

# Education, Children and Families Committee

10am, Tuesday, 24 May 2016

## Community Learning and Development Annual Report

<b>Item number</b>	8.4
<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. It illustrates the diversity of Community Learning and Development including Adult Education and Community-based Adult Learning, Youth Work, Work with Community Centres and Community Development.

### 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="#">CO4</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. It includes the adult education programmes delivered through the former community high schools.
- 2.2 Community Learning and Development in Edinburgh contributes to the National CLD Strategic Guidance which sets out two National Outcomes for CLD as:
  - 1) Improved life chances for people of all ages, through learning, personal development and active citizenship;
  - 2) Stronger, more resilient, supportive, influential and inclusive communities.
- 2.3 Edinburgh's seven key Children's Service's priorities as outlined in the Children and Families Service Plan 2015-18. The CLD Service Plan, 'Empowering Communities 2015-16' Curriculum for Excellence.
- 2.4 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, moving forward, the Community Empowerment Act 2015. In addition CLD's work contributes to Scotland's Economic Strategy 'Investment in Skills and Health' and 'A Healthier Scotland'
- 2.5 Within the City, CLD contributes to a range of policy themes including the Integrated Literacy Strategy, the draft Integrated Numeracy Strategy, Early Intervention in the Early Years, Equally Well and the Youth Participation Strategy. CLD leads the Edinburgh CLD Partnership, a cross-cutting group of the Edinburgh Partnership. CLD contributes to the Council's vision, agreed in 2015, primarily within the strategic theme 'to improve the quality of life for all citizens'.
- 2.6 During 2015/16 the CLD staffing complement was reduced by 23.95 (FTE) posts. This included staff who chose to leave with VERA, deletion of vacant posts and a vacancy freeze. This total did not include the loss of business

support posts. There are now 56.7 (FTE) CLD staff in post. This represented a 30% decrease in CLD staffing resources over the previous year. The implications of this reduction are: the re-prioritisation of work areas; doing things differently, and identifying areas of work no longer achievable.

## Main report

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### **Notable achievements in 2015/16 include:**

- 3.1 416,590 people each week on average attended CLD provision including opportunities provided in CLD Community Centres. This does not include the City-wide Adult Education Programmes.
- 3.2 The second year of operation of the online booking for the City-wide Advertised Adult Education Programmes attracted 20,000 enrolments over the year.
- 3.3 Channel Shift decreased the amount of contacts between the adult education programme staff and the customer due to the overwhelming move to self-service booking of courses by 75% of adult learners
- 3.4 Liberton Adult Education Programme attracted just under 1,000 online enrolments – a steep increase. Student enrolments almost tripled as did the offer of courses
- 3.5 25,000 children's and young people's opportunities were accessed each term time. 17,000 opportunities were utilised by children and young people during the holiday periods.
- 3.6 Edinburgh received the first 50 Syrian refugees under the Home Office Vulnerable Persons' Scheme. The ESOL partnership led by CLD was successful in securing £200,000 to fund additional English language courses for refugees within CLD partner provision. This includes The Welcoming and Saheliya.
- 3.7 The Drop In project addressed the needs of parents of children with disabilities by providing a whole family, community based provision at weekends. The provision has a strong social focus.
- 3.8 361 Mentors against Violence Mentors were recruited from 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> year school students. They delivered sessions to 1134 younger students from August 2015
- 3.9 The Celebrating Diversity Project won the Convener's Award at the Children and Families Awards in November 2015
- 3.10 The City's CLD Plan 2015/18 was approved by the Edinburgh Partnership and captured a stronger voice for CLD across the Edinburgh Partnership, with other stakeholders and learners and citizens.

