communities express their voice and demonstrate commitment to social justice and action to achieve it
- CD7** Community members' perspectives are broadened through new and diverse experiences and connections



Appendix 3: National KPIs

Adult Learning

Descriptor

KPI1 to KPI4 relates to adults involved in adult learning, family learning and capacity building activity through CLD. This may include employability programmes, Literacies, ESOL and personal development work. By awards and wider achievements, we mean those completed.

KPI 1 Number of adults engaged in CLD activity

KPI 2 Number of adults receiving completed nationally recognised awards through CLD activity (SCQF levelled and awards such as Adult Achievement Award including sectional certificates)

KPI 3 Number of adults gaining wider achievement awards, local awards and those not nationally recognised through CLD activity (e.g., Health issues in the Community & Keystone Award)

KPI 4 Number of adults engaged in family learning through CLD activity

KPI 5 Number of children/young people engaged in family learning through CLD activity

Youth Work

Descriptor

KPI6 to KPI7 and KPI8 relate to children (aged 5 to 9) and young people (aged 10 to 18 – except for those involved in the Duke of Edinburgh Award where the upper age limit is 25). By awards and wider achievement, we mean those completed.

KPI 6 a) Number of children engaged in CLD activity

b) Number of young people engaged in CLD activity

KPI 7 Number of children receiving completed nationally recognised awards through CLD activity

Number of young people receiving completed national recognised award through CLD activity

Number of young people receiving sectional certificates towards above Awards (sectional certificated only to be included if full award not completed)

KPI 8 Number of young people gaining wider achievement awards, local awards and those not nationally recognised, through CLD activity



Health and Wellbeing

Descriptor

Activity leading to increased confidence / improved self-esteem and other aspects of improved mental health and wellbeing. The exercise is focussed at this stage on numbers - greater impact focus will be achieved through case studies.

KPI 9 Number of adults with improved mental health and wellbeing outcomes through CLD activity

KPI 10 Number of children and young people with improved mental health and wellbeing outcomes through CLD activity.

Community Development

Descriptor

KPI11 includes – for example – resident groups / early years groups / community councils / groups taking forward community asset transfers and those involved in community health checks, community profiling etc. KPI12 includes those involved in representative structures and which reflect the community empowerment act.

KPI 11 Number of community groups receiving capacity building support through CLD activity

KPI 12 Number of adults and young people taking part in influence an engagement activity through CLD – (including community planning / participatory budgeting / local and national consultations / co-production and influencing service design)

Wider Engagement

Descriptor

This category includes adults and young people not yet involved in our more regular activity but rather engaged with at events and in one off or initial meetings.

KPI 13 Number of adults and young people reached and engaged with through one-off promotional events / drop-ins / community events / engagements / etc.



Appendix 4. National Review

Summary of focus areas and recommendations extracted from Report.

The report titled “Learning: For All. For Life.” is a product of the Independent Review of Community Learning and Development (CLD). The report focuses on the role and future direction of CLD within the broader educational and social context. CLD refers to a field of practice in Scotland that supports lifelong learning, community empowerment, and social inclusion.

Key Areas of Focus

Community Empowerment

- The report emphasises the importance of empowering communities through education, ensuring that individuals of all ages have access to learning opportunities that meet their needs.
- It highlights strategies to enhance local engagement and participatory approaches to community development.

Lifelong Learning

- It stresses the need for a lifelong learning culture, where education is accessible at all stages of life, adapting to the changing needs of society.
- The report highlights the role of CLD in providing community-based education opportunities for young people and adults.

Inclusivity and Equity

- The report addresses issues of access and equity, aiming to reduce barriers to learning and ensure that marginalised and disadvantaged individuals, groups and communities are not left behind.
- There are recommendations for policies and practices that promote inclusivity within CLD.



