

# Education, Children and Families Committee

10am, Tuesday, 19 May 2015

## Community Learning and Development Annual Report

<b>Item number</b>	8.1
<b>Report number</b>	
<b>Executive/routine</b>	
<b>Wards</b>	All

### Executive summary

The report includes a summary of Community Learning and Development (CLD) activities, developments and achievements over the last year in relation to the Advertised Adult Education Programme, Adult Literacy and Numeracy, Family Learning and Work with Parents, English for Speakers of Other Languages and other Community-based Adult Learning provision, youth work including senior phase, youth participation, development within community centres and community engagement.

### Links

<b>Coalition pledges</b>	<a href="#">P1</a> , <a href="#">P5</a> , <a href="#">P7</a> , <a href="#">P11</a> , <a href="#">P12</a> , <a href="#">P29</a> , <a href="#">P32</a> , <a href="#">P33</a> , <a href="#">P34</a>
<b>Council outcomes</b>	<a href="#">CO1</a> , <a href="#">CO2</a> , <a href="#">CO3</a> , <a href="#">CO5</a> , <a href="#">CO5</a> , <a href="#">CO6</a> , <a href="#">CO9</a> , <a href="#">CO10</a> , <a href="#">CO11</a> , <a href="#">CO14</a> , <a href="#">CO23</a> , <a href="#">CO24</a>
<b>Single Outcome Agreement</b>	<a href="#">SO1</a> , <a href="#">SO2</a> , <a href="#">SO3</a> , <a href="#">SO4</a>

## Community Learning and Development Annual Report

### Recommendations

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The Education, Children and Families Committee is asked to:

- 1.1 Note the developments and achievements detailed in the report.

### Background

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- 2.1 The range of CLD provision in Community Based Adult Learning, Youth and Children's Work and Community Capacity Building is delivered through local neighbourhood teams. The advertised Adult Education Programme is managed centrally from South Bridge Resource Centre and delivered in venues across the city.
- 2.2 Community Learning and Development in Edinburgh contributes to the new National CLD Strategic Guidance which sets out the focus for the CLD as:
  - Improved life chances for people of all ages, through learning, personal development and active citizenship;
  - Stronger, more resilient, supportive, influential and inclusive communities;
  - Edinburgh's 7 Key Children's Service's priorities as outline in the Children and Families Service Plan;
  - The CLD Service Plan, 'Empowering Communities 2014-15';
  - Curriculum for Excellence.
- 2.3 CLD also plays a key role in delivering the outcomes of national frameworks including Statement of Ambition for Adult Learning, Adult Literacies in Scotland 2020, the National Youth Work Strategy and the imminent Community Empowerment Act.
- 2.4 Within the city, CLD contributes to a range of policy themes including the Children and Families' Literacy Strategy, Early Intervention in the Early Years, Equally Well and Youth Participation Strategy. CLD leads the Edinburgh CLD Partnership, a cross-cutting group of the Edinburgh Partnership.

### **Notable achievements in 2014/15 include:**

- 3.1 Over 25,000 people participated in activities organised in community centres during the year.
  - 3.1.1 Almost 23,000 people took part in adult education and community - based adult learning;
  - 3.1.2 The Introduction of the online booking for adult education programmes, including programmes in the former community high schools. 71% of learners booked on-line;
  - 3.1.3 Four community learning inspections resulted in 'very good' judgements for participation of adult and young learners in CLD provision Quality indicators on performance planning were all judged as 'good' for the four inspections;
  - 3.1.4 Over 500 people attended active citizenship and youth events to discuss the Scottish Independence Referendum;
  - 3.1.5 Launch and roll out of the Mentors against Violence with seven high schools;
  - 3.1.6 SQA External verification of CLD's processes judged its practice as 'excellent'.

