



# THE EDINBURGH PARTNERSHIP

## Edinburgh Community Learning and Development Plan 2018-21

### Executive Summary

1. Led by the Council Lifelong Learning service, the Community Learning and Development Partnership (CLDP) produced an Edinburgh CLD plan for 2018-2021.
2. The plan focuses on key areas of activity agreed by partners. This is intended to add *value* to community learning and development delivery by identifying where the partnership can bring fresh thinking and collaborative effort to make a difference and improve outcomes.
3. The CLDP wishes to update the EP Board on progress 2018/19 and point to a revised approach to the plan for 2019 to 2020.

### Recommendation

1. The Board is asked to note progress and the revised approach.

### Main Report

- 1.1. Under the powers of the 1980 Education (Scotland) Act, the Council has a duty to fulfil the Requirements for Community Learning and Development (Scotland) Regulations 2013.
- 1.2. Local authorities are expected to: identify individuals and groups and their needs regarding community learning and development; assess the degree to which these needs are being met; identify barriers to the adequate and efficient provision of community learning and development; publish a three-year CLD plan.
- 1.3. A CLD partnership with largely new membership produced an Edinburgh CLD plan for 2018 -2021, reflecting some of the priorities identified through several mechanisms: The Locality Improvement Plans consultation; an evaluation of the CLD plan 2015-18; conversations and questionnaires with learners and volunteers; Council and partner staff workshops; audit of the four locality action plans; the developing Community Plan and its themes; relevant council, partner and community plans.
- 1.4. A progress update on the first year of the plan is included with this report.

## Governance

- 1.5 The CLDP has revised its terms of reference to strengthen governance and decision-making, restructuring the partnership to develop a Board and Delivery Group model
- 1.6 The Board develops, implements and oversees the CLD Plan for the Edinburgh Partnership, identifying and contributing the resources needed to achieve desired outcomes
- 1.7 The Delivery Groups develop and implement specific pieces of work to help achieve the outcomes in the CLD Plan, thus creating, shaping and actively contributing to the content of the CLD Plan.
- 1.8 The revised terms of reference are attached, including a list of CLDP member organisations

## Learning

- 1.9 The CLDP has reviewed the actions in the plan and concluded that the number of actions in year one was perhaps ambitious. Capacity limitations are apparent in some organisations which could be a factor in some of the actions not being taken forward. However, the reality of capacity limitations strengthens the case for concerted collaboration and partnership, to maximise the effectiveness of partner resources by sharing and directing these to help those most in need.
- 1.10 This review of the actions has led to a different approach emerging for sections two, *improving life chances of all people* and three, *building stronger, more resilient communities*. This approach is more realistic in terms of the number and level of ambition in the actions whilst at the same time focusing more on the *essential collaboration* which the CLDP will bring to achieving the stated outcomes: *what difference does the CDLP make? What is the added value?*
- 1.11 The review concluded that sections one, *planning for improvement* and four, *monitoring and reporting* did not require to be amended and have been relatively successful in the way baseline information has been gathered from all CLDP members and a monitoring and review cycle implemented. Shared training on evaluation and using data to influence services has taken place. The next step is to demonstrate how this has led to service improvement and benefits for learners.
- 1.12 The CLDP has devoted time in the last year to the review of the plan and to the revision of the governance model and term of reference. This has had, to a



degree, an impact on progress with some of the actions. In 2020 the group will devote more energy to taking forward the ambitions in the plan.

- 1.13 Raising awareness of the plan is an area for improvement and the CLDP will consider ways of doing this when they meet in January 2020.
- 1.14 Reflecting and demonstrating the voice and views of learners could be more extensive. While good practice exists in work with children, young people and adults the potential role of the CLDP in promoting this further may be usefully explored.

### Next Steps

- 1.15 The CLDP will publish the revised sections 2 and 3 in January: plan for awareness raising on the plan; establish delivery groups to take forward the actions.

Contribution to:	eg)	Low	Medium	High		
♦ Sustainability		1	2	3	4	5
♦ Equality		1	2	3	4	5
♦ Community Engagement		1	2	3	4	5
♦ Prevention		1	2	3	4	5
♦ Joint Resourcing		1	2	3	4	5

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Hyperlinks to:

- Appendices
- Background Papers / Reports

# **Terms of Reference for the Community Learning and Development Partnership (CLDP)**

## **1. Introduction**

- 1.1 The Community Learning and Development Partnership (CLDP) is a strategic group responsible for co-ordinating a multi-agency response to promote Community Learning and Development (CLD) which supports primarily disadvantaged and vulnerable groups and individuals to engage in learning, personal development and active citizenship, bringing about changes in their lives and communities.
- 1.2 Effective CLD depends on a complex, multi-agency and multi-sector approach to the delivery of a wide range of both universal and specialist services.
- 1.3 The governance arrangements of the CLDP comprise a CLDP Board and CLDP Delivery Group.

