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THE CITY OF EDINBURGH COUNCIL

Update on the Implementation of the 21st Century Community Learning and Development Re-design

Education, Children and Families Committee

21 June 2011

Purpose of report

1   The purpose of this report is to update the Education, Children and Families Committee on the progress made in implementing the 21st Century Re-design agreed in the report of the 9 November 2010.

Main report

2   Consultative Group

2.1   A consultative group for Community Learning and Development (CLD) stakeholders comprising representatives of management committees, adult learners and young people, has been established and has met twice. Three sub groups have been established to take forward work streams agreed in the Redesign Report and are at varying stages of their work.

2.2   A new draft model constitution, which meets all the requirements laid down by the Office of the Scottish Charities Regulator (OSCR) is currently out for consultation and it is expected to be finalised in June.

2.3   The Partnership Agreement is intended to provide clarity on the role and function of both CLD staff and management committees in relation to running community centres and to provide some guidance on the relationship that should exist between the two. A draft will be ready for initial consultation by September.

2.4   A Consultative Group conference will take place on 25 June 2011 in Broughton High School.   The conference is called Working Together to Strengthen Communities and will cover the theme of equalities.

3   Community Centres

3.1   North Edinburgh Area Cluster Model

The Leith CLD team is piloting a cluster approach to centre management and programme development. Staff from Leith and Fort community centres and Duncan Place resource centre will investigate the feasibility of sharing clerical

and SSO support, as well as cleaning and key-holding arrangements and the possible development of a centralised booking system. It is hoped that this will release CLD worker time to devote to programme development. All staff and management committees involved will be fully consulted and will be involved in the evaluation of the efficacy of the approach.

3.2   East Edinburgh Area Cluster Model

This pilot will co-ordinate clerical, SSO and CLD staffing, booking and letting, income generation/financial procedures and youth work recording/ evaluation across the Jack Kane, Magdalene, Bingham and Castleview community centres.   Training and support for changes in working practices will be available. Consultation is currently underway with staff, management committees and other stakeholders.   Both pilots will run between September 2011 and December 2011 and will then be evaluated.

3.3   West Edinburgh – Resource Sharing Pilot Project

The West Edinburgh pilot has been set up to formalise and expand the current sharing of resources within a neighbourhood.   Some limited sharing of resources already takes place between organisations e.g. mini-buses, equipment, space etc, however there is potential for more sharing. Discussion has taken place with local schools, community centres and local voluntary organisations to join the pilot with the aim of utilising more of the joint resources within an area and to determine how the scheme can be managed.

3.4   Alternative Management Arrangements for Gorgie War Memorial Hall

The Council decision, in March 2010, allowed the management committee to explore a range of options to develop the hall, as a community facility. Steps were taken to test income generation and an increase of £2,500 was achieved. In addition, initial savings of £4,800 were made and a further £8,433 of savings have been identified for implementation in this financial year. The committee has invested £14,762 into the upkeep of the building. One of the options to be considered was a full asset transfer and following an in-depth investigation and discussion with the council, both parties concluded that this is not a viable alternative at this time. The committee would welcome discussion with the Council on agreeing a longer term lease.

A business plan will be produced and will be ready for discussion with the Council by November 2011.

The management committee therefore requests that Gorgie War Memorial Hall remains as a Council establishment and that its future management arrangements are taken forward within the CLD consultative group in common with other community centres in the city.

3.5   Management Committee Training

A citywide training programme for management committee members developed by CLD and EVOC has been implemented. A standard induction pack for all

new management committee members will be presented to the September meeting of the Consultative Group.

3.6   The use of local contactors for minor works

In some centres local contractors are used very effectively to carry out a range of minor works. There is a commitment to extend this good practice. Discussion is required with colleagues from the Property Care section to establish the best way of taking this forward.

4. Adult Education online enrolment system

Previous reports agreed that CLD and Community High Schools should develop a single fee structure and online booking system. The initial business case for the online booking system was prepared and approved by the SMART City Steering group and a full business case is now being prepared for submission.   Progress has been made towards improving joint planning and adopting coherent fee policy for CLD and the Community High Schools adult education programmes.   A further report will be presented on this in due course.

5. The CLD Service Plan-Supporting Communities Framework

The priorities agreed for youth and children's work, adult learning and capacity building in the CLD Service Redesign have been written into a new CLD service plan entitled Supporting Communities (attached at appendix 1). All teams are using this as the basis for their planning and progress is being made in implementing all of these priorities at local level. In addition as a result of the re-design and the publication of the Scottish Government's strategic guidance: Adult Literacies in Scotland 2020 (Scottish Government, 2010), the City Literacy and Numeracy (CLAN) Partnership strategy has been updated to take account of the new literacies themes of employability and work, financial capability, health and wellbeing and family; with an emphasis on demonstrating the achievement of learning goals and measuring the impact of literacies learning on learners. The provision of language classes for those for whom English is not their first language has received continued funding in this financial year.