### **Advertised Adult Education Programme**

- 3.2 In 2013/2014 the total number of enrolments in the Adult Education Programme was 9,000. The total number of enrolments in adult education classes in the eight Community High Schools was over 8,000. The overall total of enrolments in classes throughout the city exceeds 17,000. The final total will include March enrolments.
  - 3.2.1 The breakdown of learner profile remains the same as before: 40% are full payers, almost 40% are retired, 5% are students and 15% receive a concessionary fee;
  - 3.2.2 Around 72% of learners are female. There is a 100% rise in the numbers of learners from ethnic minority groups. There is a slight reduction in the number of learners with a disability;
  - 3.2.3 Over 1,000 classes ran throughout the year from between 5 and 18 weeks, and 2 weekends over the two main terms, from September – April and also five week early summer courses in April and May. These included day, evening, weekend, and accredited courses;
  - 3.2.4 Classes were offered in over 50 venues throughout the city, mainly in community centres and schools, but also in museums, art galleries, the Zoo, the Festival Theatre and Water of Leith Heritage Centre;

3.2.5 Classes were offered in partnership with Edinburgh Academy, the Royal College of Surgeons, Inch Park Nursery, the Edinburgh Festival Theatre and Edinburgh's museums;

3.2.6 A wide range of subjects was offered including 12 languages, ICT, the arts, history, health, wellbeing and fitness, educational walks and visits, music, creative writing, crafts, practical subjects, and social sciences.

### **Impact of Provision**

3.3 Evaluation of the programme assessed the quality of the provision, in particular tutor performance and the students' learning experience, through classroom observations by professional staff, student questionnaires (477 returned) and Survey Monkey returns (312). The results continued to indicate a high level of student satisfaction overall (98%)

### **Community based Adult Learning**

#### *Impact of Provision*

3.4 Impact measurement of adult learning and education across all provision included strong feedback from learners on the important positive contribution of adult education to:

- Employability skills;
- Reduction in social exclusion and isolation;
- Rise in self-confidence and self-esteem;
- Parental confidence and ability in supporting their children's learning.

### **Adult Literacy and Numeracy**

3.5 Over 800 learners took part in literacy provision over the year.

3.6 CLD continued to deliver literacy and numeracy tuition to those seeking access to employment and training as part of the Literacies for Employability Pipeline Project. The focus was on young people aged 16 – 25 years and on all-age job seekers with few qualifications. Data shows that the project is successfully attracting numbers of learners from the six most targeted neighbourhood partnerships. After 15 months of operation, 372 learners were registered with the project out of a target of 400 learners over a 21 month period.

3.7 Responding to local need, CLD worked with partner agencies to address young learners' needs. For example in Forth and Inverleith, 30 young people demonstrated positive outcomes in literacy provision with Tomorrow's People. Each area tea has similar partnership arrangements. Provision included practical journalism, 'working it out' and skills courses.

3.8 CLD supported literacy work with Through Care After Care. Forty three care leavers were worked with and accessed literacy/numeracy and support for dyslexia . Positive outcomes included improved literacy levels and improved budgeting and employability skills. Using a context of financial literacy and exploration of themes around health and wellbeing, there was strong positive

impact on young people in terms of decision-making skills in and preventing homelessness, and improved awareness of the value of positive relationships.