## **2. CLD's specific focus is:**

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

## **3. Plan**

- 3.1 The City of Edinburgh Council has a statutory obligation to produce a three-year plan, outlining priorities for, and how it will secure 'adequate and efficient' provision of, CLD across Edinburgh.
- 3.2 The Council has worked with partner organisations to create a refreshed CLD Partnership. This CLDP has produced a three-year plan, reflecting city priorities and a shared ambition to make a positive difference for local people.

## **4. Priorities**

- 4.1 The focus of the partnership is to deliver priorities in the CLD Plan 2018-2021:
- Planning for Improvement – this will include creating a culture of self-evaluation and improvement, and improved use of data.

- Improving life chances for people of all ages – this will include workforce development for CLD staff.
- Building stronger, more resilient communities – this will include improved engagement with people and communities
- Monitoring and reporting – this will include a better understanding of the impact of CLD

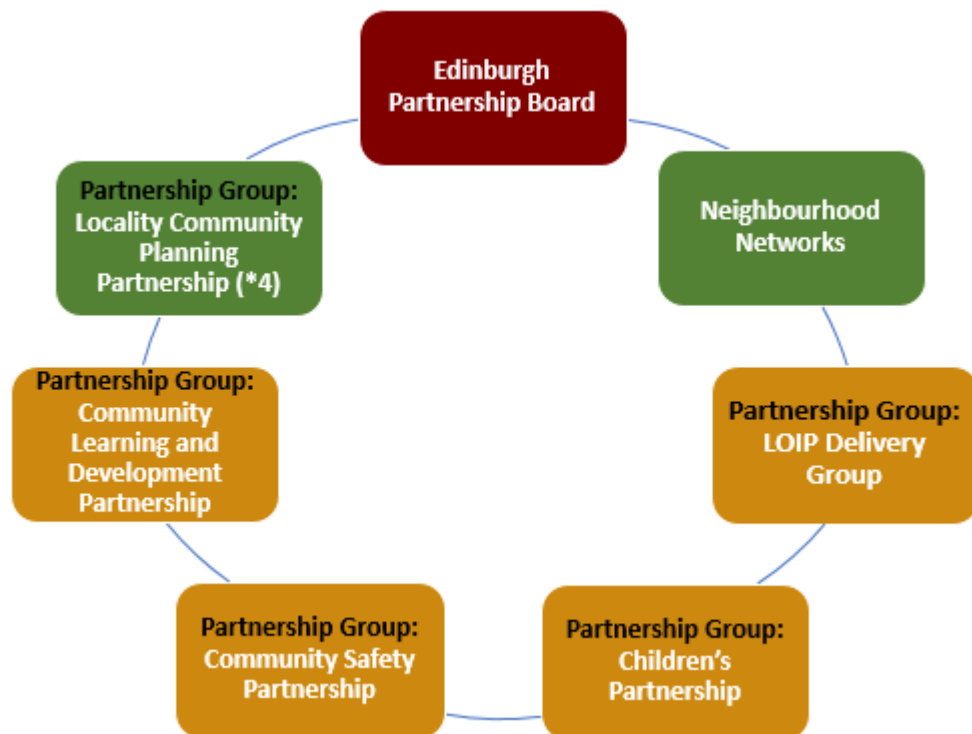
## **5. Remit of the CLDP Board**

In relation to developing and improving CLD, the purpose of the Board is to:

- Develop, implement and deliver the CLD Plan for the Edinburgh Partnership
- Put in place delivery group arrangements to support the delivery of the role and remit as appropriate, recognising and utilising existing partnership working arrangements to maximise opportunities whilst minimising the additional resource requirements placed on partners.
- Identify, agree and contribute the resources needed to achieve shared outcomes
- Hold each other to account for the delivery of outcomes through constructive challenge and effective performance reporting
- Analyse service gaps, duplication and overlap to ensure priorities are addressed as efficiently as possible
- Ensure that strategic priorities are aligned with other strategic plans.
- Agree priorities for service development and seek, where appropriate, funding opportunities to progress priorities
- Ensure the participation of communities in relation to planning and delivering community learning and development
- Ensure the effective management of performance and risk in relation to the delivery of the CLD Plan and report progress to the Edinburgh Partnership.
- Identify and share examples of best practice