## **Advertised Adult Education Programme**

- 3.11 2015/16 saw significant changes in the way CLD delivered the Adult Education Programme. As part of the Community Access to Schools initiative, further integration of the integration of the eight former Community High Schools' adult programmes with the CLD Adult Education Programme was achieved. Positive outcomes included:
- A single fee structure for all programmes;
  - A consistent approach to programme delivery;
  - Joint planning leading to a more consistent offer to the public
  - A joint communications strategy.
- 3.12 Delivery of the Programme booking information was through the Join in Edinburgh website. This was very well received by the public, with 75% of enrolments being undertaken online, improving the service to the public and making efficiencies.
- 3.13 Better quality information was available to the public through the website, resulting in fewer telephone enquiries and fewer complaints
- 3.14 Efficiencies included a reduction in printing costs and a reduction in postal costs with a stronger focus on social media for publicity. Due to the restructuring of the fee structure a rise in fee income was achieved.
- 3.15 The breakdown of the adult learner profile remains the same as before: 38.7% are full payers, 43.1% are retired, almost 5% are students and 14% receive a concessionary fee.
- 3.16 The number of learners with a disability rose to 7.08% on the previous year. The total percentage of those reporting themselves as being members of a minority ethnic group was slightly up from the previous year's figure of 5.83%
- 3.17 Around 74% of learners are female. Classes were offered in almost 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.
- 3.18 Classes were offered in partnership with Edinburgh Academy, the Royal College of Surgeons, Inch Park Nursery, the Edinburgh Festival Theatre and Edinburgh's museums.
- 3.19 A wide range of subjects was offered including twelve 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

- 3.20 The impact of the learning was evaluated in the annual student survey. This included learning impact statements including:
- 1) *“Learning a new skill which can help others as well as myself.”*  
*“Great to have the opportunity to learn Portuguese at an accessible level in good environment and for an affordable price – especially when there is no other option in Edinburgh at present.”*  
*“I’ve sold over 90 paintings with all monies going to Cancer Research – a tremendous boost to me to be able to pass on the pleasures of art to others.”*  
*“It improved my academic knowledge, my critical thinking ability. I also get a lot of friends which is great for me since I’m quite alone in this country*  
*“It has helped me considerably at home (in the kitchen) as I live on my own, and cooking skills were poor.”*  
*“It keeps me active and more importantly, my brain active.”*
  - 2) 96.82%% of students rated their overall experience as **good or excellent.**
  - 3) 71.05% considered their class to give **good or excellent value for money.**

## Adult Literacy and Numeracy

- 3.21 In any one week in term time an average of 118 adult literacy and numeracy learners attended provision. 90% of adult literacy learners achieved their learning goals
- 3.22 Responding to local need, CLD worked with partner agencies to address targeted learners’ needs. Each CLD area team continued to develop a range of partnership arrangements to maximise the effective use of resources for the delivery of adult literacy. One example is a new partnership between literacy staff and Turning Point Scotland Ninety service users attended the project each day and literacy staff delivered a Communication course to service users. There was a particular focus on the use of social media, the preferred way for the organisation and users to communicate. CLD Staff are working towards the users joining in local literacy group provision.
- 3.23 *‘It’s a great chance for people to come along and learn new things. I want to learn how to send an email and how to use Skype’; Service User*
- 3.24 CLD supported literacy work with Throughcare Aftercare for young people ranging from 16-26 years. 34 care leavers accessed support to suit individual need and circumstances. Skills developed included functional reading/writing skills, budgeting and nutrition, reading for pleasure and to children, improved communication and employability skills and driving theory test revision. Young people benefited from strong positive impacts in terms of decision-making, functional skills, social communication and building positive relationships.

- 3.25 Adult literacy learners took part in three sessions to raise their awareness and understanding of the democratic processes. They explored their knowledge of the Parliament and of the voting system. The project aimed to help learners get involved and register to vote in the Scottish Parliament elections.

### **Family Learning and Working with Parents**

- 3.26 There were 5,210 instances of participation from parents and children in family learning/working with parents activities during the year.
- 3.27 Family Literacy work with parents in their children's early years continued to be recognised as a key element of the Integrated Literacy Strategy which seeks to improve literacy outcomes for the lowest achieving 20% of 3 to 18 year olds. CLD's Family Learning workers engaged 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.
- 3.28 Family Learning staff worked across 46 establishments, primarily in target areas, organising a range of literacy-related activities for parents. Core work this year included:
- a) Active learning sessions for parents both with and without their children, on topics such as Bloom's Taxonomy, emergent literacy and numeracy, healthy eating etc, including ESOL and Bi-lingual parents;
  - b) Book gifting workshops incorporating Bookbug and Reading Rainbows initiatives;
  - c) Nursery – P1 Transition to help children settle into their new learning environment and contribute to building good relationships between parents and school.
- 3.29 Pirniehall Primary School is understood to have become the first in Scotland to enrol all of its pupils at the local library as part of a bid to boost literacy. CLD, in partnership with Muirhouse Library and Pirniehall Primary, took every pupil to Muirhouse Library and gave them a membership card, with teams of youngsters participating in induction sessions over two months. The project, which involved 286 pupils, has been completed as part of a Scottish Government-supported drive to encourage as many children as possible to read regularly.