### **Family Learning/ Working with Parents**

- 3.9 2,311 parents and children took part in family learning/working with parents activities during the year. This is a significant increase on the previous year.
- 3.10 Literacy work with parents in their children's early years continued to be recognised as a key element of the Children and Families' Literacy Strategy which seeks to improve literacy outcomes for the lowest achieving 20% of 3 to 18 year olds. CLD's Family Learning workers engage with groups of parents and carers to enable them to give support outside school to their children's early literacy and numeracy. This includes helping parents develop their own adult learning to build capacity and achievement in the family, including the development of their own learning. The work is targeted at parents and carers of children in key primary schools and feeder nurseries where more support is required to address children's low literacy and pre-literacy attainment.
- 3.11 Family Learning staff worked across 46 establishments, primarily in target areas, organising a range of literacy-related activities for parents. This included delivering transition activities for parents of children as they prepare to enter Primary 1. Involving parents at this important stage is shown to help the child settle in to their new learning environment and contribute to building good relationships between parents and school. The staff continue to develop work around Reading Rainbows and Bookbug.
- 3.12 New developments this year included:
  - 3.12.1 Raising Children with Confidence: CLD staff started to develop this course specifically for deaf parents. There are also plans to develop this for parents who do not have English as a first language;
  - 3.12.2 Collaborative Working with Parents/ It's All About Maths: this joint project between family learning and educational psychology staff researched parental attitudes to numeracy and devised materials for improving parental engagement with numeracy in order to support their children. The project was rolled out to five primary schools;
  - 3.12.3 PEEP Units: CLD started to deliver the new PEEP (PEEPL) curriculum to parents, which includes employability skills. Successful completion of the course results in an interview for a place on a childcare course at Edinburgh College.

## **Welfare Reform**

- 3.13 CLD's contributions to responding to the Council's Welfare Reform strategy included:
- Offering computer classes and internet access in community centres, including budgeting skills within numeracy learning programmes;
  - Offering support for form-filling in 3 community centres, signposting and promoting advice services;
  - Involving people affected in locally-based groups;
  - Challenging the stigmatisation of people claiming benefits through delivery of the 'Saints and Scroungers' programme.
- 3.14 CLD delivered more training to staff in order to support people with form-filling in relation to local Employment and Support Allowance (ESA) and one session on Personal Independence Payment (PIP).
- 3.15 CLD staff who attend will also be able to shadow Advice staff and be mentored by them for a couple of appointments in community centres.
- 3.16 Debt counselling and support with form-filling sessions are now being offered in key community centres in the city. It is anticipated this is an area of collaborative work that will increase with further roll-out of Universal Credit.

## **Literacy work in the health flats**

- 3.17 166 of the hardest to reach learners participated in adult learning in the three health flats in the city: Piershill, Persevere and Craigour. These individuals have complex needs and were maintained on a programme of adult learning with positive outcomes. Each individual learning experience was recorded in workers' reports.
- 3.18 *'People who would not usually attend provision in a college or community centre setting like to come to the flat because they feel some ownership of it and like the friendly, informal atmosphere, the convenience and the ease with which they can become involved in other things within their area'*

## **English for Speakers of Other Languages**

- 3.19 In 2014/15 the Edinburgh Community Learning & Development Partnership received £151,886 to deliver English for Speakers of Other Language (ESOL) provision in local communities, a 50% increase in funding from 2012/13.
- 3.20 During the year, the partnership delivered provision to 1004 students with CLD partners and 186 students within Edinburgh College. Community guidance events were attended by over 2600 potential students.
- 3.21 The provision included language courses and SQA certified courses at SCQF levels 2-5; work placement support; family and women only ESOL programmes; ESOL for employability and work based learning Summer Schools, Preparation of the UKBA citizenship test; and cultural integration events.

- 3.22 Over the last 3 years, CLD has delivered ESOL Speakeasy and Access 2/3 programmes for young people aged 15-19 years as part of its ESOL provision. Young people are referred by EAL from 8 secondary schools and Skills Development Scotland. They provide additional support for young people to develop communication and writing in English skills and are a pathway to progress onto college based SQA NC Level 4 and 5 courses.
- 3.23 A group of young people from CLD ESOL made a film 'ESOL & Me' to raise awareness of what it is like for a young person to move and settle in Edinburgh in their teenage years. The group was asked to present their film at the launch of the [Adult ESOL Strategy](#) on 1 April 2015.
- 3.24 Demand for ESOL remains high. The increase in funding allowed CLD to offer more language tuition classes, new Family ESOL projects and Speakeasy programmes. However, there is increased pressure from Job Centres/employments agencies to refer clients onto ESOL, to satisfy job seeking requirements/agency contracts.
- 3.25 In Edinburgh, from 2001 to 2011 the non-white population grew from 18,300 to 39,500, and the proportion of the city's total population more than doubled from 4.2%-8.2%.
- 3.26 There were clear progression routes for ESOL learners into other ESOL vocationally focused courses at appropriate levels. 62% of these learners progressed to the next level. ESOL staff across the partnership came together to plan and develop provision in response to changes in demand and need, and this is reflected in clearly defined outcomes and progression opportunities for ESOL learners. One of the impacts of this was an increase in Family ESOL programmes, which supported the development of English language skills and bilingualism across the city, and actively linked families to programmes which encourage reading and educational play.