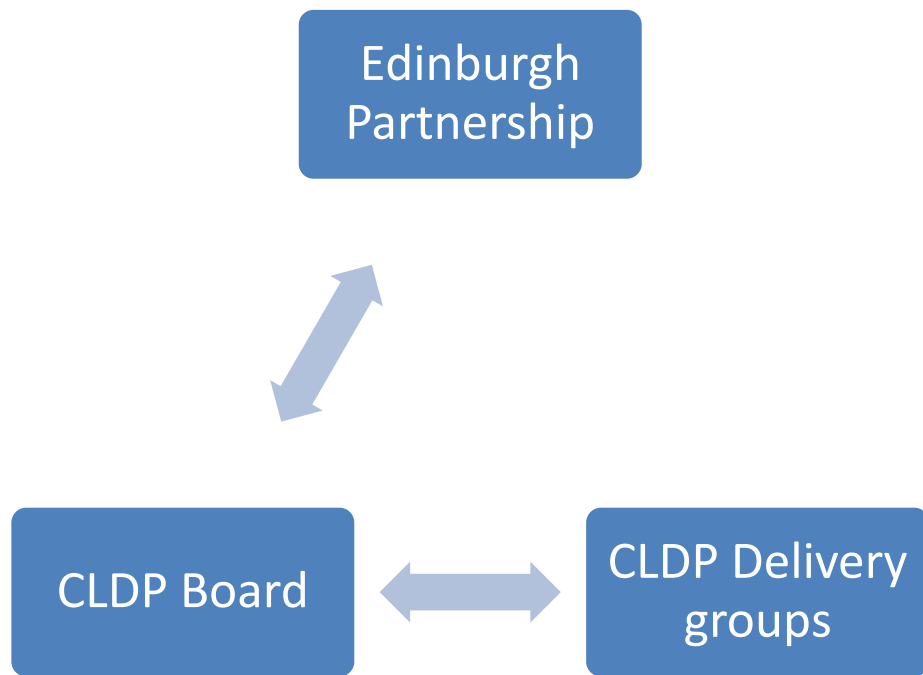
## 6. Governance and performance reporting arrangements

The diagram below sets out the governance arrangements for community planning in Edinburgh



The CLD Partnership is accountable to the Edinburgh Partnership in respect of leading, delivering and progress on the CLD Plan. It reports to the Edinburgh Partnership on the strategic priorities, reporting annually on Plan progress.

It will report annually on progress to the Council Education, Children and Families Committee and to other partner organisations as appropriate.



## 7. Delivery groups

7.1 The Partnership will establish delivery groups to support its work programme. The focus of these groups may change over time, in response to changing policy or service imperatives. Each delivery group will have an identified lead organisation.

7.2 The remit of the delivery groups:

- Develop and implement specific pieces of work to support the outcomes in the CLD Plan
- Involve stakeholders, partners, statutory and third sector organisations and individuals as appropriate in the work of the group
- Implement strategic direction and advice from the Board to address priorities/actions
- Report to the Board any barriers which could hinder completion of the work
- Report to the Board on progress and completion of the work
- Create, shape and actively contribute to the content of the CLD plan
- Organise learning and development opportunities to improve professional practice across partners

The delivery groups will report directly to the Board, which will guide their work.

## **8. CLDP Meetings and chairing arrangements**

8.1 The Partnership will meet quarterly.

8.2 Members will require to be nominated by their constituent organisation based on their authority and ability to fulfil the remit and to:

- represent the strategic views of their organisation;
- support the vision and aims of the CLDP; and
- contribute to the delivery of the outcomes of the CLDP as defined in its strategic plan

8.3 Changes to existing positions, and requests for new members, should be notified in writing to the Chair and will be considered at a Partnership meeting.

8.4 Each member is an equal partner. The values of shared priorities, collaborative action, collective responsibility and shared accountability apply to each member and all CLDP business.

8.5 CLDP will work towards achieving a consensus in making decisions. If this cannot be reached a vote of members in attendance will be taken. In an equal number of votes the Chair will have the casting vote. In the event of the Chair not using their casting vote, the decision will be reached by lot.

8.6 From time to time, individuals from other organisations and individuals may be invited to attend to address specific matters under discussion. They shall have no voting rights.

## **9. Chair and Vice Chair**

9.1 The roles of Chair and Vice Chair will be appointed from within the membership of the CLDP every two years. They can't both be from the same organisation.

## **10. Meetings**

10.1 The Partnership will meet a minimum of four times per year and agree an annual schedule of meeting dates and a forward work programme. Additional meetings will be arranged as required.

10.2 The quorum for the meetings is not less than one third of the membership and provided at least 3 partner organisations are present.

10.3 Every meeting of the Partnership will be minuted and these will be presented to the following meeting for approval.

10.4 Group members will declare an interest in items of business where appropriate. Declarations will be noted in the minutes of meetings.

10.5 The Board will provide reports to the Edinburgh Partnership on the delivery of the CLD Plan in accordance with the approved performance framework.

### **11.Membership:**

To be agreed

### **12.Documents, reports and minutes**

Papers will be published on the Edinburgh Partnership Website.

