

Education, Children and Families

10am, Tuesday, 9 October 2018

Lifelong Learning Plan

Item number	7.4
Report number	
Executive/routine	
Wards	
Council Commitments	

Executive Summary

This Report updates elected members of the Education Children and Families Committee on work to produce the first Lifelong Learning Plan.

When the new Lifelong Learning Service was established in April 2017, the Locality Improvement Plans (LIPs) were well developed and the 2015-18 Community Learning and Development (CLD) plan was due for review and renewal.

A plan for Lifelong Learning was needed to help define and align shared outcomes, and prioritise activity that historically, was delivered mainly in solos. It was also needed to guide and measure the impact of work which benefits tens of thousands of people across the city, but which was not explicitly captured within the LIPs or the CLD Partnership Plan.

The first Lifelong Learning Service Plan was developed over 2017/18 and produced in October 2018 to coincide with the 2018-21 CLD Partnership Plan for the City. It reflects the National Improvement Framework (NIF) and aims to improve quality of life and outcomes for learners of all ages.

This report presents the new Lifelong Learning Service Plan, how it was developed, its intended outcomes and the links with related plans and strategies.

Lifelong Learning Plan

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the contents of this report.
 - 1.1.2 Endorse the actions taken to develop the first Lifelong Learning Service Plan
 - 1.1.3 Note the Draft Lifelong Learning Service Plan Appendix 1 - (Summary Version).
 - 1.1.4 Agree to receive an annual progress update report.

2. Background

- 2.1 Following an Organisational Review in April 2017, a new Lifelong Learning service was created within Schools and Lifelong Learning. It brought together several teams whose main purpose was improving outcomes for people of all ages, primarily through learning and participation, across a wide range of disciplines and locations.
- 2.2 With collectively fewer staff and less budget than before the Organisational Review, the aspiration of the new Lifelong Learning service was to maintain a range of opportunities across all four localities, and to strengthen links between national and local priorities.
- 2.3 Lifelong Learning is managed within a matrix structure, strategically led citywide and operationally managed and delivered in localities.
- 2.4 The various teams that make up Lifelong Learning, each work to a number of plans and strategies. Some significant work of Lifelong Learning was not captured or reported in other plans, and no single coherent plan for Lifelong Learning existed.
- 2.5 The work undertaken over the past year has identified a range of shared priorities for Lifelong Learning. It seeks to clarify the relationships between various statutory plans, Lifelong Learning, local and national outcomes. Crucially, the new plan provides a mechanism for planning and reporting Lifelong Learning Service activity which is either not present or is under-represented in other plans.

3. Main report

- 3.1 Lifelong Learning is defined as '*The provision or use of both formal and informal learning opportunities throughout people's lives, to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfilment*'. This definition has been used to focus activity and help define the unique aspects of Lifelong Learning in relation to education, learning, participation and engagement generally. There are clear synergies and making them explicit is one of the aims of the Draft Lifelong Learning Service Plan.
- 3.2 The Lifelong Learning service brought the following teams and services together:
- Arts and Creative Learning
 - Community Learning and Development (including Adult Education and Youth Work)
 - Community Partnerships and Planning
 - Health and Wellbeing
 - Library Services
 - Parent and Carer Support
 - Sport and Outdoor Learning
 - Youth Participation
- 3.3 Lifelong Learning is strategically led by teams with citywide responsibilities, managed by three Lifelong Learning Strategic Managers who report to the Senior Education Manager (Lifelong Learning). They manage and guide the work of Lifelong Learning Strategic Development Officers). The citywide strategic areas are:
- CLD and Libraries (Youth work and youth participation, Adult Education and ESOL (English for Speakers of Other Languages), Central Library and some aspects of Library Services).
 - Creativity, Health and Wellbeing (Arts and Creative Learning, Instrumental Music Service, Youth Music Initiative, Screen Education Edinburgh, Dance Development, 1 in 5 Child Poverty, Mental Health and Wellbeing, Global Citizenship).
 - Sport and Physical Activity (Active Schools, Sport Development and Clubs, Outdoor Learning and Residential Centres, The Risk Factory, Curriculum PE).
- 3.4 In localities, the service is operationally managed by 9 (8 FTE) Lifelong Learning Service Managers, who report to Locality Managers and oversee the work of Lifelong Learning Development Officers and Library Development Leaders. Lifelong Learning staff in localities deliver a wide range of activity including Community Planning, and have day to day management of library and community centre activity.

- 3.5 When the new Lifelong Learning Service was formed, Strategic Managers organised several development days for staff. Through these, plus team meetings, discussions, and by completing Activity and Baseline Templates, a better understanding of the aspirations for Lifelong Learning was reached. At the same time, cognisance was taken of the pressures faced by staff and their development needs.
- 3.6 How this manifests, linked to the definition of Lifelong Learning, resulted in agreed priorities for Lifelong Learning in Edinburgh.
- 3.7 CLD and formal education are guided by national outcomes, but Lifelong Learning does not have a single national set of outcomes or priorities. It was important to ensure that a clear 'golden thread' existed between Lifelong Learning and other national and local priorities that staff were simultaneously working towards.
- 3.8 The two national outcomes for CLD are:
- Improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship
 - Stronger, more resilient, supportive, influential and inclusive communities
- 3.9 The four NIF (National Improvement Framework) priorities for education are:
- Reducing inequalities of outcome as a result of socio-economic or other disadvantage
 - Improvement in attainment, particularly in literacy and numeracy
 - Closing the attainment gap between the most and least disadvantaged
 - Improvements in children and young people's Health and Wellbeing
- 3.10 Closely related to these are Lifelong Learning priorities for Edinburgh, agreed and refined by staff through discussion and workshop activities:
1. Reduce inequalities, improve equity
 2. Reduce the attainment and achievement gap between those learners (of all ages) facing the greatest and least disadvantage
 3. Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages
 4. Improve health and wellbeing and reduce social isolation
 5. Develop our workforce skills, knowledge and capacity for improving outcomes for learner of all ages
- The 5th priority will ensure the workforce is supported and better equipped to achieve its aims. It underpins the other four priorities and, linked to the NIF, is one of the drivers of improvement.
- 3.11 Page 17 of the Draft Lifelong Learning Plan, sets out the links between Edinburgh's Lifelong Learning priorities and national outcomes.

- 3.12 Page 10 of the Draft Lifelong Learning Plan, shows how these priorities link to the City of Edinburgh Council's Business Plan 2017 – 22 and the Edinburgh Partnership's vision of Edinburgh as *'a thriving, connected, inspired and fair city, where all forms of poverty and inequality are reduced'*.
- 3.13 During Lifelong Learning staff development days, vision and values were discussed. These were distilled into common themes and underpin the plan. This approach links closely with the new National Performance Framework (NPF) where values are central to an outcomes based approach, based on the kind of Scotland people said they would like to live in.
- 3.14 The values held by Lifelong learning staff and core to the successful delivery of an aspirational service are:
- We will strive for equity and equality for learners of all ages
 - We are honest and act with integrity
 - Our responsive attitude meets the need of the communities and individuals with whom we work
 - We will be fair and trustworthy in our work with partners and citizens
 - We are intrinsically motivated and empowered to make a difference to people's lives
 - Creativity and a solution focussed approach is woven through our work
- 3.15 In developing the Draft Lifelong Learning Plan, the importance of self-evaluation and using data to inform planning was central. Significant time and energy developing workshops, training and tools to support staff improve outcomes through robust self-evaluation, has and continues to be invested.
- 3.16 Care has been taken to ensure that reporting cycles are aligned with other plans as much as possible. Where the same activity is reported in other plans, such as the CLD Plan, LIPs, Children's Services Plan or Education Authority Improvement Plan, care has been taken in the Draft Lifelong Learning Plan to address this. Rather than to increase the reporting burden, the Lifelong Learning Plan aims to support better reporting across all plans in relation to activity developed and delivered by Lifelong Learning.

4. Measures of success

- 4.1 Key Performance Indicators and Quality Indicators in the Draft Lifelong Learning Plan are achieved
- 4.2 Self-evaluation, planning reporting is consistent and systematic
- 4.3 Outcomes for learners of all ages are improved

5. Financial impact

- 5.1 There are no financial impacts arising from this report.

6. Risk, policy, compliance and governance impact

- 6.1 There are no direct implications for policy, compliance or governance arising from the recommendations in this report.

7. Equalities impact

- 7.1 An Equalities Impact Assessment has been carried out and there are no adverse implications arising from this report

8. Sustainability impact

- 8.1 There are no adverse economic, social or environmental impacts resulting from these areas of activity

9. Consultation and engagement

- 9.1 The Draft Lifelong Learning Plan was developed through extensive staff consultation and input.
- 9.2 Learners of all ages were consulted on their views of Lifelong Learning and the importance they place on the identified priorities for Lifelong Learning.
- 9.3 These views and feedback are reflected in the Draft Lifelong Learning Plan.

10. Background reading/external references

- 10.1 CLD Plan and Report, Item 7.11
http://www.edinburgh.gov.uk/meetings/meeting/4509/education_children_and_families_committee
- 10.2 Education Authority Improvement Plan and report
- 10.3 Locality Improvement Plans
- 10.4 Education and Skills Committee Inquiry into attainment and achievement of school children experiencing poverty
<http://www.parliament.scot/parliamentarybusiness/CurrentCommittees/107857.aspx>
- Scotland's National Performance Framework
<https://news.gov.scot/news/a-vision-for-national-wellbeing>

Alistair Gaw

Executive Director for Communities and Families

Contact: Linda Lees, Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing)

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11. Appendices

11.1 Draft Lifelong Learning Plan

Communities and Families Schools
and Lifelong Learning

Lifelong Learning Service Plan

SUMMARY VERSION: 2018 to 2021







Edinburgh Active Citizenship Group seminar on land reform in 2017 at South Bridge Resource Centre

Contents

Lifelong Learning and Links with CLD	Page 4
Scotland's National Performance Framework	Page 5
Foreword What is the Lifelong Learning Plan and Who is it For?	Page 6 - 7
Executive Summary Introduction	Page 8 - 9
Vision for Edinburgh, Edinburgh's Strategic Outcomes	Page 10
Lifelong Learning Plan: Purpose, Planning, Principles, and Participation	Page 11 - 12

PART ONE: Strategic Context and Drivers (for Planning and Reference)

Relationship between Lifelong Learning and CLD Partnership, Integrated Childrens Services and Education Authority Plans	Page 14
Lifelong Learning and National Priorities	Page 15 - 17
Demographic and Socio-economic Drivers Child Poverty by Locality	Page 18 - 19
Communities and Families: Schools and Lifelong Learning What does our data tell us about what we need to do?	Page 20 - 21
Lifelong Learning: Interventions for Equity, the National Improvement Framework (NIF) and the NIF Drivers	Page 22 - 24

PART TWO: Priorities and Improvement Actions

Section 1: Planning for Improvement

Lifelong Learning Priorities and Improvement Actions What does success look like?	Page 26
Continuous Improvement	Page 27

Section 2: Lifelong Learning priorities, outcomes, actions and Key Performance Indicators

Priority 1 – Priority 5: Year One	Page 28 - 36
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Section 3: Monitoring and reporting

Lifelong Learning Reporting: Coalition Commitments and Performance Indicators	Page 37
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What is Lifelong Learning?