### **Accredited Learning**

- 3.27 This year, CLD has offered accredited learning to 112 adult learners in communications, numeracy, problem solving, working with others, IT, childcare and ESOL from levels 2-5. CLD were externally verified by the SQA in June 2014 for Communications and received an exemplary report, which singled out for praise the delivery style, teaching methodology, and the support and challenge offered to learners by CLD staff.
- 3.28 CLD have also developed a very close working relationship with Economic Development to support the Inspiring Young People and Capital Skills projects, bringing the delivery of accreditation of core skills in-house. Previously this was delivered by West Lothian College, but CLD has employed a tutor to work 2 days a week with each group and provided tailored accreditation to suit the needs of each group. This has saved approximately £2000 per 8 week course and has increased the quality of the learning experience. Around 8-10 courses are run

per year with 2 -10 young people achieving between 1 and 3 SQA's per course. CLD also supports the provision of Horticulture and Employability SQA/SVQ's.

- 3.29 We concentrated on staff development and building capacity with the aim of being able to offer more accredited opportunities in the future. Two staff have achieved their internal verification award and a further three are undertaking the award, which has made delivery of accredited learning more sustainable, improved the quality and lowered the cost of delivery. We have recently been approved to deliver SALL, the new introductory literacy training SQA, to support and offer accreditation to our volunteers. This will maintain the high standards of CLD literacy delivery and additionally provide a route to enable volunteers to become professionally qualified and work towards employment in Adult Literacies if they wish.

### **Political Literacy**

- 3.30 321 young people in areas of multiple deprivation participated in a total of 51 political and critical education and 12 Action research sessions. The topics included: Independence Referendum, 'A dinnae dae politics', Equality and Disability rights, Parents' Rights, Politics and Music, Women's, Workers' and Housing Rights. Evaluations showed young people were likely to want to participate in more learning about politics, and, as a result, had changed their views about politics and democracy and felt more informed. They became interested in politics when the project worker engaged them in connecting it to issues in their personal lives. Learning resources developed were made widely available.
- 3.31 170 staff working in statutory and voluntary sectors participated in six professional development sessions. Staff commented: 'I will try to introduce politics without using the word politics'; 'I will get young people involved with the Centre Management Committee'; 'I will have had an info session / voter registration with young people'.
- 3.32 Influencing service design: following engagement and support activities, seven groups of young people attending Activity Agreement hubs and/or literacies for employability groups presented their own project plans for learning programmes. Funding for some groups enabled them to carry out their plans with the young people leading and being supported by staff. This included the ESOL Harbour Project.
- 3.33 From the project plans and questionnaires, young people said they wanted holistic programmes: a mix of learning to include social and personal development, research and project work, links with employers and skills learning; to reach out to peers and to the local community.



## **Digital Literacy**

- 3.34 20 Community Centres will have the facility of public Wifi from April 2015 with vastly increased broadband speed and volume. CLD is planning a range of digital literacy courses and research in to what local people want from Wifi and how we can extend the digital reach in local communities particularly in relation to increased employability and access to IT for welfare reform claimants.