## **Supporting Officer**

The Lifelong Learning Strategic Manager (Community Learning & Development and Libraries) is responsible for planning the agenda in close cooperation with the chair and others as required. Meeting support to be identified from within the CLDP member organisations

## **CLDP Members**

(December 2019)

National Health Service Lothian, Edinburgh University, Edinburgh College, Edinburgh Health & Social Care Partnership, Scottish Fire and Rescue service, Edinburgh Voluntary Organisations Council, Lothian Association of Youth Clubs, Edinburgh Leisure, Skills Development Scotland, Volunteer Edinburgh, Workers' Education Association, Council Lifelong Learning & Strategy and Insight teams.

## **Board members**

(December 2019)

Edinburgh College, Lifelong Learning, Workers' Educational Association, National Health Service Lothian, Edinburgh Voluntary Organisations Council.

# Edinburgh Community Learning and Development Plan

*Changing lives through learning*

**2018 – 2021**





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## CLD: Vision

By 2021 community learning and development activity will have enabled people, particularly those people who are more vulnerable or disadvantaged, to make positive changes in their lives and in their communities through learning.

## Welcome

Welcome to the Edinburgh Community Learning and Development (CLD) Partnership plan which sets out our collective ambition to make a positive difference for people in Edinburgh.

We recognise that a wide range of organisations deliver community learning and development in the City. These include the public and third sector working with children, young people and adults. The intention of the plan is to add value to this existing delivery by identifying where we as a partnership can bring fresh thinking and ideas to address what are often longer term, so called 'thorny' issues. The partnership will do this by using data to identify some of these intractable issues; consider what actions have worked in the past or are working presently, both in Edinburgh and in other local authorities, to address these issues; engage with target groups to co-design service activity and harness the collective resources across the partnership, focusing on actions which will bring about positive change and progress.

The plan therefore does not reflect the broader CLD activities already reported in other plans. It will however monitor this broader range of CLD activity, promote sharing of good practice and challenge Council and partner organisations where it feels that there is lack of activity or the activity itself is less effective in meeting identified needs and/ or national and City priorities.

Thank you to learners, volunteers, partners and CLD staff who have contributed to the plan development. This contribution has been carried out through evaluation of the CLD plan 2015–18, face to face conversations and questionnaires with learners and volunteers, Council and partner staff workshops, an audit of key themes in the four locality action plans, the developing Local Outcome Improvement Plan and its themes, relevant council, partner and community plans.

The plan is a living document and as such will be reviewed and amended in light of experience and changing needs and expectations.

**Ian Brooke and Paul McCloskey**

The Partnership welcomes comments and feedback on the plan and you can do this by contacting Ian or Paul as below.

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# What will the CLD Partnership change and improve in Edinburgh?

The changes and improvements fall into four main areas:

## *Planning for Improvement*

Reflection and self-awareness through self-evaluation are fundamental for good CLD practice: seeking to improve professional competencies around community learning and development and continually improving practice in order to become more effective and have greater impact. The Partnership will champion self-evaluation, share and promote examples of how this has led to improved practice and outcomes for citizens.

It will also champion the effective use of data through workshops to improve staff knowledge and in sharing data across partners in order to inform effective practice.

## *Improving the life chances for people of all ages*

Youth work is intrinsic to community learning and development and to meeting the needs of children and young people, who have a right to experience the best possible start in life. It isn't easy being young today and sometimes, through circumstances beyond their control, they may find life particularly challenging. Delivering high quality youth work requires high quality youth work practitioners: confident and competent, knowledgeable and skilled, ambitious for children and young people and able to help them achieve their potential and be the best they can be. The Partnership will champion existing competencies for youth work, identifying and developing training to enable staff to effectively communicate with young people, appreciate and understand their realities. There is a perception among partners that children and young people from black, Asian and minority ethnic communities do not engage widely in youth work. There are likely to be a number of reasons for this. The Partnership will establish a baseline of participation levels and consult with young people to explore potential barriers to participation and identify ways in which these could be overcome.

Literacy and numeracy are important life skills and not having these can be a disadvantage in a society which assumes the possession of these skills. The Partnership seeks to more effectively meet the needs of the learners including the systematic use of individual learner plans that clearly identify learner progression.

It recognises the need to be more creative in engaging people who would not necessarily want to come forward or identify themselves as being someone in need of literacy and numeracy support.

Mental health and wellbeing touches all of our lives. Staff sometimes lack knowledge and communication skills in communicating effectively with people who are affected by mental health issues. The Partnership will work alongside existing training plans and programmes to share knowledge of what is available and to create new staff learning opportunities.

## *Building stronger, more resilient communities*

Social isolation, linked increasingly to poor health outcomes, can occur in rural and urban environments and has been linked to wider changes in society. There are a range of organisations in Edinburgh which exist to connect people who are socially isolated. The Partnership will look at examples of the impact of models in Edinburgh and beyond and work on how good practice models could be extended and professional awareness of what is available improved.

Involving local people in decision making and services design, while a key Christie Commission recommendation and intrinsic to community empowerment, isn't always as widely adopted as it could be. The Partnership will look at successful models within and outwith Edinburgh and seek to encourage the adoption of effective forms of local decision making.