*“Literacy is a key element of Curriculum for Excellence, and it's important for all of our young people to have a love of reading, which I hope will stay with them for the rest of their lives.”* Councillor Paul Godzik, Convener Education, Children and Families Committee.

- 3.30 Additional Family Learning work was developed or extended in 2015/16:
- a) What's the Story photo project (part of the National Read On Get On campaign);
  - b) Bi-lingual parents work with two nurseries in conjunction with National Museums of Scotland;
  - c) An increased number of Family Learning ESOL courses;
  - d) Family Forest schools sessions;
  - e) Increased work with Bi-lingual parents.

### **Work with Parents**

- 3.31 CLD and school staff worked with Families and Schools Together (FAST) in Craigroyston Primary School. This attracted 17 families and achieved an excellent review from Save the Children. Eight families continue to meet weekly as 'FAST works', learning new skills, improving their local community and spending quality time with their children
- 3.32 CLD started to deliver the new PEEP (PEEPLE) curriculum includes employability skills to parents in Wester Hailes. The project was a partnership between CLD and Clovenstone Primary School. This ensured the link to the early literacy and numeracy programme of the nursery and school which not only reinforced this with the children it also allowed the parents to reinforce this learning at home.
- 3.33 Impact on the learners was strong. The seven parents involved became more confident with their engagement in the school and the wider community. Many progressed on to other groups within the school such as FAST and some developed Clovenstone's parent council, the first in almost twenty years. The women felt more able to speak with the school and became more confident in engaging in school activities. Some engaged more in Clovenstone Community Centre, joining activities and participating in the management committee. This feedback demonstrated the impact PEEP had on their family and individual lives. Successful completion of the course results in an interview for a place on a childcare course at Edinburgh College

### **Family and Adult Numeracy**

- 3.34 CLD contributed to the draft Integrated Numeracy Strategy in two particular areas.
- 3.35 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. Training was delivered to school staff on Its All About Maths.
- 3.36 In 2016 CLD's family learning staff will contribute to the numeracy in P3 (work with parents strand) under the Scottish Attainment Challenge in eight local primary schools.

- 3.37 CLD continued to offer city-wide provision free to adult learners in numeracy/ maths. The provision is targeted at adults who wish to make sense of everyday numbers, improve job prospects, give help with budgeting through financial literacy, and help support parents with their children's maths homework

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

- 3.38 In 2015/16 the Edinburgh Community Learning & Development Partnership received £151,882 to deliver English for Speakers of Other Language (ESOL) provision in local communities.
- 3.39 During the year, the partnership delivered English language support to 861 students with CLD partners and 180 students within Edinburgh College. CLD partner and Edinburgh college enrolments independently exceeded 1000 students, an increase of 25% demand across the partnership over the last 3 years. Community guidance and integration events attracted over 2,500 adults and children.
- 3.40 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; Classes which supported learners to prepare for the UKBA citizenship test; and cultural integration events.
- 3.41 CLD continued to deliver ESOL Speakeasy programmes for young people aged 15-19 years as part of its ESOL provision. Young people were referred by EAL and school staff from 6 Secondary schools and Skills Development Scotland. They provided additional support for young migrants struggling to improve their reading, writing and communications skills in English whilst preparing for exams and academic qualifications.
- 3.42 In December 2015, Edinburgh received the first 50 Syrian refugees. The ESOL Partnership <sup>1</sup>was successful in securing £200,000 to fund additional English language courses for refugees within CLD partner provision, including The Welcoming and Saheliya. This enabled refugees to learn English quickly, improve communication with local services and feel more included and settled within their local communities. In addition to language courses, CLD Family ESOL programmes were rolled out to refugee and migrant families in selected schools/nurseries. Cultural integration programmes within projects such as The Welcoming, and counselling services for women and young girls in Saheliya were also included in the offer to the new arrivals.
- 3.43 New Family ESOL programmes proved popular with parents and families, reflecting the growing need for learning English as a second language within local communities. The percentage of BME children in nursery education in 2015 is 30.1%. In addition, 19% of children in primary and secondary schools in 2015 had a home language that was not English.