## **Other community-based adult learning**

- 3.35 Outlook was successfully reviewed in 2015, acknowledging its contribution to 'A Sense of Belonging', Lothian's Mental Health Strategy. The project works with adults accessing mental health services in Edinburgh, providing a range of adult learning opportunities with a progression pathway built in. Staff also provide educational guidance to learners. 167 people were referred to Outlook in the year by a range of agencies. The project worked with 171 learners attending a range of 33 different courses. Outlook also delivered the Kindling the Flame Project, a creative arts project resulting in a manifesto for adult education, an exhibition in Summerhall and an exhibition for Scottish Mental Health Week. Outlook's learners continue to record very positive impacts, including: feeling easier in working with others; skills building; more relaxed attitudes; feelings of being supported and feeling more positive about the future, and enhanced self-confidence and self-esteem.
- 3.36 Adult Learning Project carried out their first co-investigation for 10 years involving local volunteers carrying out interviews and workshops with over 118 local people. The co-investigation resulted in identifying a range of key themes for the area followed by an analysis of the issues and identified action to improve local conditions.

## **Youth Work**

- 3.37 CLD's youth work provision is underpinned by the four capacities of Curriculum for Excellence (successful learners, confident individuals, responsible citizens and effective contributors) and the seven key Children's Service Priorities.
- 3.38 Universal community-based youth and children's provision offered a wide range of learning opportunities and activities via community centres, other local venues and park based initiatives to 7,168 individual children and young people during the three school terms in 2014/15. In addition to this, a further 17,000 opportunities were utilised by children and young people during the holiday periods.
- 3.39 In partnership with Edinburgh Leisure and FABB (voluntary organisation), CLD continued to deliver the successful Open All Hours (OAH's) youth initiative in Leisure Centres, with up to 330 young people attending each week. The most recent addition to this initiative is the intended tracking of young people who

attend OAH's through their Leisure access card to determine whether they are using these facilities out with OAH's.

### **Youth Participation**

- 3.40 The new Youth Participation Strategy for Edinburgh was implemented and to date 457 young people have engaged in the different elements: Peer Mentor Training, Scottish Youth Parliament (SYP) MSYP's Election and SYP sittings, Gatherings (citywide and local), Participation Conference, Action Research themes, Dialogues for Action.
- 3.41 A range of approaches were used to address the key themes of positive destinations, employment, literacy and health and well being.
- 3.42 Activities included: the participation mentors programme, which equips young people with the skills to work with groups of other young people; large gatherings, facilitated by the participation mentors to celebrate activity and prioritise for the next year; and action research groups, where small groups of young people worked on the priority topics identified at the gathering meetings. A highlight from the year was Mental Health Support in Schools which has achieved real change in the form of awareness sessions for all teaching staff, changes to NHS websites and services, and greater communication between services in the city.

### **Young people 16 - 19**

- 3.43 Youth Workers in Schools operate in 11 High Schools, providing in-school support for more vulnerable pupils through one to one sessions, group work, and accredited learning.
- 3.44 Young people aged 16 – 19 are being supported into positive destinations through CLD Activity Agreement Hubs as part of the Edinburgh Employment Pipeline/Edinburgh Guarantee. Activity Agreement Hubs provide individually tailored support to young people furthest away from being able to take up employment/training/college places. This year, CLD worked with 89 young people on Activity Agreements and 38 have moved into a positive destination. The work continues with those that are left and new attendees.
- 3.45 CLD staff are represented on the 16+ co-ordinating groups in each of the 23 High Schools, working in partnership with the schools, voluntary organisations and Skills Development Scotland to ensure that each school leaver has the best possible support to move to a positive destination.

### **Widening Achievement: Accredited Learning and Curriculum for Excellence**

- 3.46 Curriculum for Excellence recognises the importance of wider achievements across a young person's life. CLD youth work provides various opportunities, especially across social development and confidence building, and accredits young people's achievements through Duke of Edinburgh, Junior Award Scheme Schools (JASS), Youth Achievement, Dynamic Youth Award, Saltire

Award and other frameworks. We are exploring options for sharing these achievements with schools. Much of this delivery is in partnership with schools and local voluntary sector groups.