The provision or use of both formal and informal learning opportunities throughout people's lives to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfilment

Links with Edinburgh CLD Vision

Community Learning and Development activity will enable people, particularly those who are most vulnerable or disadvantaged, to make positive changes in their lives and in their communities through learning



Year of Young People 2018: City Chambers, September 2018

Young people working with city planners and contributing their ideas to three strategic transport and public space projects for the city

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel"

Maya Angelou



Scotland's National Performance Framework

Since 2007 national outcomes have provided a focus and direction for policy action across the public sector. The National Performance Framework (NPF) has transformed the way services are delivered in Scotland into an outcomes based approach. The outcome approach is now placed in statute through the Community Empowerment Scotland (2015) Act.

In June 2018 the new NPF was launched, based on the kind of Scotland people said they would like to live in. A new set of National Outcomes was developed, which reflect a unified vision as described in NPF's Purpose, Values and National Outcomes (left). This helps us to achieve goals that improve the wellbeing and quality of life of the people of Scotland. They reflect our values as a nation and the aspirations we hold for our future. It also links with our commitment to the United Nations Sustainable Development Goals which are aimed at improving wellbeing across the world.

Foreword

Following an Organisational Review in 2016/17, a new Lifelong Learning service was created, bringing together various teams including the former CLD service. There was a significant budget and staffing reduction at the time. The purpose of bringing several teams into a new Lifelong Learning Service was to maintain a range of opportunity across all four localities, while retaining links with national and local priorities. The Lifelong Learning service was designed to build greater collegiality and capacity among staff identified as a community of practice, whether they were part of the former CLD service or not.

This first Lifelong Learning Service Plan was developed over 2017/18 and produced in October 2018, to coincide with the 2018-21 CLD Partnership Plan for the City. It reflects the National Improvement Framework and aims to improve quality of life and outcomes for learners of all ages.

When the new Lifelong Learning Service was established, the Locality Improvement Plans (LIPs) were well developed and the 2015-18 CLD plan was due for review.

A Plan for Lifelong Learning was needed to help define and align shared outcomes, and prioritise activity that historically was delivered mainly in silos by different teams. It was also needed to guide and measure the impact of work which benefits tens of thousands of people across the city from significant council budget, resources and staff time, but which was not explicitly captured within the LIPs or the CLD Partnership Plan. The Lifelong Learning Service Plan aims to achieve its aspirations through:

- greater and sustained focus on agreed priorities
- outcome based activity where actions are collaborative across teams
- using evidenced based approaches and data to inform planning
- using resources such as the NIF, the National Improvement Hub and HGIO self-evaluation frameworks to help drive improvement
- developing a highly knowledgeable and skilled workforce

Lifelong Learning is managed with a matrix structure. The service is led and managed citywide by three Lifelong Learning Strategic Managers reporting to

a Senior Education Manager. Citywide activity is managed centrally by Strategic Development Officers, and examples include (but are not limited to) the Youth Music Initiative, Active Schools, Youth Participation and 1 in 5 Child Poverty. Lifelong Learning, including partnership work and Community Planning is delivered locally and is operationally managed by eight Lifelong Learning Service Manager posts reporting to the four Locality Managers.

Lifelong Learning Service Plan

What is in the Plan?

Council funded activity, led, delivered, and managed largely by council staff and strategically funded partners; aligned with CLD Plan, Education Authority Improvement (NIF) Plan, Children's Service Plan and LIPs

What is not in the Plan?

Local partnership activity, Community Planning, Community Centres

Contact: linda.lees@edinburgh.gov.uk

CLD Partnership Plan

What is in the Plan?

Partner activity identified by the CLD Partnership that is *additional* to the wider CLD activity; Community Centres

It is linked to LIPs and LOIP (Local Outcome Improvement Plan)

What is not in the Plan?

Wider CLD/Lifelong Learning Service activity, local partnership activity, Community Planning

Contact: paul.mccloskey@edinburgh.gov.uk

Locality Improvement Plans

What is in the Plans?

Locally identified Place partnership activity, Community Planning

Feedback is welcome on the first Lifelong Learning Service Plan. Questions, suggestions and/or comments should be sent to:

Linda Lees, Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing: linda.lees@edinburgh.gov.uk)

WHAT IS THE LIFELONG LEARNING PLAN AND WHO IS IT FOR?

PART ONE

Part One of the full Plan is a practical reference resource.

It is for use when planning and evaluating activity and is designed to help practitioners and managers align national and local strategic outcomes, with local context (current/future), actions and values.

It provides some NIF (national Improvement Framework) diagrams which provide a good reminder of the priorities and interventions that make a difference to people's lives through learning, education, engagement and participation. This helps teams check that the work they are planning and delivering is structured, purposeful and outcome focussed.

There is also a selection of data in the full plan that is readily available to aid and inform planning. Teams will use more data than is presented here, and will generate some specific data of their own. However, contained in Part One of the Plan is some information which will help focus and prioritise the Lifelong Learning offer across the entire city.

This summary version contains less data and contextual information

PART TWO

Part Two of the Plan is laid out in 3 sections.

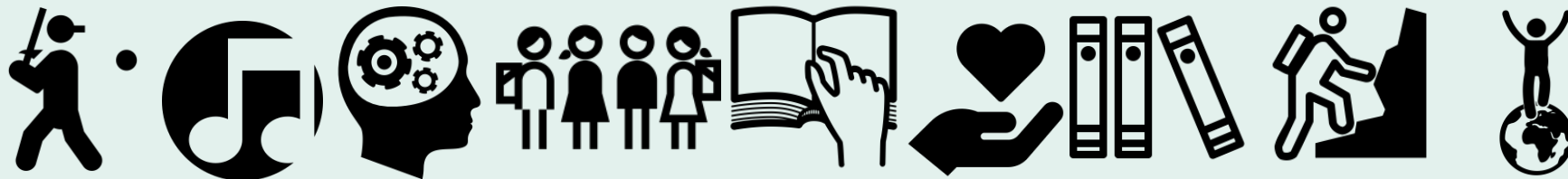
Each section outlines the high-level improvements agreed by staff, to deliver against Lifelong Learning Strategic Priorities.

The first section sets out actions for whole service improvement, while the third section details the monitoring and reporting mechanisms and actions as part of a cycle of continuous improvement for Lifelong Learning.

The second section articulates the high-level actions required to deliver the five Lifelong Learning strategic priorities. This section will be supported in more detail by team plans for the citywide and locality Lifelong Learning teams. This middle section is also designed to help Lifelong Learning teams align externally funded and/or partnership work with local and national priorities.

All the activity detailed in the plan is underpinned by shared values.

This summary version of the plan contains less detailed actions and does not have the detailed links to other plans or the HGIO QIs (How Good Is Our? Quality Indicators) that are in the full version.



Executive Summary

The Lifelong Learning Service Plan has been developed and written to articulate with the Edinburgh Education Authority Plan, the Locality Improvement Plans, the Children's Services Plan and is closely aligned with the Community Learning and Development (CLD) Plan. The Lifelong Learning Service Plan sets out the context for Lifelong Learning in Edinburgh. The Plan identifies the key priorities that teams within Lifelong Learning are working towards, and the outcomes to which Lifelong Learning makes a significant and measurable contribution. The Lifelong Learning Plan is supported by a number of individual team specific plans which further detail the actions, outcomes and measures within and across the services that make up Lifelong Learning.

Our vision is that throughout their lives, Edinburgh's citizens are lifelong learners, benefitting from and contributing to the city: a City that is vibrant and full of opportunity. The Lifelong Learning Service Plan is a council plan and describes the actions taken by staff and strategically funded partners. The plan is for staff to use and will be iterative, updated as required and reported to the Education, Children and Families Committee annually in October.

Closely linked is the CLD Partnership Plan, which is a sister plan. The CLD Plan extends the activities and benefits of Lifelong Learning to include community empowerment, co-designed and delivered in partnership with the community, the third sector and strategic partners. The three-year CLD Partnership Plan was produced in September 2018.

Edinburgh is one of the best places to live in the UK, however child poverty is rising, job openings in Edinburgh are higher skilled than the rest of Scotland and the UK, and the population is predicted to grow strongly at both ends of the age spectrum. In developing this Plan, we have made use of a wide range of insight, which reflects the needs of our children, young people, their families and communities.

Pivotal to each Lifelong Learning priority is the need to make our city more equitable, and for learning to be a truly lifelong experience. Parents and carers are children's first educators, what happens in and beyond the school day shapes us as citizens, the paths we choose impact on our wellbeing, our communities and our city, and as growing numbers of people work and live longer, Lifelong Learning is an important dimension every step along the way.

We will be relentless in our drive to raise standards, reduce inequalities and strengthen our partnerships. We will actively listen to our children, families, citizens and partners and will carefully measure the impact of the actions set. We will ensure that our staff are highly trained and well supported.

Above all, we will live true to our values, and will nurture and develop a sense of aspiration for all our children, communities and citizens.