### *Monitoring and Reporting*

One of the issues for community learning and development has been, albeit that some good practice examples exist, a lack of consistency in data gathering and in particular baseline performance gathering and reporting.

A consequence of this is that what is at times excellent work remains hidden as staff are not able to demonstrate improvement and change. The Partnership will develop a means of monitoring and reporting information to measure the impact of CLD Partnership activity in this CLD plan. It will also identify existing mechanisms and those in development which together will ensure that it has an overview of the impact of citywide CLD activity.

### *Unmet need*

There is a requirement to identify unmet need – as in those needs which will not be met in the three years of the plan. The Partnership will seek to interpret what this means for Edinburgh and the role of the CLD Partnership, identifying potential unmet need during the first year of the plan. Certainly, at a time of unprecedented budgetary constraint, it behoves the Partnership to, as Jim Collins states, 'confront the most brutal facts of your reality'. It may be that CLD, as much as it needs to define what it can do, needs to also define what it cannot do.

### *A three year plan*

As a result of engagement with partners and an exercise to identify key priorities, the plan shows a greater level of detail in year one; some of these year one actions may extend into years two and three. A list of additional themes for years two and three are included at the end of the plan. Plans are living documents and planning an organic process. The more detailed picture for year two will be teased out during the course of year one; the detail of year three will be developed in year two.

This approach recognises the need for flexibility in planning: being able to adapt to unforeseen circumstances, as needs change and demand on resources increases or other resources become available. These changing needs and demands will require improved partnership and collaborative working, in order to target resources and develop services for those most vulnerable and disadvantaged in society, a tenet of community learning and development.

*'The true measure of any society can be found in how it treats its most vulnerable members'*  
**Mahatma Gandhi**

# What is Community Learning and Development?

Community Learning and Development (CLD) supports primarily disadvantaged or vulnerable groups and individuals to engage in learning, personal development and active citizenship, bringing about change in their lives and communities. CLD is a distinctive process of engagement and support, with a learning content that is negotiated with learners.

Community Learning and Development activity has a strong focus on early intervention, prevention and tackling inequalities.

Community Learning and Development is widely understood to include:

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

**Community Learning and Development's** specific focus should be:

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



## The Edinburgh CLD Partnership Plan

*Community Learning and Development (Scotland) Regulations 2013*

Under the powers of the 1980 Education (Scotland) Act, the City of Edinburgh Council, in common with every local authority, has to fulfil the Requirements for Community Learning and Development (Scotland) Regulations 2013. Local authorities are expected to:

- \* Identify target individuals and groups and their needs in regard to community learning and development
- \* Assess the degree to which these needs are being met
- \* Identify barriers to the adequate and efficient provision of community learning and development
- \* Publish a (three year) plan which specifies:
  - How the local authority will co-ordinate this community learning and development with other people (including partners) who provide this activity
  - What action the local authority will take to provide community learning and development over the three years
  - What action other people including partners will take to provide community learning and development
  - Any needs for community learning and development which will not be met within the period of the plan

Consultation is intrinsic to the development of the plan. Consultation with learners who are representative of the target groups, people including partners who provide community learning and development, volunteers, sessional staff, Council staff, other organisations and groups relevant to the provision of community learning and development. The result of this consultation is an Edinburgh CLD Partnership Plan which is relevant to the community learning and development needs and aspirations of Edinburgh's citizens and communities.

The plan is an evolving document that is reviewed annually and amended in light of changing priorities and circumstances.

## Who is involved in creating the plan?

The Community Learning and Development Partnership is involved in writing, developing, reviewing and monitoring the plan. This planning process is led by the Lifelong Learning Strategic Manager (CLD and Libraries). Central to the development of the plan is consultation and engagement: with learners, volunteers, members, target groups, sessional staff, partners, Council staff, others involved in community learning and development activity.

The Community Learning and Development Partnership includes organisations with a citywide remit including representatives from National Health Service Lothian, Police Scotland, Edinburgh University, Edinburgh College, Edinburgh Youth Work consortium, Edinburgh Voluntary Organisations Council, Volunteer Edinburgh, Desire Lines (Arts and Cultural Sector), Edinburgh Leisure, Lothian Association of Youth Clubs, Skills Development Scotland, Workers' Education Association, the Council Lifelong Learning and Strategy and Insight teams.

The CLD Partnership acts as the main agency for the strategic development of CLD in the city and provides governance for the three year plan through:

- \* Sharing good practice and developing new areas of work in response to new and emerging needs
- \* Ensuring the plan reflects Council and partner community learning and development activity in response to new and emerging needs
- \* Overseeing the extent, quality and impact of community learning and development activity across the city
- \* Developing a performance framework to monitor progress and identify strengths and areas for improvement
- \* Advising the Edinburgh Partnership on community engagement and empowerment
- \* Learning from good practice in other local authorities



# The wider legislative and policy context for the plan

A wide range of national and local guidance, plans and policies provide a framework to inform and influence the plan. Some of these key documents are listed below:

[How good is the learning and development in our community?](#) This key self-evaluation resource supports quality improvement in community learning and development. The quality indicators reflect the context within which community learning and development partners operate, focusing on the impact of CLD provision including work with young people, adults and communities.