- 3.47 Overall, around 150 young people have gained accredited awards through CLD specific provision, with many more in schools supported by CLD workers, 25 people have been trained using our in house Initi-8 basic youth work course (equivalent to 7 credits at SCQF level 5).
- 3.48 CLD continues to provide training for volunteers/youth workers: Initi-8 (SCQF level 5) then Professional Development Awards (PDA) in Youth Work (SCQF level 6).

### **Mentors in Violence Prevention**

- 3.49 Mentor in Violence Prevention (MVP) CLD seconded a member of staff to the Police Scotland Violence Reduction Unit to assist in the development of this successful anti-violence initiative across Edinburgh high schools and other parts of Scotland.
- 3.50 In Edinburgh, CLD delivered the MVP training to teachers, CLD, Voluntary Sector and other staff from agencies that are in the school cluster area. 12 secondary schools are currently developing MVP Programme in their school. Three of them have already recruited mentors and the remainder are running taster sessions with 4<sup>th</sup> year students and will start Mentor training May/June 2015. Castlebrae will train S1 pupils as mentors to work with Primary 7 pupils from feeder primaries. Holy Rood High School will accredit their 5<sup>th</sup> & 6<sup>th</sup> years with the Youth Achievement Award and their S1's with the Dynamic Youth Award.

### **Community Centres**

- 3.51 Community Centres are a cornerstone of CLD service delivery. They contribute to community cohesion and social capital. Centres provide learning, social and recreational opportunities within the community as well as a venue for local people to access other services.
- 3.52 Staff began a dialogue/consultation with stakeholders (Community Centres: Fit for Purpose paper) to explore new ways of managing, staffing and resourcing these facilities to allow CLD to be in a position to respond positively to new service challenges and community needs.
- 3.53 This engagement is guided by new policy, legislation and CEC reorganisation: Christie Report, Community Empowerment Bill, the Scottish Government's Strategic Guidance for CLD, and Edinburgh Council's BOLD team (Better Outcomes Leaner Delivery). Moves towards greater property rationalisation and enhanced neighbourhood models of service delivery are about making the best use of Council assets and delivering services in a more joined up and relevant way in our communities.
- 3.54 Community Centres have an important contribution to make and are well placed to support enhanced localism and a neighbourhood approach. 25,616 Individual

residents of Edinburgh accessed provision in our Community Centres. This equates to a footfall of 16,861 participants engaging in informal learning opportunities provided in the centres every week.

### **Community Capacity Building**

- 3.55 CLD staff are involved in a range of Capacity Building activity. This involves bringing people together to discover the interests or issues that create common links, building effective and sustainable community organisations and enabling everyone to take part in them on an equal basis. It is entirely consistent with the aims and principles of the Council's Cooperative Capital and Co-production approach.
- 3.56 Capacity Building releases and builds upon the strengths and assets that communities already possess and that individuals and outside partners can bring to them. The process can be initiated or supported by people in other organisations, in any sector, who apply the values and competences of community learning and development. But it always works towards community leadership.
- 3.57 Improving community cohesion and resilience can:
- Improve the lives of those involved, promote social justice and environmental sustainability;
  - Engage with public agencies in ways which help them to deliver their services more effectively;
  - Build a better, more supportive environment that can prevent social issues from turning into expensive crises.
- 3.58 The outcome of successful Capacity Building results in:
- Increased personal and social skills, learning, and well-being;
  - Joining with others to co-produce services and outcomes;
  - Effective engagement with service providers and policy makers;
  - Acquiring and using assets and resources;
  - Building strong partnership work.
- 3.59 Some examples from the last year include working with the Community Centre Consultative Group to engage management committees (MC) in working with CLD staff to explore new ways of managing, staffing and resourcing these facilities to allow CLD to be in a position to respond positively to new service challenges. CLD staff work with MCs to strengthen the important role that community centres play in contributing to community cohesion and social capital. Centres provide learning, social and recreational opportunities within the community as well as a venue for local people to access other services.
- 3.60 20 management committee members participated in equalities training delivered by CLD and EVOC.