Alistair Gaw

Executive Director for Communities and Families

Introduction

This is Edinburgh's first strategic plan for Lifelong Learning and as a capital city, we are proud to have such a rich and diverse range of opportunities citizens can access and benefit from throughout their lives.

Edinburgh is a prosperous city, beautiful and culturally rich, with an influential history principally in education, the arts, philosophy and medicine. It is a thriving city to which a highly skilled workforce is attracted, particularly in growth sectors such as technology and data driven innovation, tourism and the creative industries. It is a city known throughout the world for its festivals and finance sectors, its history and architecture, universities and enlightened thinking. However, alongside such diversity and richness, are communities that experience some of the highest high levels of disadvantage in Scotland, and for whom the festivals, job opportunities, cultural and economic vibrancy is distant.

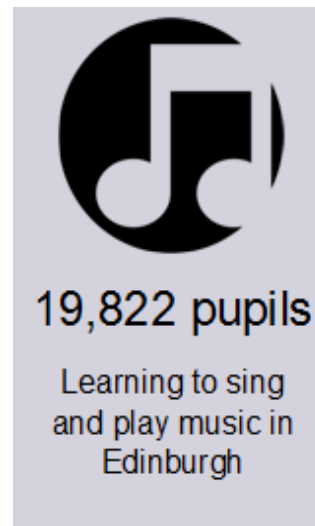
Lifelong Learning is made up of services that touch the lives of all citizens, from the beginning of life to the end of life. This Plan for the first time, articulates the shared priorities of a range of services that contribute to a

better quality of life, develop our citizens' skills and nurture those vital components of what makes us human. Without an historical and philosophical commitment to learning throughout life, Edinburgh would not have the pioneering legacy in science and medicine, the arts and innovation that it does. Those opportunities to learn and develop, formally and informally for employment and personal fulfilment are a vital part of what makes Edinburgh the capital city it is.

This Lifelong Learning Service Plan will help focus our attention on **those who face the greatest disadvantage**. The plan will ensure we deliver the services which will help secure the continued future of Edinburgh as a dynamic, prosperous and desirable place to live and work, for everyone.

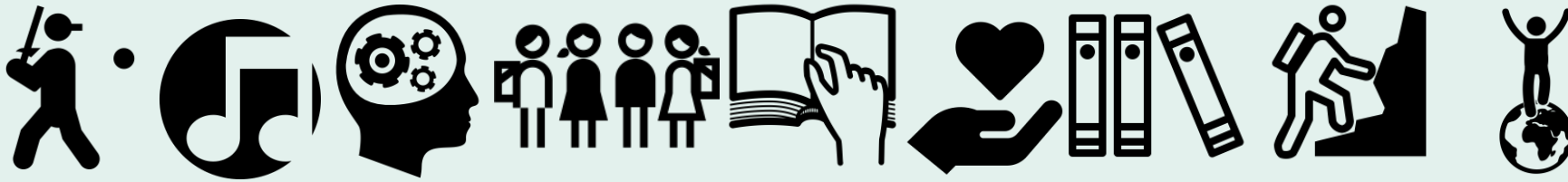


**Councillor Alison Dickie, Vice Convener,
Education, Children and Families**



Far Left: P3 pupils from Wardie Primary School in March 2018 – learning about the environment and sustainability through music

Image: school performance of 'Jamie Sooter' (learning about the environment and sustainability through music) prior to publication of the resource



Vision for Edinburgh

the City of Edinburgh Council's Business Plan 2017 – 22

*A vibrant City ★ A City of Opportunity ★ A Resilient City
A Forward Looking Council ★ An Empowering Council*

The Edinburgh Partnership

Edinburgh is a thriving, connected, inspired and fair city, where all forms of poverty and inequality are reduced

Edinburgh's economy delivers increased investment, jobs and opportunities for all

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

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

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

PURPOSE of the Lifelong Learning Plan

Following a major Organisational Review in 2016/17, the Lifelong Learning service came into being in April 2017. Lifelong Learning is the combination of the following teams and services:

Arts and Creative Learning ♦ Community Learning and Development ♦ Community Partnerships and Planning ♦ Health and Wellbeing ♦ Library Services ♦ Parent and Carer Support ♦ Sport and Outdoor Learning ♦ Youth Participation

The purpose of the first Lifelong Learning Strategic Plan is to integrate the work across the various teams that make up Lifelong Learning, around agreed shared priorities. It is also about ensuring that the workforce is highly skilled and knowledgeable, equipped and supported to deliver high quality services.

Lifelong Learning is strategically led by teams with citywide responsibilities and is operationally managed and delivered in each of the 4 Localities. The 3 Citywide strategic areas are:

CLD and Libraries ♦ Creativity, Health and Wellbeing ♦ Sport and Physical Activity



[Add description](#)

PLANNING FRAMEWORK in which the Lifelong Learning Plan sits

This Lifelong Learning Strategic Plan has been developed in response to local information and reflects national and local priorities and key policy documents. It is informed by the Scottish Attainment Challenge, the National Improvement Framework, DYW, the Community Empowerment Act, and is designed to respond to forthcoming changes such as the Education Bill and development of the SE RIC.

The plan aligns with policies which guide the work of Communities and Families and partners, as well as national strategies (Youth Work, Creative Learning, Libraries etc) and local plans:

- the Integrated Children's Services Plan and Education Authority Improvement (RIF) Plan
- the CLD Partnership Plan
- the Local Outcome Improvement Plan (LOIP) and Locality Improvement Plans (LIPs)
- the Corporate Parenting Plan and Getting It Right for Every Child

the City of Edinburgh Council Business Plan and Service Development Plans



Trad Night at Resonate Concert, Queen's Hall 2018



Pupils from Woodlands Special School

It's Our Party: Art project at Jupiter Artland that culminated with a party in May 2018

Add pic

PRINCIPLES AND VALUES underpinning the Lifelong Learning Plan

The plan is underpinned by core principles and values which support the following definition:

Lifelong Learning: 'The provision or use of both formal and informal learning opportunities throughout people's lives to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfilment'

The key values held by Lifelong Learning were distilled from service development days, and are:

- We will strive for equity and equality for learners of all ages
- We are honest and act with integrity
- Our responsive attitude meets the needs of the communities and individuals with whom we work
- We will be fair and trustworthy in our work with partners and citizens
- We are Intrinsically motivated and empowered to make a difference to people's lives
- Creativity and a solution focussed approach is woven through our work

PARTICIPATION in developing the Lifelong Learning Plan

The Lifelong Learning service identified strategic priorities that are linked to national and local outcomes.

These priorities and related high-level improvements, actions, key performance indicators and quality indicators were developed and agreed through conversation and debate with colleagues. Discussions have taken place within structured meetings and development days, team meetings and informally.

Consultation on how people view Lifelong Learning has taken place with learners, staff and partners.

Detailed work to identify and agree the plan's content has included analysing available self-evaluation, developing baseline templates, balancing strategic and operational actions with local and national drivers. Local intelligence generated through the development of other plans (e.g. Locality Improvement Plans), has helped inform the Lifelong Learning Plan which will be reviewed and updated annually.

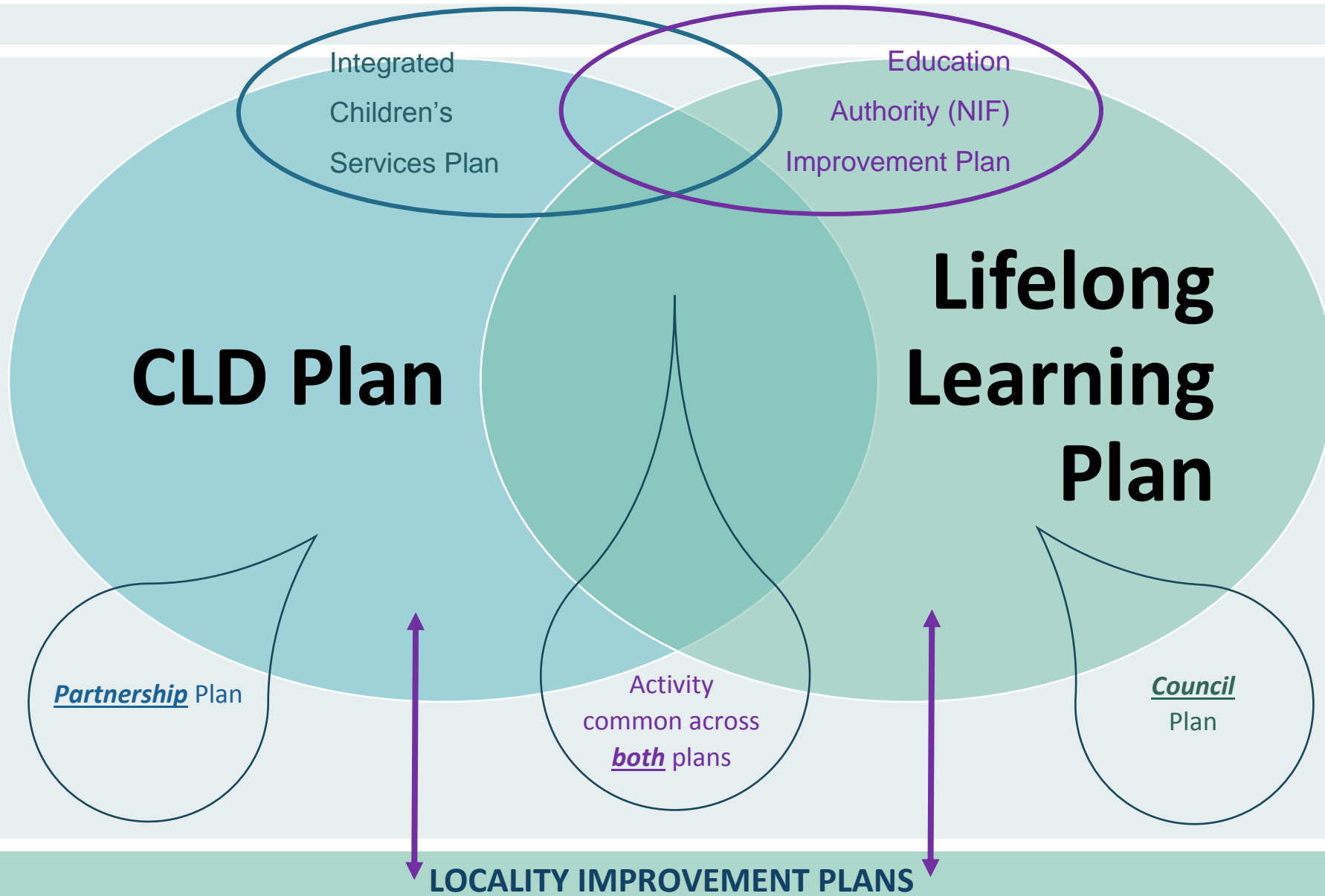
PART ONE

Strategic Context and Drivers



Young people on the BFI (British Film Institute) Residential Course led by Screen Education Edinburgh in July 2017