[Strategic Guidance for Community Planning partnerships: Community Learning and Development \(2012\)](#) promotes a more integrated approach to support active community participation in planning and delivery of services.

[The Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#) provides the legislative framework for Community Learning and Development.

[National Youth Work Strategy 2014–2019](#) aims to improve outcomes for young people through youth work.

[Adult Learning in Scotland – Statement of Ambition 2014](#) sets out the ambitions for adult learning in Scotland, defining three principles for adult learning: that it is lifelong, life-wide and learner-centred.

[Adult Literacies in Scotland 2020: Strategic guidance \(ALIS 2020\)](#) aims to promote equal access to and participation in literacies learning for all adults.

[A professional development framework for Scotland's adult literacies workforce](#) aims to develop professional development of workers, leading to improved achievement and progression by literacies learners.

[Welcoming Our Learners: Scotland's ESOL \(English for Speakers of Other Languages\) Strategy 2015–2020](#) sets out the importance and context of ESOL learning in Scotland.

Wider policy context:

- \* [Children and Young People \(Scotland\) Act 2014](#) legislation on the rights of children and young people in Scotland
- \* [Getting it right for every child \(GIRFEC\)](#) is the national approach in Scotland to improving outcomes and supporting the wellbeing of children and young people
- \* [Developing Scotland's Young Workforce](#) is a response to the challenge of youth unemployment
- \* [Opportunities For All – Post-16 transitions – Policy and Practice Framework](#) aims to provide guidance for those involved in supporting post-16 transitions, and the planning and delivery of education, training and careers information advice and guidance for young people in Scotland.
- \* [Community Empowerment \(Scotland\) Act](#) aims to help communities to do more for themselves and have more say in decisions that affect them.
- \* [Skills for Scotland: A Lifelong Skills Strategy](#) has a vision for a smarter Scotland with a globally competitive economy based on high value jobs, with progressive and innovative business leadership.



## What are the local policies and plans which influence the plan?

'Live Well in Later Life', Edinburgh's Joint Commissioning Plan for Older People 2012–2022 covers care and support services to older people over 65 years of age and aims to improve outcomes for older people.

Youth and Children's Work Strategy for Edinburgh 2017–20 provides a framework for the delivery of children and young people's services

The Edinburgh Children's Partnership Children's Services Plan 2017–20 directs strategic planning, development and delivery of children and young people's services on behalf of the Edinburgh Partnership.

The Edinburgh Partnership is the community planning partnership for Edinburgh. The aim of the Partnership is to deliver better outcomes for communities, and particularly for those experiencing the greatest inequality. How it does this is set out in a Local Outcome Improvement Plan. This plan focuses on partners working together to address poverty and inequality with the priority themes covering income maximisation, housing and place, education and employability. Community participation and influence is central to the work of the Partnership.

This citywide activity is complemented by four Locality Improvement plans (LIPs), one for each of the South West, North West, South East and North East localities. The LIPs aim to deliver better outcomes for individuals and communities by simplifying and strengthening existing improvement planning and partnership working, placing communities at the heart.



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

Over the last 10 years	Over the next 10 years
<ul style="list-style-type: none"> <li>* Edinburgh has been one of the fastest growing local authorities in the UK</li> <li>* 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</li> <li>* From 2005 to 2015, the population of the city grew by 10% – over 49,000 people</li> <li>* This is more than double the growth seen across Scotland, and faster than that of any other city</li> </ul>	<ul style="list-style-type: none"> <li>* Analysis suggests that Edinburgh is likely to see further population growth – it is estimated that it will reach 567,000 by 2030</li> <li>* The projected population increase from 2014 – 2024 is 44,500 people (9%) with strong growth at both ends of the age spectrum</li> <li>* The population aged 12 – 17 is projected to grow by around 23% in this period</li> <li>* The population aged over 75 is projected to grow by 25%, almost 3,000 people over the same 10 year period</li> </ul>

This growing population is one of the most visible signs of Edinburgh's success. However, 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.

### *Mental Health*

There are an estimated 120,000 people in Edinburgh who experience either common or complex mental health issues, which equates to over 25% of the population.