- 3.44 Demand for ESOL remained high. There continued to be clear progression routes for ESOL learners into vocationally focused courses at appropriate levels. 61% of these learners progressed onto the next level. EOSL staff across the partnership worked effectively together to plan and develop consistent provision both avoiding duplication and addressing identified needs.

### **Accredited Learning**

- 3.45 CLD delivered a range of high quality, tailored accredited learning programs. These included Bitesize Communication units, Numeracy, Childcare and Development as well as National Units. Offering these qualifications through CLD allowed adults, parents and carers to achieve beyond their expectations. A flexible but structured programme allowed learners to learn at their own pace, gain confidence, recognise their capabilities and transfer skills to other areas in their lives. Qualifications included: Child development and play, Communication, ICT, Core Maths and Numeracy. These qualifications ranged from SCQF level 1 – 4 (formerly Standard Grade general level). 56 adult learners achieved an SQA qualification.
- 3.46 A group was set up in Wester Hailes to study for the SA Childcare and Development SQA qualification delivered over 20 weeks. For some of the learners this was a large commitment and the first qualification they had ever committed to. Some of the group were signposted through a young mums group and for many in the group English was an additional language. The focus was on aspects of child development and key milestones – this SQA is one of the mandatory units for Early Education and Childcare. There was an added benefit of developing communication skills as much of the learning was through discussion, computer skills and literacy skills. They also participated in group presentations which further increased their communication skills

### **Impact of Community based Adult Learning Provision on adult learners**

- 3.47 Impact measurement of adult learning and education across all provision including giving feedback from 40 learners on the important positive contribution adult learning made to:
- 1) Employability skills
  - 2) Reduction in social exclusion and isolation
  - 3) Positive contribution to mental and physical health
  - 4) Rise in self-confidence and self-esteem
  - 5) Parental confidence and ability in supporting their children's learning

### **Partnership Work with the Voluntary Sector : Edinburgh Adult Education Group**

- 3.48 The Edinburgh Adult Education Group is a Voluntary Sector and City of Edinburgh Council partnership of adult educators, working together to improve the quality, range and status of learner-centred adult education in the City. It is also a sub group of the Edinburgh Community Learning & Development Partnership. Last year the group organised the following events.

The 4th Adult Learners' Achievement Awards in the City Chambers in May. Around 80 learners celebrated their learning and received awards for their groups.

- 'Addressing Welfare Reform' – an event for practitioners to discuss the impact of welfare reform on adult learners and hear from agencies about their roles in helping people deal with the changes.
- 'Revisiting Adult Education: the Challenge of Change 40 Years on' – a seminar organised in collaboration with the University of Edinburgh looking back, and forward to the future of adult education.
- Adult Learners' Voice' – 40 learners from a range of projects came to the City Chambers to talk about the impact of their learning to councillors.
- Activities around Adult Learners' week and Book Week Scotland.

## Youth Work

- 3.49 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.
- 3.50 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. There are approximately 25,000 children's and young people's opportunities accessed each term time. In addition to this, a further 17,000 opportunities were utilised by children and young people during the holiday periods.
- 3.51 In partnership with Edinburgh Leisure and FABB, CLD continued to deliver the successful Open All Hours Youth Initiative in Leisure Centres, with up to 330 young people attending each week.