RELATIONSHIP BETWEEN THE LIFELONG LEARNING PLAN, CLD PLAN AND OTHER PLANS



Edinburgh's Strategic Outcomes

Edinburgh is a thriving, sustainable capital city in which all forms of deprivation and inequality are reduced (Council Business Plan)

Improve quality of life

Edinburgh is widely recognised as one of the best cities in the UK in which to live. Our priority is to continue to **improve quality of life for all our citizens**

Ensure economic vitality

Edinburgh is home to the most successful and vibrant economy in Scotland, powering growth and jobs for a wide city region. Our priority is to strengthen our international competitiveness, **supporting inclusive growth and investment that benefits all our citizens**

Build excellent places

Edinburgh is a beautiful city with a rich historic build environment co-existing with first-class modern infrastructure. Our priority is to **maintain our city as an attractive place to live, work and visit**

Strategic Outcomes identified by the Edinburgh Partnership

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

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

Edinburgh's economy delivers increased investment, **jobs and opportunities for all**

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

Strategic Outcomes identified by Edinburgh's Children's Partnership

SO1 Every child will have the **best start** in life

SO3 Every child and young person will have **good wellbeing** and achieve the best possible health

SO4 **Equity** amongst children and young people and their families **will be advanced**

SO2 Children and young people's attendance, engagement and achievement will be improved and the **poverty related attainment gap will be reduced**

SO4 **Equity** amongst children and young people and their families **will be advanced**

SO5 Children and young people, their families and their **communities will be empowered** to improve their wellbeing

Lifelong Learning and National Priorities

FOUR NATIONAL PRIORITIES FOR EDUCATION

Improvement in attainment, particularly in literacy and numeracy

Reducing inequalities of outcomes as a result of socio-economic or other disadvantage

Closing the attainment gap between the most and least disadvantaged

Improvements in children and young people's Health and Wellbeing

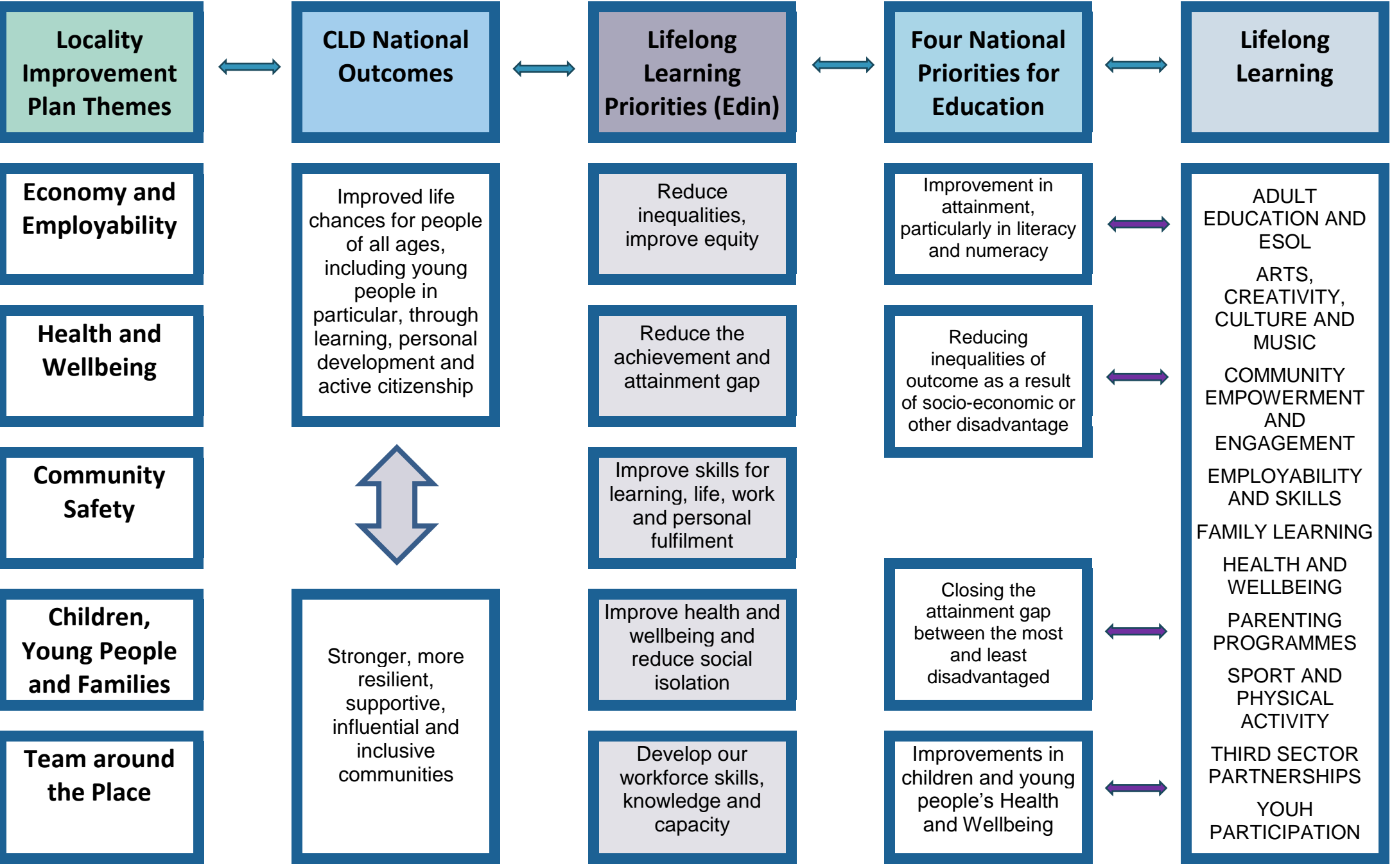
TWO CLD NATIONAL OUTCOMES

Improved life chances for people of all ages, including young people in particular, through learning, personal development and active citizenship

Stronger, more resilient, supportive, influential and inclusive communities

Edinburgh's strategic priorities for Lifelong Learning are:

1. Reduce inequalities, improve equity
2. Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage
3. Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages
4. Improve health and wellbeing and reduce social isolation
5. Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages



Demographic and socio economic drivers: a growing city with growing inequality (Council Business Plan)

Over the last 10 years

- Edinburgh has been one of the fastest growing local authorities in the UK
- Edinburgh has an estimated population of 506,000 which makes it the second most populous city in Scotland and the 7th in the United Kingdom
- From 2005 to 2015, the population of the city grew by 10% - over 49,000 people
- This is more than double the growth seen across Scotland, and faster than that of any other city

Over the next 10 years

- Analysis suggests that Edinburgh is likely to see further population growth - it is estimated that it will reach 567,000 by 2030
- The projected population increase from 2014 – 2024 is 44,500 people (9%) with strong growth at both ends of the age spectrum
- The population aged 12 – 17 is projected to grow by around 23% in this period
- The population aged over 75 is projected to grow by 25%, almost 3,000 people over the same 10 year period

This growing population is one of the most visible signs of Edinburgh's success. However, that not all citizens share in that success and alongside the affluent areas, Edinburgh contains some of the most deprived communities in Scotland.

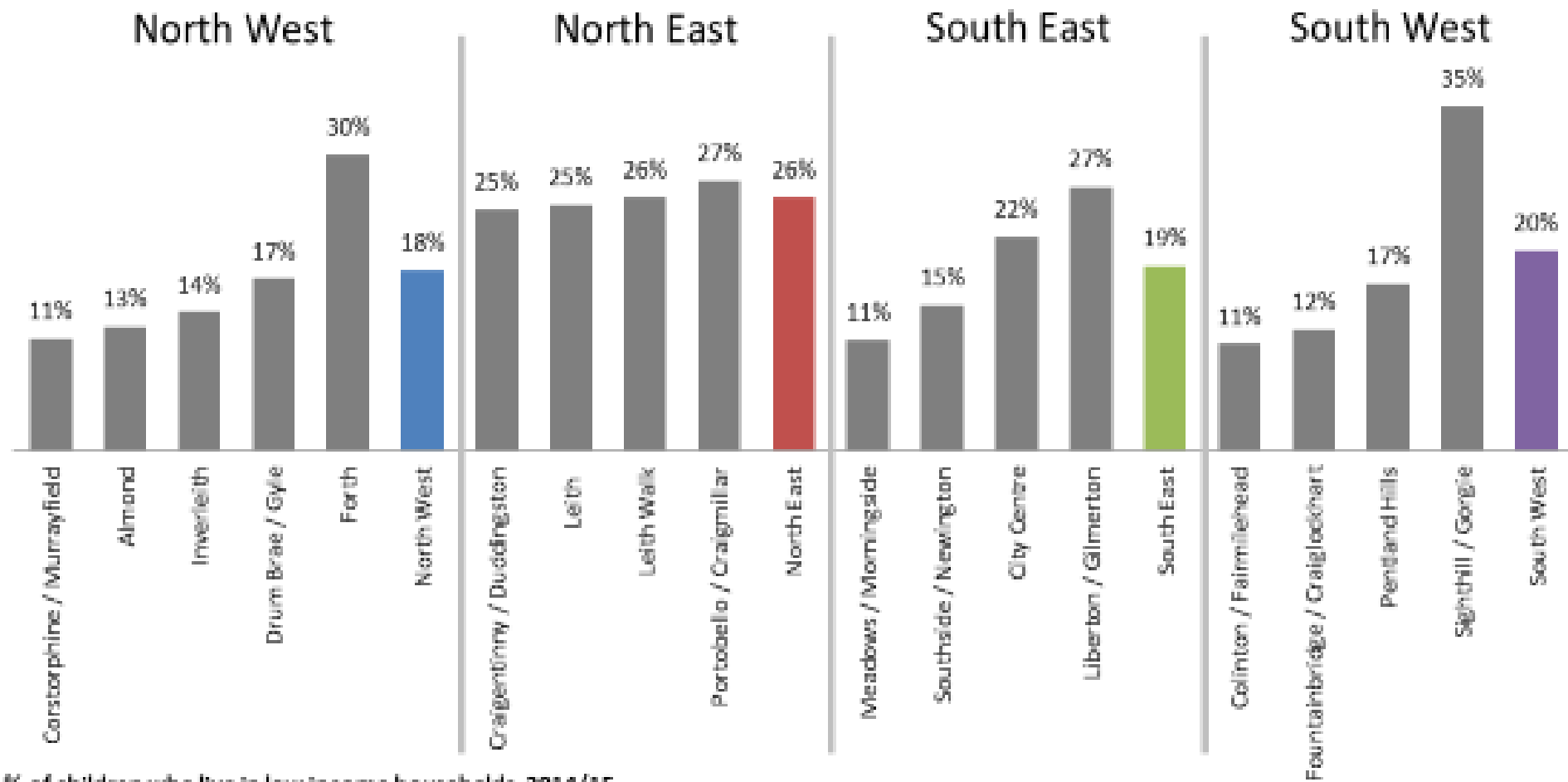
- In 2015 estimates show that almost 80,000 people in Edinburgh were living on incomes below the UK poverty threshold
- This means that 16% of Edinburgh's citizens are living in poverty, a rate very close to the Scottish average of 18%
- Within that overall rate, **poverty levels among households with children are particularly high**
Data shows that **21% of all Edinburgh's children grow up in poverty, meaning that over 20,000 children in the city live in families who get by on very low incomes.**