*Percentage of Young People from Black, Asian and Ethnic Minority communities attending school in Edinburgh where the main home language is not English*

BAME young people: Primary/Secondary Schools	Percentage attending in 2015 (%)	Percentage attending in 2017 (%)	Percentage increase (%)
Percentage of BAME pupils in Primary School	17.9 %	20.2 %	2.3 %
Percentage of BAME pupils in secondary school	14.7 %	16.6 %	1.9%
Percentage of BAME young people in Primary and Secondary schools	24.2%	27.5%	3.3%

**Annual Pupil Census (Strategy & Insight)**



## Section 1: Planning for improvement

Steps taken by the CLD Partnership to identify and put in place actions that will result in a continuous cycle of improvement for all partners

High level improvements		1.1 Improve self-evaluation across the CLD Partnership, ensuring it is consistent and systematic.				
		1.2 Improve the way in which data is gathered, shared, analysed and used for planning and evaluation across the CLD Partnership.				
		1.3 Improve mechanisms for reporting on the impact of Community Learning and Development as a community of practice.				
		1.4 Increase engagement with all stakeholders in training, planning and evaluating CLD activity.				
Outcomes		Links to other plans and strategies	Time scale	Actions	Leads (lead name in bold)	Key Performance Indicators/ Measures
1.1 1.3 1.4	A culture of self-evaluation and improvement exists across the CLD Partnership	Team Plans: Strategic teams  CLD Plan: Lifelong Learning  Locality Improvement Plans: Locality teams	Jan 2017 and ongoing Review annually from July 2019	Support colleagues to strengthen practices in self-evaluation using How Good is Our Frameworks  Develop a Lifelong Learning service-wide self-evaluation calendar  Introduce Lifelong Learning staff and relevant CLD partners to Improvement Methodology	Christine McKechnie Lifelong Learning  <b>John Heywood Lifelong Learning</b>  Caroline Lamond Lifelong Learning	Most staff report increasing confidence and skills in using self-evaluation through attendance at, and feedback from, training and Continuous Lifelong Professional Learning  Number of staff attending training

1.1 1.2	<p>Self-evaluation is embedded across the CLD Partnership Staff and partners 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>Education Authority (NIF) Improvement Plan Lifelong Learning</p> <p>CLD Plan: Lifelong Learning</p> <p>Integrated Children's Services Plan: Identified strategic leads for Lifelong Learning</p> <p>Locality Improvement Plans: Lifelong Learning</p> <p>Growing the Learning Culture in CLD: A strategy statement and framework for action</p>	Ongoing Review annually from July 2019	<p>Deliver a structured programme of self-evaluation and data training for partners</p> <p>Managers create more opportunities for joint planning and evaluation and practice sharing</p> <p>All teams and partners contribute to writing reports for Education, Children and Families Committee demonstrating the impact of planned activity</p> <p>Lifelong Learning staff actively encourage partners to participate in joint self-evaluation and training opportunities</p> <p>Increase the number of staff who become members of the CLD Standards Council</p>	<p><b>Paul McCloskey Lifelong Learning</b></p> <p>Ian Brooke Edinburgh Voluntary Organisations Council</p> <p>Christine McKechnie Lifelong Learning</p> <p>John Heywood Lifelong Learning</p> <p>Caroline Lamond Lifelong Learning</p> <p>Helen Bourquin Lifelong Learning</p>	<p>Baseline templates are updated annually in July with a snapshot annually in October/ November</p>
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## Section 2: Improving life chances for people of all ages

Steps taken by the CLD Partnership to promote prevention and early intervention, and reduce inequalities

High level improvements		2.1 Increase the focus of the CLD Partnership on activities that are designed to intervene early.				
		2.2 Increase the focus of the CLD Partnership on activities and interventions where the purpose is preventative.				
		2.3 Increase the focus and capacity of the CLD Partnership to reduce inequalities and improve life chances for people of all ages.				
Outcomes		Links to other plans and strategies	Time scale	Actions	Leads (lead name in bold)	Key Performance Indicators/ Measures
Year 1						
2.1 2.2 2.3	<p>We have learning opportunities which are designed to meet the needs and support the ambitions of vulnerable and disadvantaged groups and individuals</p> <p>Vulnerable groups and individuals are engaged through effective collaborative planning and co-ordination</p> <p>Vulnerable and disadvantaged groups and individuals are able to access facilities and participate in social, cultural and learning opportunities</p>	<p>Our ambitions for improving the life chances of young people in Scotland: National Youth Work Strategy 2014–2019</p>		<p>A set of competencies and skills for sessional youth work staff will be identified.</p> <p>Sessional Youth Work staff will be upskilled through workforce development opportunities offered through the CLD Partnership.</p> <p>Training opportunities will be promoted and shared with partners. This will include digital skills and social media; how to encourage participation of children and young people from minority communities; people’s mental health and wellbeing.</p>	<p>Simon Jaquet Edinburgh Youth Work Consortium</p> <p><b>Laurene Edgar Lothian Association of Youth Clubs</b></p> <p>John Heywood Lifelong Learning</p> <p>Tommy George Edinburgh Leisure</p> <p>Jackie Stewart Lifelong Learning</p>	<p>Youth work providers adopt Youth Link competencies</p> <p>Numbers attending training</p> <p>Evaluation and feedback from staff participants shows % increase in upskilling and confidence</p> <p>Examples of improved practice</p> <p>Promotional materials distributed to city youth work providers</p> <p>Training opportunities shared with partners regularly</p>