Examples of effective youth work included:

- a) CLD in partnership with FABB and the Children & Families Disability Team delivered the Drop In project to address the needs of parents of children with disabilities for a whole family, community based leisure provision where they could meet other parents. The provision was delivered in four Community Centres picked because of their location, layout and accessibility. They were Jack Kane, Carrickvale, Northfield and Royston Wardieburn. At any one time there are between average of 35 families attend the project every Saturday. 38% of the attendees are children with disabilities. The other 62% are siblings and parents/carers.
- b) *"I can come here with my sister. It's the only group that allows that"* A Child *"My child is frightened of the gym hall at school as it is noisy and chaotic but the Drop In has been giving him the opportunity to play in the gym hall without any pressure or fear. Since attending the Drop In the school have reported an improvement and advised us that he will now sit in the gym hall and watch the other children. This is actually a huge improvement as he wouldn't even enter the hall before."* A parent

- c) In partnership with FABB CLD is now pursuing other funding sources to continue this provision
- d) With external funding CLD and Arts South Edinburgh delivered a program of 18 creative workshops which engaged 85 children including:- circus skills, aerial tasters, mask making, willow & felt making crafts, recycle jewellery and face painting. The workshops enabled the children to develop their personal creativity, team skills and individual confidence especially when performing to an audience during the summer fair or contributing to the making of art works which were displayed in the Gilmerton and Valley Park Community Centres.
- e) A CLD youth worker in Schools delivered 'My Gracemount High School Gardening Group. This was is a group of seven boys and one girl from S1-S3 who met every week for 2 hours and take part in a range of Outdoor Learning experiences initially focussing on gardening projects within the school grounds and later involved Forest School activities such as fire lighting and green wood carving in Ellen's Glen woods. The students were referred by their guidance teacher and all had social, emotional and behavioural issues around the school. Behaviour was extremely challenging at times but when focussed on a task which engaged them, produced some outstanding results'.
- f) CLD in partnership with Bridge 8 ran six week Multi activity programmes specifically designed for 20 young people referred through Guidance as needing extra support at Royal High and St Augustine's HS. Two additional six week programmes involved 16 vulnerable pupils from Forrester, St Augustine's, Tynecastle, Craigmount, Queensferry and Royal High School.
- g) Additional programmes involving 52 young people took place at weekends and evenings involving Mountain Biking, Canoeing and Sea Kayaking. An eight week environmental programmes in St Augustine's HS, Forrester HS and Queensferry High School in partnership with the Green Team involved 24 young people

Impact statements from participants included:

- *"I learnt to communicate with others and not just stay with people that I am familiar with. This helped me be more sociable with others".*
- *"This training was really good for building our son's confidence. He had great fun and a real sense of achievement at the end". A parent*

- 3.52 'Celebrating Diversity' involved 750 children and young people from St Augustine's RC High School and East Craigs Primary and 20 adults from the Rannoch Community Choir. In addition around 300 parents, family and members of the community came to see performances and look at the photography exhibition. The project specifically targeted pupils from St Augustine's who were from a range of cultural heritage and provided a platform to voice their stories, experiences and highlight the diversity of cultures within the school. Celebrating Diversity was a unique and innovative project which explored the notion of identity and related events of the past such as the history of migration to and from Scotland including the Highland clearances to the experiences of economic migrants, refugees and Asylum Seekers in a 21<sup>st</sup> century Scotland. The Project won the Convener's Award 2015
- 3.53 *"One of the biggest successes of this project was the number of young people who were involved who are seen as low achievers in the school – this will do wonders for their self-confidence"* Member of the Senior Management Team St Augustine's.

### **Youth Participation**

- 3.54 The Youth Participation Strategy for Edinburgh includes a variety of elements. In 2015 young people took part in Scottish Youth Parliament sittings, Gatherings, Action Research projects, Youth Talk and Youth Decides events, and dedicated democracy training. The total number of young people involved was in the region of 400.
- "I enjoyed the teamwork, decision making and making a difference"*
- "I enjoyed discussing issues that meant something to me and being listened to"*
- 3.55 A range of approaches were used to address the key themes of positive destinations, employment, literacy and health and well being.
- 3.56 Activities included: Action Research Projects, focused on key themes decided by young people, large gatherings, facilitated by the young people to celebrate activity and prioritise for the next year. The Edinburgh members of the Scottish Youth Parliament led the collection of over 12,000 responses for the 'Lead the Way' consultation. Young people took part in leadership training including a residential experience and they also planned and delivered a large city wide gathering event. A highlight from the year was the Sex and Relationship Education action research group which prompted the creation of a new city wide post and also won a Children and Families award.
- 3.57 CLD in partnership with the Inverleith Neighbourhood Partnership (NP) and local young people from Broughton High School organised a 'Youth Talk' event at St Stephens church in Stockbridge. It was a very lively event attended by 100 people, 50% of whom were young people of Inverleith. As well as having the opportunity to say what they thought about their local area and services they also took part in a participatory budgeting exercise to spend money ring fenced for youth provision by the NP. This was the second Youth Talk event in North