These estimates, mask the depth of poverty and income inequality faced by many. Within the most deprived wards of Edinburgh, as many as **30%** of all residents live in households below the poverty threshold. Looking at smaller geographical areas and communities, these rates can be even higher, with pockets of poverty and deprivation as severe as those recorded in any other part of Scotland.

The map of poverty in Edinburgh shows a picture of stark inequality, with the poorest communities often adjacent to, and intertwined with areas which are home to some of the most affluent residents. Analysis shows that this pattern of income inequality is more severe in Edinburgh than in most other cities and mirrors similar wide inequalities in the life chances and wellbeing of residents.

For children's services, the projections imply increased capacity requirements in Early Years facilities and rising overall school rolls across the primary and secondary education sector, as well as suggesting steady growth in the number of at-risk children.

Child Poverty Rates by Locality



% of children who live in low income households, 2014/15

Strategy & Insight modelled estimates

Communities and Families: Schools and Lifelong Learning

Around 3,989 teachers are employed by Communities and Families, supported by centrally and locality based Schools and Lifelong Learning Services. There are around 9,059 children attending pre-school provision. 29,745 primary pupils and 18,145 secondary pupils. Edinburgh is unique in that around 24% of young people at secondary school are educated within the Independent sector.

Schools and Lifelong Learning works in partnership with around 120 pre-school providers who deliver pre-school education and care to around 40% of Edinburgh's pre-school age children. Lifelong Learning works with a large number of third sector organisations who deliver a range of youth work, family and community support services. Communities and Families, of which Schools and Lifelong Learning is part, also includes Children's Services.

Schools and Lifelong Learning Centres

- 15 Early Years Centres
- 12 nursery schools
- 71 nursery classes
- 88 primary schools (6 of which include specialist classes)
- 23 secondary schools (4 of which include specialist resources)
- 10 special schools and Edinburgh Secure Services
- 38 community centres
- 3 Outdoor Learning Centres (2 residential)
- The Risk Factory
- Screen Education Centre
- 29 Public Libraries (including Central Library)
- 23 Secondary School Libraries
- 1 Prison Library, 1 Hospital Library and 5 mobile libraries

Children's Services

- A range of specialist teaching and support services for additional support needs
- An educational psychology service
- 9 residential units, including close care and secure provision
- 5 practice teams including a disability practice team
- 19 Adoption, Fostering and Kinship Approval panels
- Services to support parents, carers and families

Strategic Lifelong Learning Funders and Partners

- Cashback for Communities (Screen Education Edinburgh)
- Creative Scotland (Youth Music Initiative)
- Education Scotland (Creative Learning Networks)
- NHS Lothian (Income Maximisation)
- Police Scotland (Turn Your Life Around)
- Scottish Government (Adult Learning and ESOL)
- Skills Development Scotland (Creative Learning)
- Sport Scotland (Active Schools)

What does our data tell us about what we need to do?

Edinburgh is a growing city of international standing and is well placed to continue developing as a global centre of culture and business.

Our children and young people require and deserve a first-class education enabling them to become active, responsible citizens and effective learners and contributors. Our older people require and deserve high quality services including opportunities to participate and be active. Our school leavers, young adults and citizens of working age need the right skills and qualifications to work and maintain a reasonable quality of life; skills and qualifications that lift and keep them out of poverty. Adequate provision for childcare and opportunities for adults of all ages to re-train and develop skills will help improve outcomes and maintain existing positive trends.

Edinburgh's schools are working hard to close the poverty related attainment and achievement gap. Recent trends show improvements in educational outcomes for Looked After Children, and we need to ensure this is sustained.

Future job openings in Edinburgh will require a highly skilled workforce. This means Lifelong Learning must prioritise activity that ensures all school leavers are skilled, qualified and equipped to enter the job market and to sustain employment in a fast-changing world. They need to not only cope with, but also to thrive in, an increasingly globalised and digitised world.

Lifelong Learning also needs to prioritise and reach those adults who may be disadvantaged through factors such as low literacy and numeracy and/or not having English as a first language.

For those children, parents and carers living with the greatest disadvantage, there needs to be high quality and effective parental engagement and family learning.

This all means we need to ensure that Lifelong Learning works in close collaboration with schools, council colleagues and partners. We need to prioritise actions that improve outcomes for all, identified and informed by data and local knowledge and delivered through strong partnerships.

Lifelong Learning activity that contributes to reducing the poverty-related attainment and achievement gap is already underway. This must continue and strengthen. Work to raise awareness of the impact of poverty and ACES is making a difference. Lifelong Learning contributes to Developing the Young Workforce and helps adults into employment. All this work needs to be better connected into a wider learning ecology, where joint planning, evaluation, reporting and CLPL is the norm, not the exception.

Reducing budgets brings great challenge, but also opportunities to be more creative and develop sustainable partnerships, ultimately helping those in society who face the greatest disadvantage.

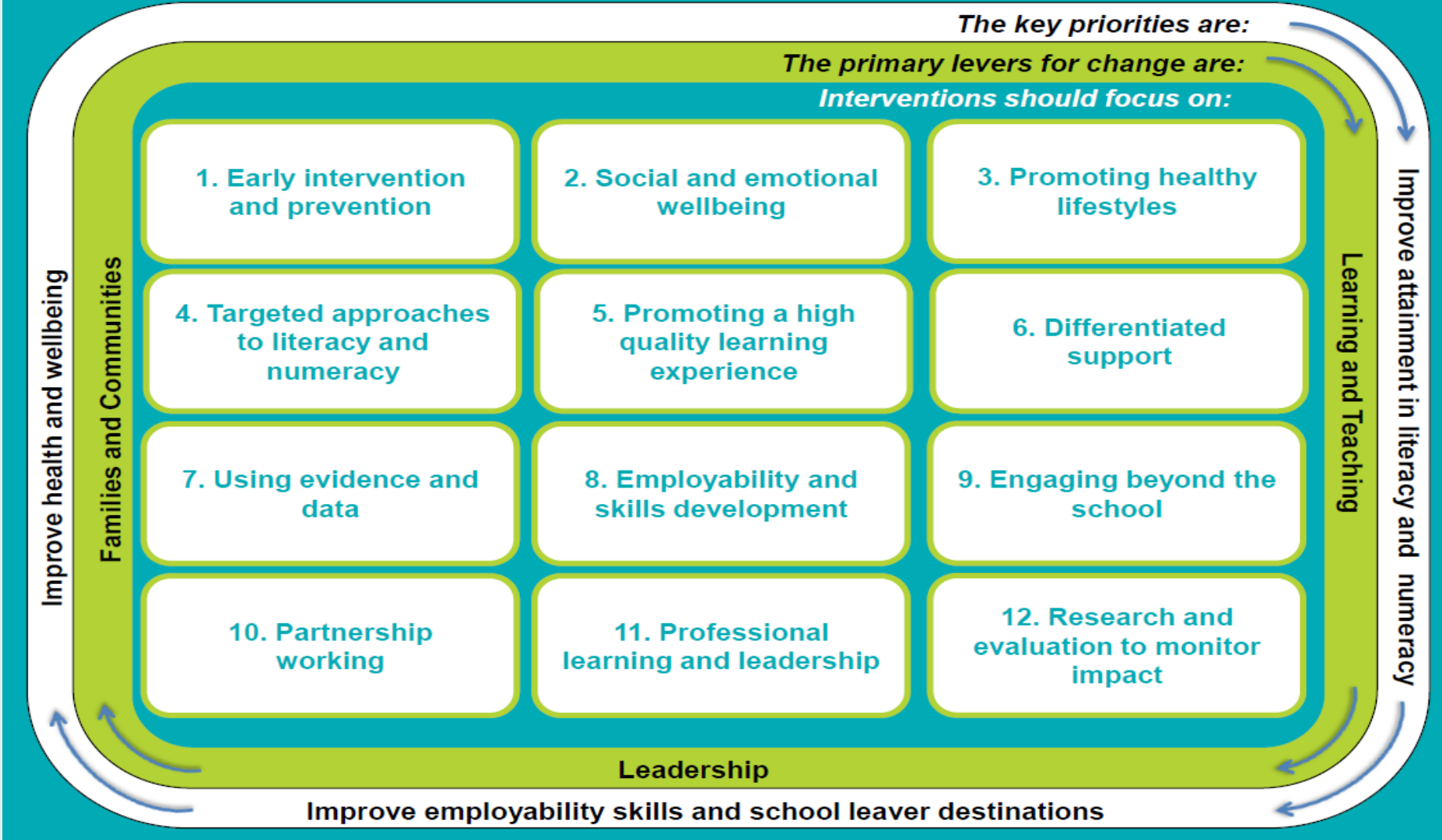
Our analysis of data and our commitment to developing a highly skilled workforce must be relentless to support our ambitious plans. A culture of hope and aspiration among our children, families, and communities is essential. Enabling each citizen, member of staff and partner to reach their personal and professional potential, will ensure that our plans are realised.