## **Total Place-Community Engagement Work**

- 3.61 CLD staff are involved in all 3 Total Place initiatives. In SW Neighbourhood, staff are being trained alongside voluntary sector colleagues and local representatives in Open Space Training, with the aim of increasing community engagement.
- 3.62 CLD co-facilitated the first community engagement event in Wester Hailes as part of the pilot on Saturday 25 April 2015. Staff used their skill to engage with service users to support attendance at this event. 74 local people attended, and engaged in identifying priorities and actions to improve services in the area. The event was a great success, and more will be planned.

## **Measures of success**

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- 4.1 Priorities for CLD are incorporated into the planning and practice of CLD Teams across the City. These are integrated in to the Children and Families Service Plan. The key measures of success are improved outcomes for children, young people , adults and local communities
- 4.2 CLD measures of success nationally are :
- Life chances for people of all ages through learning, personal development and active citizenship;
  - Stronger, more resilient, supportive, influential and inclusive communities.
- 4.3 These are measured through CLD service planning processes and learning community inspections.

## **Financial impact**

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- 5.1 There is no financial impact – the work is funded from existing budgets

## **Risk, policy, compliance and governance impact**

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- 6.1 There are no adverse impacts arising from this report

## **Equalities impact**

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- 7.1 Equalities Training was delivered to Management Committee representatives by CLD and EVOC

## Sustainability impact

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- 8.1 Effective Community Learning and Development contributes significantly to community sustainability and cohesion, especially in areas of deprivation.

## Consultation and engagement

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- 9.1 Ongoing consultation and engagement are core to CLD practice

## Background reading/external references

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## Links

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<b>Coalition pledges</b>	<p>P1 - Increase support for vulnerable children, including help for families so that fewer go into care</p> <p>P5 - Seek to ensure the smooth introduction of the Curriculum for Excellence and that management structures within our schools support the new curriculum</p> <p>P7 - Further develop the Edinburgh Guarantee to improve work prospects for school leavers</p> <p>P11 - Encourage the development of co-operative housing arrangements</p> <p>P12 - Work with health, police and third sector agencies to expand existing and effective drug and alcohol treatment programmes</p> <p>P29 – Ensure the Council continues to take on apprentices and steps up efforts to prepare young people for work</p> <p>P32 – Develop and strengthen local community links with the police</p> <p>P33 – Strengthen Neighbourhood Partnerships and further involve local people in decisions on how Council resources are used</p> <p>P34 - Work with police on an anti-social behaviour unit to target persistent offenders</p>
<b>Council outcomes</b>	<p>CO1 - Our children have the best start in life, are able to make</p>

and sustain relationships and are ready to succeed

CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities

CO3 - Our children and young people at risk, or with a disability, have improved life chances

CO4 - Our children and young people are physically and emotionally healthy

CO5 - Our children and young people are safe from harm or fear of harm, and do not harm others within their communities

CO6 - Our children's and young people's outcomes are not undermined by poverty and inequality

CO9 - Edinburgh residents are able to access job opportunities

CO10 - Improved health and reduced inequalities

CO11 - Preventative and personalised support in place

CO14 - Communities have the capacity to help support people

CO23 - Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community

CO24 - The Council communicates effectively internally and externally and has an excellent reputation for customer care

SO1 - Edinburgh's Economy Delivers increased investment, jobs and opportunities for all

SO2 - Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health

SO3 - Edinburgh's children and young people enjoy their childhood and fulfil their potential

SO4 - Edinburgh's communities are safer and have improved physical and social fabric

## **Single Outcome Agreement**

## **Appendices**