Edinburgh, the first one was run in North from a model developed originally in South Edinburgh. Youth Talk leads to youth agencies and other services in the area responding to issues highlighted by local young people. In North Edinburgh Youth Talk also included the first local Youth Awards ceremony at which local young people received awards based on voting by their peers

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

- 3.58 Youth Workers in Schools operated in 11 High Schools, providing in-school support for more vulnerable pupils through one to one sessions, group work, and accredited learning.
- 3.59 Young people aged 16 – 19 were 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.
- 3.60 CLD was 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**

- 3.61 Curriculum for Excellence recognises the importance of wider achievements across a young person's life. CLD youth work provided various opportunities, especially across social development and confidence building, and accredited young people's achievements through Duke of Edinburgh, Junior Award Scheme Schools (JASS), Youth Achievement, Dynamic Youth Award, Saltire Award and other frameworks. CLD staff continued to explore options for sharing these achievements with schools. Much of this delivery was in partnership with schools and local voluntary sector groups.
- 3.62 Overall, around 150 young people gained accredited awards through CLD specific provision, with many more in schools supported by CLD workers, 35 people were trained using our in house Initi-8 basic youth work course (equivalent to 7 credits at SCQF level 5).

### **Mentors in Violence Prevention**

- 3.63 The Mentors in Violence Prevention (MVP) programme continued to be successfully developed in schools and communities across Edinburgh. With 17 schools implementing the programme this session 361 MVP Mentors from 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> year delivered sessions to 1134 younger students since August 2015.
- 3.64 114 Staff from schools, CEC, Police Scotland and the Voluntary Sector were trained this session making a total of 256 staff trained in Edinburgh since the widening out of the programme. The staff supported the Mentors in their work of

changing attitudes and the culture in their schools and communities where bullying and gender violence may take place.

- 3.65 CLD recruited 13 cross sector 'Train the Trainers' ensuring the sustainability of the programme within the City. The MVP programme continued to be guided by a strategic steering group, with membership from CLD, Schools, Health & Wellbeing, Voluntary Sector, NHS Lothian and Police Scotland, which reports to the Scottish Government National Steering group a partnership between Building Safer Communities and Education Scotland

### **Community Centres**

- 3.66 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.
- 3.67 Staff continued their dialogue in consultation with management committees 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. 23 management committees accepted the invitation for further discussion with CLD management during the year.
- 3.68 This context for this engagement is guided by new policy and legislation including the Christie Commission, Community Empowerment Act and the Scottish Government's Strategic Guidance for CLD. Locally public sector reform means increased partnership working alongside increased community involvement in service design and delivery. In tandem with this the requirement for significant budget reductions. The Council's moves towards greater property rationalisation and enhanced neighbourhood models of service delivery aim to make the best use of Council assets and to deliver local services in a more joined up and relevant way.
- 3.69 An average of 16950 individual residents of Edinburgh accessed provision in our Community Centres each week. People engaged in informal learning opportunities and participated in community groups and events provided in the centres.
- 3.70 Leith Community Centre carried out a consultation exercise to find out what local people wanted from the community centre and what people thought of living in Leith. The project culminated in a photographic exhibition attended by 140 people.
- 3.71 *'The people are nice. You get a lot of chat at the community centre cafe- otherwise I would just be sitting in the house. It's brilliant that way!'*