Collaboration and Partnership

- A strong emphasis on collaboration between various stakeholders, including local authorities, educational institutions, voluntary organizations, and the communities themselves is central to the CLD approach
- The report outlines how partnerships can be strengthened to deliver more effective and coherent CLD services.

Policy Recommendations

- The report provides a set of recommendations for policymakers to enhance the effectiveness and reach of CLD.
- These recommendations focus on funding, governance, training for CLD professionals, and the integration of CLD into broader social and educational strategies.

Future Directions

- The report explores emerging trends and challenges in the field of CLD, offering insights into how the sector can adapt and evolve to meet future needs.
- It considers the role of technology in CLD and how digital learning platforms can be integrated into community-based education practice.

Implications

- The report calls for a renewed commitment to community learning and development, urging stakeholders to recognise the value of CLD in fostering resilient, empowered communities. By addressing both the opportunities and challenges within the field, the report aims to guide future policy and practice, ensuring that learning is truly for all, and for life.



Recommendations - extract from Learning For All For Life July 2024

1. Leadership and Structures

- 1.1 By Autumn 2024, the Scottish Government and CoSLA should establish a **joint CLD Strategic Leadership Group (SLG) including an Equalities Forum**.

- 1.2 The work of the SLG should be supported by a working-level **CLD Strategic Delivery Group (SDG)**.

- 1.3 CoSLA and the Scottish Government need to **reconsider current arrangements supporting CLD policy and delivery**.

- 1.4 CoSLA should initiate and lead a process to **improve consistency in terms of where CLD is situated within Local Authority structures** across all 32 Local Authorities.

- 1.5 The **CLD Standards Council should be supported to transition towards an independent status** more akin to the General Teaching Council Scotland.

- 1.6 Ministers should commit to providing **regular reports to the Scottish Parliament** about follow-up to this Review.

2. Overarching Policy Narrative

- 2.1 The Scottish Government should develop and communicate a **clear and cohesive policy narrative on Life-long Learning**.

- 2.2 Informed by and consistent with the policy narrative recommended above, the Scottish Government should develop and communicate a **clear Statement of Strategic Intent for CLD**.

3. Focus on Delivery

- 3.1 By the end of 2024, the Strategic Leadership Group should agree and publish a **detailed, prioritised and timed Delivery Plan**.

- 3.2 The Scottish Government working alongside New Scots partners, Colleges and Local Authorities needs to take immediate action to **tackle the current crisis in ESOL**.



4. Budgets and Funding

- 4.1 The Scottish Government should undertake an urgent and overdue **reassessment of the current balance of spending** across all dimensions of learning in Scotland.
- 4.2 Consistent with the Verity House Agreement, the Scottish Government and CoSLA should work together to **identify indicative allocations for Local Authority spend on CLD**.
- 4.3 Wherever possible, funding should be part of core budgets rather than project related. If this is not possible, then **project funding should be provided over a multi-year period**, with an explanation provided if that is not the case.

5. Developing the Workforce and Standards

- 5.1 The Scottish Government should appoint a **Chief Adviser on Community Learning & Development**.
- 5.2 The CLD Standards Council should lead work to develop a **CLD Workforce Plan** for consideration by the Strategic Leadership Group.
- 5.3 There should be a progressive requirement for all those working or volunteering in CLD roles to be members of the CLD Standards Council.
- 5.4 Consideration of HMIE CLD inspection report findings should be a standing item on the Strategic Leadership Group agenda.

6. Demonstrating Impact

- 6.1 The Scottish Government should fund Scotland's **participation in the OECD International Survey of Adult Skills (PIAAC)**.
- 6.2 Existing outcome measures, including the Youth Work National Outcomes and Skills Framework and the CLD managers Scotland KPI data, should be used as the basis to **develop a shared CLD Outcomes and Measurement Framework** for use across the sector.
- 6.3 There should be an **annual celebration of CLD successes**, in the shape of a CLD Annual Report and CLD Awards event.



Community Learning & Development Plan 2024-27



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