In Year One of the Plan, strong focus will be given to actions that are:

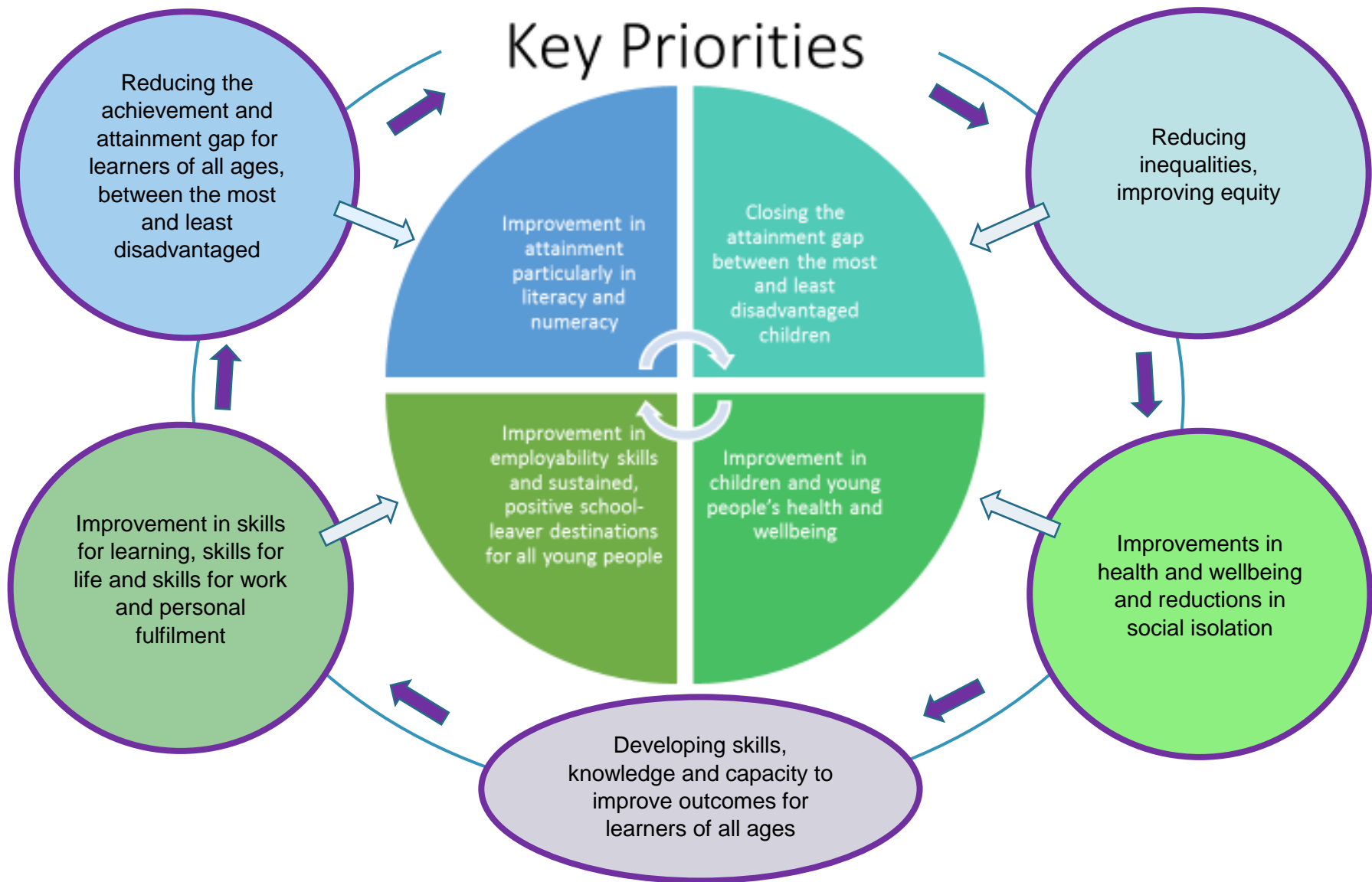
- shared and integrated across teams and more collegiate
- improving approaches to self-evaluation and planning so it is more consistent, systematic and informed

What will help us structure our planning?

Interventions for equity

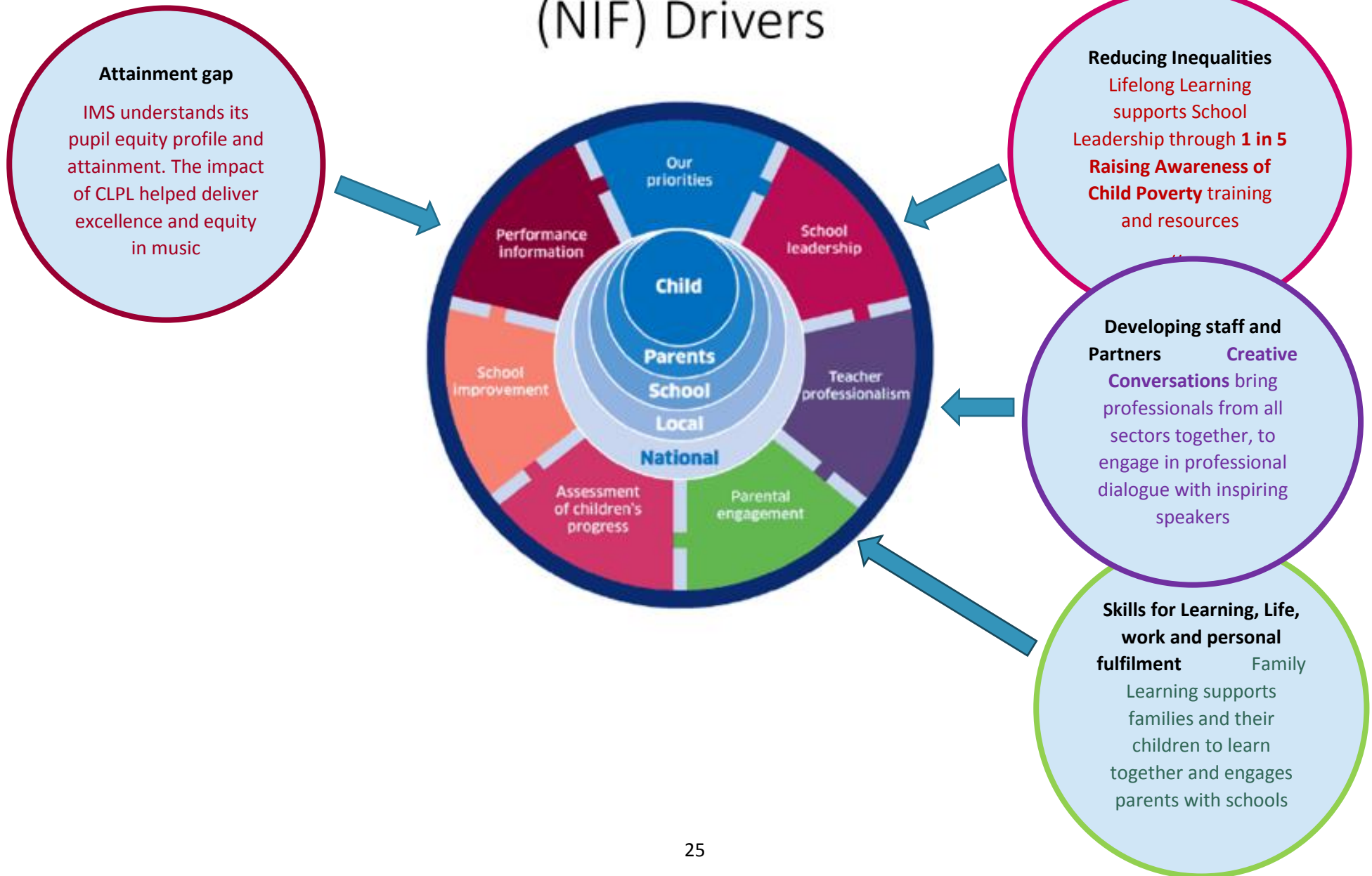


LIFELONG LEARNING AND LINKS WITH THE NATIONAL IMPROVEMENT FRAMEWORK (NIF)



LIFELONG LEARNING AND THE NIF DRIVERS

(NIF) Drivers



PART TWO

Improvement Priorities, Outcomes and Actions



Above: Year of Young People event, City Art Centre, June 2018.

Young people working together with friends and adults to generate ideas about the future of Edinburgh as a child and youth friendly city.

Left: P4 pupils from Forthview Primary School, members of the Craigroyston Cluster Pipe Band

PART TWO: LIFLEONG LEARNING PRIORITIES AND IMPROVEMENT ACTIONS

Lifelong Learning has collaboratively developed the following strategic priorities and accompanying high-level improvements and linked actions:

1. Reduce inequalities, improve equity
2. Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage
3. Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages
4. Improve health and wellbeing and reduce social isolation
5. Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

Teams within Lifelong Learning are committed to working together in a more integrated way towards shared agendas and outcomes. Where teams have previously individually developed projects and programmes around common areas of interest such as child poverty, health and wellbeing or youth

achievement, this plan represents a different way of working, one which is more integrated, more collaborative and less siloed. The new plan aims to support a new way of working within a matrix structure, where strategic city-wide teams and locality based Lifelong Learning teams have shared purpose sharing their complementary expertise, knowledge and insight.