## **Community Development**

- 3.72 CLD staff are involved in a range of Community Development 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.
- 3.73 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. Ultimately it works towards community leadership.
- 3.74 Improving community cohesion and resilience can:
- a) Improve the lives of those involved, promote social justice and environmental sustainability;
  - b) Engage with public agencies in ways which help them to deliver their services more effectively;
  - c) Build a better, more supportive environment that can prevent social issues from turning into expensive crises.
- 3.75 The outcomes of successful Community Development included:
- a) Increased personal and social skills, learning, and well-being;
  - b) Joining with others to co-produce services and outcomes;
  - c) Effective engagement with service providers and policy makers;
  - d) Acquiring and using assets and resources;
  - e) Building strong partnership work.
- 3.76 Examples of work from 2015 follow. In North Edinburgh an International Women's Day event was attended by over 50 women. It was the third of a series of successful multi-cultural 'Getting Together Making a Difference' events run at Royston Wardieburn Centre organised in partnership with Living in Harmony, North Edinburgh Timebank and local women from the Women's International Group. The events were a celebration and recognition of how local women had worked to address issues in their communities as well as raising awareness on issues such as immigration and human rights. This lead on to

further awareness raising sessions organised by CLD on ‘Poverty and the New Powers for the Scottish Parliament and Human Rights and the Right to Asylum

- 3.77 CLD staff developed work in Dumbiedykes, including supporting the Braidwood management committee and to explore the idea of a Men’s Shed in the area.
- 3.78 A new course was delivered to community activists in Dumbiedykes and Leith with support from Edinburgh Tenants’ Federation. The new course increased activists’ awareness of the updated National policy context for community development and community empowerment.
- 3.79 40 CLD staff attended a peer-organised Poverty and Inequality Conference to raise awareness of, and discuss CLD’s response, to the poverty agenda
- 3.80 The Edinburgh Active Citizenship Group (members from CLD, the voluntary sector, Edinburgh University) held regular, large scale, participative, free public seminars on a wide range of topical issues, and pre-election ‘hustings’. The aim was to create a space for learning about and debating key issues with academics, media commentators, policy makers, politicians and activists. The group was particularly active in the aftermath of the Scottish referendum, where between 70 and 100 members of the public turned up to 7 events to hear the arguments and discuss the options for Scotland’s future. In the last year the group organised a hustings for the General Election and three seminars – on the subjects of the Transatlantic Trade and Investment Partnership (TTIP): Fracking; and Land Reform (which had 120 participants).
- 3.81 Edinburgh’s Community Learning and Development Plan 2015-18 was approved by the Edinburgh Partnership in June 2015. The Plan is a requirement within the legislative context for CLD. It contributes to the National Improvement Framework for Scottish Education.

## 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 :
  - 4.2.1 Improved life chances for people of all ages through learning, personal development and active citizenship;
  - 4.2.2 Stronger, more resilient, supportive, influential and inclusive communities;
- 4.3 These are measured through CLD service planning processes Education Scotland inspections.



## Financial impact

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- 5.1 There is no financial impact .The work was funded from existing budgets and external funding.

## 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 A detailed Integrated Impact Assessment was carried out for the CLD Plan
- 7.2 Equalities Training was delivered to Management Committee representatives by CLD and EVOC

## Sustainability impact

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- 8.1 The CLD Plan will contribute towards creating long-term, sustainable CLD provision in Edinburgh

## Consultation and engagement

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- 9.1 Widespread consultation and engagement was undertaken in producing the CLD Plan

### **Alistair Gaw**

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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 and sustain relationships and are ready to succeed</p> <p>CO2 - Our children and young people are successful learners, confident individuals and responsible citizens making a positive contribution to their communities</p> <p>CO3 - Our children and young people at risk, or with a disability, have improved life chances</p> <p>CO4 - Our children and young people are physically and emotionally healthy</p> <p>CO5 - Our children and young people are safe from harm or fear of harm, and do not harm others within their communities</p> <p>CO6 - Our children's and young people's outcomes are not undermined by poverty and inequality</p> <p>CO9 - Edinburgh residents are able to access job opportunities</p> <p>CO10 - Improved health and reduced inequalities</p> <p>CO11 - Preventative and personalised support in place</p> <p>CO14 - Communities have the capacity to help support people</p> <p>CO23 - Well engaged and well informed – Communities and individuals are empowered and supported to improve local outcomes and foster a sense of community</p> <p>CO24 - The Council communicates effectively internally and externally and has an excellent reputation for customer care</p>

**Single Outcome Agreement**

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

**Appendices**