6. HMIe Learning Community Inspection Results Sept 2008 – Jan 2011

There have now been eight Learning Community Inspections carried out in Edinburgh between September 2008 and January 2011. In general the inspections show that the impact of Community Learning and Development work on young people, adults and communities is consistently good or above and in the Wester Hailes Learning Community the impact on young people was excellent. Levels achieved in relation to Quality Indicators concerned with Improving Performance and Improving Services have been satisfactory and have led to the development of new self evaluation guidelines and a programme of training for staff across the sector, funded as part of the National CLD Upskilling Project.

Appendix 2 shows the results of all Learning Community Inspections since September 2008.

7.   Financial Implications

None

8.   Equalities Impact

An equalities screening has taken place which indicated that this area of work scored 3 on its relevance to equalities. Regard was given to all areas of inequality and in particular this report contributes to advancing equalities with adults and young people in our most disadvantaged communities, bilingual and disabled learners and low income families. Participation in CLD provision is monitored and reported on by ethnicity, disability and gender. There is nothing in the CLD Re-design that will negatively impact on any equalities group.

9.   Environmental Impact

No adverse environmental impacts

10.   Recommendations

It is recommended that the Committee:

a) Notes progress on the pilot projects and the implementation of the 21st Century Re-design

b) Agrees that the management arrangements for Gorgie War Memorial Hall should be taken forward within the Community Learning and Development Consultative Group in common with the other Community Centres in Edinburgh.

Gillian Tee
Director of Children & Families

Appendices

1. Community Learning and Development Service Plan 2011 -14 Supporting Communities

2. Results of HMIe Learning Community Inspections September 2008 – January 2011

Contact/tel/Email

Wards affected   All

Single Outcome Agreement	Supports National Outcomes: 3. We are better educated, more skilled and more successful renowned for our research and innovation 4. Our people are successful learners, confident individuals, effective and responsible citizens 5. Our children have the best start in life and are ready to succeed 6. We live longer and healthier lives 7. We have tackled the significant inequalities in Scottish society 8. We have improved the life chances for children, young people and families at risk. 11. We have strong resilient and supportive communities where people take responsibility for their own actions
Background Papers	

Community Learning and Development Service Plan

Supporting Communities
March 2011 – June 2014

Community Learning and Development strengthens communities and enables people to make real changes to their lives

Introduction

Involvement in Community Learning and Development activity brings people together, creating the networks and relationships that are central to building supportive and resilient communities. Strong communities, with high levels of civic engagement, ensure that better outcomes are achieved for children, young people, their families and the wider community.

In Edinburgh, Community Learning and Development is committed to supporting our communities by ensuring that:

1. Adults of any age and stage in their lives can access universal and targeted learning provision where they can achieve their goals and progress.
2. Adults are equipped to progress their learning and take up training and employment opportunities to improve life chances for themselves and their families.
3. Parents are better able to support their children's learning.
4. Children and young people are successful learners, confident individuals and responsible citizens making an effective contribution to their communities.
5. Our Communities are strong, resilient and responsible capable of influencing decision making and the development of services.
6. Children, young people and parents are supported to overcome the effects of poverty and inequality.

We do this by:

Supporting active citizenship increasing the abilities of individuals and groups to influence issues that affect them and their communities.
Building social capital and enabling people to make things happen on their own terms and influence decisions that affect them.
Encouraging people who do not normally take part in education and recognising that some people may need additional support to overcome barriers to participation.
Developing effective and inclusive partnerships to support the planning and delivery of local services.
Ensuring that resources are used most effectively to provide the best outcomes for children, young people and adults.
Recognising that learning is a life long process building strong relationships with schools and developing opportunities for learning and progression at every stage.
Supporting communities to overcome the effects of poverty and inequality by providing literacy, numeracy and English for speakers of other languages , increasing social capital, supporting parent and carers, and increasing sustainable positive destinations for young people and reducing health inequalities.

Community Learning and Development has three national outcomes - Achievement through Learning for Adults, Achievement through Learning for Children and Young People and Achievement through building Community Capacity. In the following pages we outline how we will achieve these outcomes in Edinburgh and in Appendix 1 we show where the work of CLD makes a contribution to national and local outcomes.

Achievement through learning for adults

Adults of any age and stage in their lives can access universal and targeted learning provision where they can achieve their goals and progress. Adults are equipped to progress their learning and take up training and employment opportunities to improve life chances for themselves and their families. Parents are better able to support their children's learning.