The distinct areas of specialism which exemplify the richness and diversity of Lifelong Learning remain, and are in no way diluted by this approach. Instead, through adopting a shared plan, embedding common approaches and committing to more coherent and systematic ways of planning, evaluating and reporting, outcomes should be improved, public value increased and capacity enhanced.

The following pages outline how we will deliver a modern, integrated Lifelong Learning service that is innovative, flexible and meets the lifelong learning needs and aspirations of the citizens of Edinburgh.

1. What Does Success Look Like? Short Term – Year One

- ⇒ Lifelong Learning staff have attended training on self-evaluation and using data and are beginning to apply it in practice
- ⇒ Lifelong Learning staff are beginning to use data to inform planning and generate evidence linked to outcomes and priorities
- ⇒ Where key delivery partners are involved in Lifelong Learning, joint planning and evaluation is developing

2. What Does Success Look Like? Medium Term – Year Two

- ⇒ Lifelong Learning staff are increasingly confident in using data to inform planning and engage in a cycle of continuous improvement
- ⇒ Lifelong Learning staff generate evidence linked to outcomes and priorities and use this to help inform next steps

3. What Does Success Look Like? Long Term – Year Three and beyond

- ⇒ using data to inform planning is routine and fully embedded in practice across Lifelong Learning
- ⇒ Lifelong Learning staff and partners confidently use self-evaluation and can demonstrate the impact of their work on learners of all ages

Section 1: Planning for Improvement

Continuous Improvement

Steps taken by Lifelong Learning to identify and put in place actions that will result in a continuous cycle of improvement

Outcomes	Leadership / Action owner	Actions	Performance Indicators
Year 1			
<p>A culture of self-evaluation and improvement is embedded across Lifelong Learning</p> <p>Staff confidently engage in a continuous cycle of planning and evaluation</p> <p>Using data to inform planning and generating evidence to demonstrate impact is routine and embedded in practice</p>	<p>David Bruce Linda Lees Paul McCloskey Robin Yellowlees</p>	<p>Support colleagues to strengthen practices in self-evaluation using How Good is Our Frameworks</p> <p>Develop a Lifelong Learning service-wide self-evaluation calendar</p> <p>Introduce Lifelong Learning staff and relevant delivery partners to Improvement Methodology</p> <p>Managers create regular opportunities for shared planning and evaluation and practice sharing</p> <p>Explore feasibility of creating a post of Lifelong Learning Development Officer (Continuous Improvement) to provide support and challenge</p> <p>Deliver a structured programme of self-evaluation and data training</p> <p>Ensure at least one senior officer becomes an HMI Associate Assessor for CLD and explore opportunities for officers to become Culture and Sport AAs</p> <p>Produce annual report to Education, Children and Families Committee, to which all Lifelong Learning teams contribute</p> <p>Encourage partners to participate in joint self-evaluation and training opportunities</p> <p>Produce a Lifelong Learning Standards and Quality Report annually from July 2019</p> <p>Increase the number of members of the CLD Standards Council</p>	<p>SMART Lifelong Learning team plans</p> <p>Reports to Committee and SMT that are informed by data, demonstrate impact and are linked to Lifelong Learning priorities</p> <p>Baseline templates updated annually in July with a snapshot annually in October/November.</p> <p>Realistic and challenging targets are set each July.</p> <p>Standards and Quality Report with contributions from across Lifelong Learning</p>

Section 2: Lifelong Learning's Five Strategic Priorities

Priority 1: Reducing inequalities, improving equity

Steps taken by Lifelong Learning to identify and put in place actions that will result in reduced inequalities and greater equity for learners of all ages

Outcomes	Leadership / Action owner	Actions	Performance Indicators
Year 1			
<p>Leadership across Schools and Lifelong learning is cohesive with shared purpose</p> <p>Joint planning and evaluation across schools and lifelong learning is targeted and effective</p> <p>The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity</p>	<p>David Bruce</p> <p>Linda Lees</p> <p>Paul McCloskey</p> <p>Robin Yellowlees</p> <p>Lifelong Learning Locality Service Managers</p>	<p>Provide support for leadership at all levels across Schools and Lifelong Learning</p> <p>Signpost all staff to leadership pathways</p> <p>Ensure strategic planning is a shared activity across Schools and Lifelong Learning</p> <p>Create opportunities for Lifelong Learning Strategic Managers to work with Quality Improvement Team and other colleagues within Communities and Families</p> <p>Support all teams to develop an understanding of the equity profile of the learners with whom they work, using available data such as SIMD and Locality Insight data</p> <p>Increase opportunities for Lifelong Learning to engage more strategically with key partners such as Education Scotland, Skills Development Scotland, Police, NHS and third sector</p> <p>Identify actions that result in collaborations between schools and lifelong learning across a range of workstreams and that contribute to reducing the poverty related attainment gap</p> <p>Support staff across schools and lifelong learning to develop and deliver joint</p>	<p>Number of staff trained in Restorative Practice</p> <p>Number of staff reporting and demonstrating greater confidence in their own, informed leadership</p> <p>No of collaborative projects between schools and Lifelong Learning</p> <p>Co-authored reports and evaluations</p> <p>Lifelong Learning holds an equity profile for all programmes where learner progress is tracked (linked to Baseline templates)</p> <p>Number of learner trackers</p>

projects, programmes and initiatives, where leadership is widely distributed

Support QIEOs, Lifelong Learning Strategic Managers and Lifelong Learning Service Managers work together to support schools to raise attainment and celebrate achievement

Support all teams to develop an understanding of the equity profile of the learners with whom they work, using available data such as SIMD and Locality Insight data

Share information widely across teams within Schools and Lifelong Learning

Support staff to track learner progress (for learners of all ages)

Share learner progress with schools, colleges and other providers in the learner journey and vice versa

Priority 2:

Reducing the achievement and attainment gap between those learners (of all ages) facing the greatest and least disadvantage

Steps taken by Lifelong Learning to identify and put in place actions that will result in excellence and equity for learners of all ages

Outcomes	Leadership / Action owner	Actions	Performance Indicators
Year 1			
<p>Food anxiety, hunger and learning loss during school holiday periods is reduced</p> <p>Learners of all ages, regardless of their socio-</p>	<p>Linda Lees David Bruce Paul McCloskey Robin Yellowlees Lifelong Learning</p>	<p>Strategically lead the Discover! Steering Group and Evaluation and Operational Sub Groups</p> <p>Liaise with EVOG and LAYC (Steering Group members) regularly to ensure voluntary sector's voice is represented</p> <p>Identify a member of Lifelong Learning staff who will act as a Discover! co-ordinator for each Hub/Locality</p>	<p>Number of children and their families attending Discover Hubs</p> <p>Number of schools reporting impact of Discover holiday hubs</p>

economic situation access all lifelong learning opportunities in school, out of school and in the community, and affordability is not a barrier

A culture of *Getting It Right* is in place in all learning settings and establishments

Our Looked After Children and Young People are supported to achieve

Locality Service Managers

Establish ***Discover!*** local partnership groups to link with the Strategic Steering Group **which will include local third sector organisations**

Identify a parent/carer representative for each *Discover!* local partnership group

Identify a youth representative for each *Discover!* local partnership group

Support and maintain a partnership approach to identifying and supporting families' access to ***Discover!***

Explore the feasibility of the parent/carer rep. sharing a leadership role with the Lifelong Learning local co-ordinator, in developing *Discover!*

Liaise with schools, social work and other colleagues and partners

Support Lifelong Learning staff to co-ordinate and deliver ***Discover!*** programmes (Holiday Hunger) in all localities, targeting children and families who meet the criteria

Investigate possibility of appointing a part time ***Discover!*** Co-ordinator

Identify actions that result in collaborations between schools and lifelong learning across a range of workstreams and that contribute to reducing the poverty related attainment gap

Roll out 1 in 5 Raising Awareness of Child Poverty training to all Lifelong Learning staff and key delivery partners

Continue to roll out 1 in 5 Raising Awareness of Child Poverty training to schools

Develop and share a 'Top Tips for Learning Providers' on reducing the cost of lifelong learning programmes and activities

Support staff and key delivery partners to embed the principles of Getting It Right For Every Child (GIRFEC) in all lifelong learning centres and activity

Implement Restorative practice training

Increase awareness of Education Fund for Looked After Children

Number of partners contributing to Discover hubs

Level of income maximisation

Number of staff and partners trained in 1 in 5 Raising Awareness of Child Poverty and impact of ACEs

Number of staff reporting changes in their practice

Number of staff trained in Restorative Practice

Number of new applications to the Education Fund for looked after children

4 parent/carer reps on (4) local partnership groups

4 young person reps on (4) local partnership groups

Priority 3:

Improvements in skills for learning, skills for life and skills for work and personal fulfilment

Steps taken to embed Career Education Standard and Career Management Skills within Lifelong Learning activity and to increase opportunities for wider achievement

Outcomes	Leadership / Action owner	Actions	Performance Indicators
Year 1			
<p>Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps</p> <p>Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills</p>	<p>David Bruce Linda Lees Robin Yellowlees Paul McCloskey Lifelong Learning Locality Service Managers</p>	<p>Explore opportunities for Lifelong Learning Managers to join local DYW Working Groups</p> <p>Support Lifelong Learning staff to develop their knowledge of DYW</p> <p>Support Lifelong Learning staff to increase their knowledge and understanding of Career Management Skills and the Career Education Standard</p> <p>Lifelong Learning staff use MyWOW with learners</p> <p>SDS supports Lifelong Learning staff through:</p> <ul style="list-style-type: none"> - Training for staff on the Career Education Standard and Career Management Skills - Career Guidance for learners of all ages - MyWoW - My Kid's Career Data Hub information - Other SDS resources such as regional labour market information <p>Embed the Career Education Standard within Lifelong Learning activity for children and young people</p> <p>Increase participation and improve completion rates in Duke of Edinburgh Awards and other wider achievement awards particularly for young people in deciles 1-3</p> <p>Increase the number of young people who gain a range of wider achievement</p>	<p>No. of adults achieving personal learning goals through participation in targeted education programmes</p> <p>No. of adults signposted to and attending Career Information appointments with SDS</p> <p>No of adults engaged in literacies and family learning programmes</p> <p>No of adults participating in ESOL</p> <p>Increase in number of Lifelong Learning staff who are Career Ready mentors</p> <p>No of work placements offered by Lifelong Learning staff</p> <p>No. of Lifelong Learning</p>