Outcomes	We know we will be achieving our outcome when …
Adult education programmes provide a high quality learning experience where people improve their knowledge, understanding and skills.	Feedback from students and class observations indicate that the teaching and learning experience are good or very good. Students articulate what they have learned and the benefits and impact of their learning on their lives. There is an increase in the levels of uptake from targeted groups. The number of people seeking guidance and referrals increases.
Adults' capability in literacy and numeracy is improved.	The range of ways of delivering literacy learning are tailored to individual learner need. Improved staff training and support is in place. There is clear evidence that learners are achieving their agreed outcomes.
Parents are more able to support a culture of learning in the family.	A range of adult learning programmes aimed at parents and families is in place. Take up of transition programmes from nursery to P1 and primary to secondary increases. More parents engage in family learning programmes. More parents are able to support their children's learning.

Learners are better able to progress within education or employment.	Improved systems are in place for recording learners achievements. Learner transitions and pathways into learning are improved and simplified. There is an Increase in the number of accredited courses on offer. Learner achievements are more widely recognised.

Achievement through learning for children and young people

Children and young people are successful learners, confident individuals, effective contributors and responsible citizens making a positive contribution to their communities.

Outcomes	**We know we will be achieving our outcome when …**
Children and young people are positively involved in a range of community based activity.	The range and geographic spread of youth opportunities is maintained (and increased where possible). There is a spread of youth work opportunities across all days/evenings during term time and during the holidays. Attendance figures at the range of provision on offer are maintained and improved. Young people say that they can find activities appropriate to their needs.
Young people make a positive contribution to their communities and participation in decision making is improved.	Young people's membership of formal and informal committees and partnerships increases. Membership of youth forums is increased and participation reflects the diversity of the communities that are represented. There is an increase in the percentage of young people voting in local, regional and national democratic processes. Young people's volunteering hours increase.
Young people's wider achievements are recognised and valued.	There is an increase in the participation and completion rates of accredited programmes across the city – including Duke of Edinburgh Award, Princes Trust XL programmes and Youth Achievement awards.
More young people are able to progress into	There is an increase in the proportion of young people reaching positive

positive destinations after school through increased uptake of informal learning opportunities.	destinations 16+. There is an increase in the range and uptake of positive learning opportunities for young people offered through CLD partners including 16+ Learning Choices, Curriculum for Excellence Senior Phase and by developing Activity Agreements
CLD develops its role within Curriculum for Excellence (CfE).	Informal learning opportunities contribute towards young people's health and well being. Informal learning opportunities contribute towards young people's capability in literacy and numeracy. CLD staff are confident in using the experiences and outcomes in CfE.

Achievement through building community capacity

Our Communities are strong, resilient and responsible, capable of influencing decision making and the development of services within their local area.

Outcomes	**We know we will be achieving our outcome when …**
Local communities are better represented in decision making and partnership groups and effectively influence the decision making process.	Children and Families resources and services are planned and delivered effectively in partnership with local communities. CLD Consultative Group is established and contributes to shaping the service Participants are using their skills, knowledge and ability to effect local change.
Increase the capacity of individuals to become effective activists in their communities	A range of training to improve the knowledge, skills and understanding of individuals is delivered Individuals are more confident about working with other people in their community.
CLD Community Centres are effective hubs for community activity and their role in the delivery of services is strengthened.	Community Centre programmes effectively provide social and learning opportunities to all sections of the community. Management committee members are confident and effective in their governance role.
Involvement in Community Learning and Development activity supports participants health and wellbeing.	Management Committees support their community centres to achieve health promoting centre status. Centre programmes promote mental well being, physical activity and healthy eating.

	Staff and participants understand the importance of the contribution that social interaction makes to the achievement of mental and physical wellbeing.
We will work in partnership with Management Committees to improve the management arrangements of Community Centres	An improved new model constitution to meet legal and OSCR requirements is developed; leasing arrangements are clarified and a partnership agreement is developed and adopted. Resources and staffing across areas are shared where appropriate. An effective system is developed to enable community centres to carry out minor repairs. A percentage of lets income to be contributed to overall running costs of CLD is agreed.
CLD is represented at and contributes to the effectiveness of Neighbourhood Planning Partnerships	CLD staff work effectively with partners to develop strategic approaches to community engagement and capacity building. There is an increase in the ratings of 'good' or better for partnership working during HMIE inspections.

Effective use of our resources contributes to meeting our outcomes.

Outcomes	**We know we will be achieving our outcome when …**
The culture of continuous quality improvement is strengthened.	Self-evaluation is embedded across CLD teams. Evidence of the impact of informal learning for individuals, families and community is routinely gathered. The CLD Management Information System is redeveloped and being used to used support monitoring and reporting online evaluation. Good practice is shared through practitioner events, networks and communities of practice. Evaluation evidence is used in planning the future delivery of services.
Stakeholders are aware of and understand the role of CLD.	The CLD stakeholders consultative group is actively involved in decision making A comprehensive communication strategy is developed and implemented CLD web-sites are regularly updated

	A range of promotional materials is created and used consistently across the City
	Examples of good practice are regularly shared with stakeholders
	An annual report is produced to highlight good practice and notable achievements in September each year
The CLD core budget is used to support the achievement of agreed outcomes and where possible the amount of external funding available to support programme delivery is increased	Robust budget controls ensure effective use of resources. The levels of income and external funding raised is monitored and reported.
Joint working maximises resources across children's services providers	CLD staff lead / contribute to partnership groups at local level to ensure best use of local resources
	CLD contributes to the Getting it Right for Every Child approach through local Children Services Management Groups and Community Planning processes

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Community Learning and Development Key Planning Drivers   **Appendix 1**

CLD contributes to the following National Outcomes	**CLD Contributes to the following city priorities:**
Outcome 3 We are better educated, more skilled and more successful renowned for our research and innovation Outcome 4 Our people are successful learners, confident individuals, effective and responsible citizens Outcome 5 Our children have the best start in life and are ready to succeed Outcome 6 We live longer and healthier lives Outcome 7 We have tackled the significant inequalities in Scottish society Outcome 8 We have improved the life chances for children, young people and	We are better educated, more skilled and more successful *Our children are successful learners, confident individuals, effective and responsible citizens* Our children have the best start in life and are ready to succeed *We live longer and healthier lives* We have strong resilient and supportive communities where people take responsibility for their own actions *We will improve life chances, especially those for children, young people and families who are at risk* Our children and Young People are physically and emotionally healthy

families at risk Outcome 11 We have strong resilient and supportive communities where people take responsibility for their own actions	*Our children and young people are protected from harm or fear of harm within their communities* We will work to overcome the effects of poverty and inequalities on children and young people *We will make effective use of our resources* **Available on Edinburgh's Integrated Children and Young People's Plan and Children and Families Service Improvement Plan**
CLD National Priorities **Achievement through Learning for Adults** Raising standards of achievement in learning for adults through community based lifelong learning opportunities, incorporating the core skills of literacy, numeracy, communications, working with others, problem solving and ICT; **Achievement through Learning for Children and Young People** Engaging with young people to facilitate their personal, social and educational development and enable them to gain a voice, influence and a place in society so they can become more confident individuals, effective contributors, responsible citizens and successful learners, who make positive contributions to their communities; **Achievement through Building Communities Capacity** Building community capacity and influence by enabling people to develop the confidence, understanding and skills required to influence decision making and service delivery in their communities	**City strategies underpinning CLD** City Literacy and Numeracy Plan 2011-2012 Believing in Young People - a framework for improving youth work in Edinburgh Community Engagement Strategy for Edinburgh Supporting Edinburgh's Parents and Carers – A framework for action Education Matters – a framework for adult education **Available on the CEC web site – ORB http://cec.intra.edinburgh.gov.uk** **National strategies underpinning CLD** Working and Learning Together to Build Stronger Communities Curriculum for Excellence Getting it right for every child Adult Literacies Strategy 2020 Equally Well Healthy Eating, Active Living National Standards for Community Engagement **Available on www.communitiesscotland.gov.uk**

Results of HMIE Learning Community Inspections September 2008 to January 2011

Learning Community   **Inspection Date**

Boroughmuir H.S.	(BHS)	29-09-2008
Craigmount H.S.	(CHS)	19-01-2009
Queensferry H.S.	(QHS)	02-02-2009
Forrester H.S.	(FHS)	09-02-2009
Queensferry Learning Community	(Follow-up)	22-02-2009
Drummond C.H.S.	(DCHS)	12-10-2009
James Gillespies H.S.	(JGHS)	01-02-2010
Wester Hailes Education Centre	(WHEC)	08-03-2010
Castlebrae C.H.S	(CCHS)	17-01-2011

QI No.	Quality Indicator Description	BHS	CHS	QHS	FHS	DCHS	JGHS	WHEC	CCHS	Overall Average level for QI
1.1	Improvements in Performance	Good	Satisfactory	Weak	Satisfactory	Satisfactory	Good	Good	Good	**Satisfactory**
2.1	Impact on Young People	Good	Satisfactory	Good	Good	Good	Very Good	Excellent	Good	**Good**
2.1	Impact on Adults	Very Good	Good	Weak	Good	Good	Very Good	Very Good	Good	**Good**
4.1	Impact of Capacity Building on Communities	Satisfactory	Satisfactory	Good	Good	Good	Good	Satisfactory	Good	**Good**
5.10	Improving Services	Satisfactory	Weak	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Good	Satisfactory	**Satisfactory**

QIT January 2011