		<p>and youth leader awards in and out of school</p> <p>Maintain or increase number of Career Ready mentors within Lifelong Learning</p> <p>Maintain levels of literacy and numeracy programmes to enable adults to learn new skills and improve learning, training and employment opportunities</p> <p>Support family learning and parental engagement</p> <p>Support staff and learners to develop Career Management Skills</p>	<p>events and attendees at events specifically about Careers and Employability</p> <p>No. of young people achieving accredited awards</p> <p>No. of young people entering positive destinations (NIF Plan)</p> <p>No of young people sustaining positive destinations demonstrated through the Participation Measure. (NIF Plan)</p>
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Priority 4

Improvements in health and wellbeing and reductions in social isolation

Steps taken to develop evidence based approaches to improving physical and mental health and wellbeing, including actions that are seen to impact on people's feelings of social isolation

	Leadership / Action owner	Actions	Performance Indicators
Year 1			
Young people and their families know how and where to access the information and support they need to look after their mental health and	David Bruce Linda Lees Paul McCloskey Robin Yellowlees	<p>Roll out Training, Resources and Programmes across Lifelong Learning that help support promotion of positive mental health and wellbeing in children, young people, families and staff.</p> <p>Extend the roll out of Raising Children/Raising Teens with confidence to more parents, targeting those facing greatest disadvantage</p>	No of school, lifelong learning staff and partners staff trained in Growing Confidence, Building Resilience, Cool, Calm and Connected, 1 in 5 Raising Awareness of Child

<p>wellbeing</p> <p>The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning</p> <p>Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles</p> <p>Children, young people and their families enjoy positive nurturing relationships that support their wellbeing</p> <p>Young people are more aware of the impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.</p> <p>Adults enjoy good mental health through opportunities to participate in activities and be active</p>	<p>Lifelong Learning Locality Service Managers</p>	<p>Roll out programmes that promote positive mental health & resilience in pupils in schools (e.g. Building Resilience and Cool, Calm & Connected)</p> <p>Engage young people in re-developing resources such as Cool, Calm and Connected</p> <p>Support schools to put in place mechanism that enable young people to identify and adult who they can talk to about their mental health</p> <p>Work with schools on actions that ensure young people know who they can talk to about their mental health and where these discussions can take place in schools and/or community settings</p> <p>Using evidence based practices, increase staff awareness of impact of Adverse Childhood Experiences (ACES) and Child Poverty on attainment, achievement, health and behavioural outcomes through rolling out:</p> <ul style="list-style-type: none"> - GC/TYLA (Growing Confidence/Turn Your Life Around) training, - 1 in 5 Raising Awareness of Child Poverty training, and by challenging attitudes, ethos and culture <p>Maintain the Open All Hours programme for S1-S6 young people in partnership with Edinburgh Leisure</p> <p>Implement Supporting Parents and Carers Framework</p> <p>Offer qualitative guidance and adult learning for adults who are users of mental health services, in all four localities through the Outlook Programme</p> <p>Maintain levels of literacy and numeracy programmes to enable adults to learn new skills and improve learning, training and employment opportunities and support learning and aspiration within families</p> <p>Continue to provide ESOL programmes for adults which support language acquisition, improve communication between families and services and enhance community integration</p> <p>Continue to offer a range of parent and carer programmes (Peep, RCWC, IY, Triple P, RTWC, Teen Triple P)</p> <p>Implement GIRFEC and implement Corporate Parenting Strategy</p> <p>Further develop the Mentors in Violence Prevention training programme in Edinburgh's schools</p> <p>In partnership with NHS Lothian, Young Edinburgh Action will ensure that the</p>	<p>Poverty and the impact of ACES</p> <p>No of young people reporting that they know how to access the help they require when they need it</p> <p>No of schools with an identified mechanism/place where young people can discuss their mental health</p> <p>No of parents/carers accessing Raising Children/Teens with Confidence</p> <p>No of parents/carers reporting a positive change in their children's mental health and wellbeing</p> <p>No of parents/carers reporting better relationships</p> <p>No of LAC reporting positive relationships in school</p> <p>No of YTLA volunteers sessions talking to school pupils and youth clubs</p> <p>Decrease in drop out from programmes</p> <p>No of people participating in the Open All Hours programme</p> <p>No of pupils trained through MVP</p> <p>No of adults participating in</p>
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		<p>voices of young people are included in the review of mental and emotional health and wellbeing services in Edinburgh</p> <p>Raise awareness among Lifelong learning staff of the effects of bullying and other forms of violent behaviour through Mentors in Violence Prevention (MVP) training</p> <p>Support staff and pupils to develop and use the skills acquired through MVP training to safely intervene</p> <p>Increase the numbers of young people who <i>regularly</i> attend youth clubs</p> <p>Share information about the range and location of opportunities available for young people</p> <p>Work more closely with schools and the QIEO team to support young people's mental health and wellbeing</p>	<p>Outlook programmes and progressing into mainstream adult learning</p> <p>No of adults engaged in literacies and family learning programmes</p> <p>No of adults participating in ESOL</p> <p>No of young people <i>regularly</i> attending young provision</p>
<p>Visually and hearing-impaired adults are less socially isolated</p> <p>Visually and hearing-impaired children and young people are less socially isolated</p> <p>Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity</p>	<p>David Bruce Paul McCloskey Lifelong Learning Locality Service Managers</p>	<p>Launch and pilot a new cinema for visually and hearing-impaired people in central Library and identified Libraries in each locality, using See Hear funding</p> <p>Pilot further services for hearing impaired people in libraries over 2018</p> <p>Build upon provision of hearing aid batteries in libraries</p> <p>Ensure signers/audio description is available at events, clubs and learning programmes as required</p> <p>Expand Housebound Library Services to areas with higher numbers of housebound adults and that are currently underserved</p> <p>Expand Library Link to all libraries in the city</p> <p>Audit provision of Adult Colouring and Knit and Natter Groups and analyse feedback from participants</p>	<p>No of people attending cinema screenings</p> <p>No of people who report feeling less socially isolated</p> <p>No of hearing aid batteries distributed</p> <p>Increase in Housebound Library Services participants</p> <p>Increase in numbers of people using Library Link</p> <p>No of housebound adults who report feeling less isolated</p>
<p>Children and young people enjoy improved physical health through engaging in outdoor and adventure activity</p> <p>Children and young people</p>	<p>David Bruce Robin Yellowlees</p>	<p>Ensure schools are aware that grants via Friends of Lagganlia and other sources are available for pupils from low income families for outdoor learning residentials</p> <p>Maintain comprehensive kit stores (including specialist kit) to assist with clothing and kit needs</p>	<p>Number of pupils accessing Lagganlia and Benmore</p> <p>Number of applications to Friends of Lagganlia and other grant/funding sources</p> <p>Number of targeted groups</p>

enjoy improved physical health through participation in a wide range of sports and physical activity

Children and young people learn effectively in healthy outdoor environments

Bernice Farmhouse at Benmore to be available from Jan 2019 (following road access improvements) to support affordable provision including DofE targeted work and community groups.

Use data to reduce the Duke of Edinburgh's Award participation and completion rates between the most and least disadvantaged pupils

Improve opportunities in key localities and small areas to ensure all children and young people can participate in outdoor learning awards, e.g. Junior Award Scheme for Schools and John Muir Award

Support Active Schools teams to collect, analyse and use SIMD and other data to target activity and resources most effectively

Introduce planning meetings between Active Schools and School SLT to increase participation from pupils with Additional Support Needs

Support all Active Schools Co-ordinators to provide free extra-curricular sport sessions

Attend PTA, meeting and engage with parent/teacher led clubs to increase parent/carers awareness of the positive benefits of participation in sport and physical activity

Support Active Schools and Outdoor Learning staff to develop and deliver CLPL for teachers, particularly around opportunities for learning and teaching outdoor literacy and numeracy

Support NQTs and probationers to develop their practice, skills and confidence in Outdoor Learning

Work collaboratively with schools and partners to add value and specialist expertise to Forest schools provision across the city

using Bernice Farmhouse at Benmore

No of young people from the most disadvantaged backgrounds who complete DofE and other outdoor learning awards

Increase in children and young people with ASN who participate in sport and physical activity

Increase in children who access free Active Schools sessions and report enjoyment and improved health and wellbeing

No of school staff including NQTs attending CLPL on learning and teaching outdoor literacy and numeracy, with positive evaluation feedback

Increase in Outdoor Learning staff who contribute to the delivery of Forest Schools

Priority 5

Develop our workforce skills, knowledge and capacity for improving outcomes learners of all

ages

Steps taken to ensure the workforce is highly skilled, up to date with policy and practice and able to apply skills and knowledge when planning and evaluating lifelong learning programmes and projects

Outcomes	Leadership / Action owner	Actions	Performance Indicators
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Year 1

<p>Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes</p> <p>Lifelong Learning staff share good practice and expertise and embed the learning in their own practice</p>	<p>David Bruce Linda Lees Robin Yellowlees Paul McCloskey Lifelong Learning Locality Service Managers</p>	<p>Establish a programme of in-service days for Lifelong Learning staff</p> <p>Develop a CLPL Framework for Lifelong Learning</p> <p>Explore options for creating a Lifelong Long Learning section within the CLP Directory</p> <p>Roll out Restorative Practice training for Lifelong Learning staff</p> <p>Create opportunities for teams to train each other, e.g. 1 in 5, Developing Learners Creativity Skills, Train the Trainer etc.</p> <p>Support staff and partners to stay up to day with relevant policy and guidance</p>	<p>Number of staff attending in-service days</p> <p>Number of staff completing training agreed as priority for Lifelong learning</p> <p>Number of staff applying training and adapting practice</p>
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LIFELONG LEARNING REPORTING Coalition Commitment and Performance Indicators for Lifelong Learning