2.3	Barriers to participation in youth work provision for young people from Black, Asian and Minority Ethnic communities are reduced			<p>Develop a means of actively recruiting youth workers from Black, Asian and Minority Ethnic (BAME) communities</p> <p>Carry out an assessment/ audit of what barriers may exist, real or perceived, for BAME youth from mainstream provision. Assessment needs to look at what provision is provided within communities and how mainstream could interact with that</p> <p>Establish a baseline for numbers of BAME young people participating in youth work provision across the city.</p> <p>Young people from Black, Asian and Minority Ethnic (BAME) communities will be targeted to become more involved in local youth work provision</p>	<p>Julie Coyle Skills Development Scotland</p> <p>John Heywood Lifelong Learning</p> <p>Paul Wilson Volunteer Edinburgh</p> <p>Laurene Edgar Lothian Association of Youth Clubs</p> <p><b>Gordon McLean</b> <b>Lifelong Learning</b></p>	<p>% increase in participation by young people from BAME communities</p> <p>Increase in targeted campaigns for BAME communities</p> <p>Carry out consultation with key agencies and identify barriers to BAME participation</p> <p>Carry out annual audit of BAME participation</p>
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2.3	Meet the needs of the learners involved including the systematic use of individual learner plans that clearly identify learner progression	Adult Learning in Scotland Statement of Ambition (2014)		<p>Literacy and Numeracy provision will be reshaped to meet the needs of the users of the service.</p> <p>Develop pathways and progression routes for adults where a literacy/ numeracy need has been identified.</p> <p>Resources are targeted to develop new, first step literacy provision for adults and families.</p> <p>Provide shared practice events for literacy practitioners to identify 'Literacy Challenge' activities to engage new and hard to reach learners.</p> <p>CLD Partnership to revisit the delivery of literacy and numeracy classes within the workplace.</p>	<p>Sheila Duncan Lifelong Learning</p> <p>Archie Campbell Workers Educational Association</p> <p><b>Diane Gordon Edinburgh College</b></p> <p>Tommy George Edinburgh Leisure</p> <p>Gordon McLean Lifelong Learning</p>	<p>Examples of learner progression</p> <p>All learners have an individual learning plan in place.</p> <p>Where relevant learners have a progress tracker in place.</p> <p>Percentage of new courses and learners</p> <p>Number of adult literacy shared practice events delivered.</p> <p>Number of participants at events and training completing evaluations.</p> <p>Increase in numbers of new learners in literacy provision</p>
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				Professional Development Award Literacies training to be offered to Lifelong Learning Development Officers		Number of LLDOs trained in PDA in literacies
2.3	Staff will be able to better communicate and work with people affected by mental health issues	Scottish Government Mental Health Strategy 2017–2027	April 2019 and ongoing thereafter	<p>Share existing training and development programmes and create new learning opportunities in this area.</p> <p>Increase partner staff awareness and knowledge around mental health and wellbeing for people of all ages</p>	<p><b>Moyra Burns NHS Lothian</b></p> <p>Diane Gordon Edinburgh College</p> <p>Sheila Duncan Lifelong Learning</p>	<p>Number of places for mental health training offered by the college</p> <p>Numbers of staff attending mental health training courses in college</p> <p>Number of training sessions delivered (adults, children and young people)</p> <p>Numbers of staff evaluations completed</p> <p>Increase in awareness and knowledge by participants in the CLD partnership</p>

## Section 3: Building stronger, more resilient communities

Steps taken by the CLD Partnership to build the capacity and agency of communities

High level improvements	3.1 Provide more opportunities for local communities to participate in decision making and the co-design and delivery of service.				
	3.2 Improve skills, knowledge and confidence of communities to build active participation.				
	3.3 Local people feel their voices are heard and are more connected and invested in their communities.				
Outcomes	Links to other plans and strategies	Time scale	Actions	Leads (lead name in bold)	Key Performance Indicators/ Measures
Year 1					
3.1 3.2	Community groups and individuals have the opportunity to be engaged in planning and evaluation of services  Skills and learning opportunities are co-ordinated by partners and communities to ensure that provision is targeted and reaching those most in need	June 2019	Partners will be involved in this review  The CLD Partnership will contribute to a review of criteria applied to the distribution of funding through the Third-Party Revenue Grants.	John Heywood Lifelong Learning  <b>Ian Brooke</b> <b>Edinburgh Voluntary Organisations Council</b>  Laurene Edgar Lothian Association of Youth Clubs  Simon Jaquet Edinburgh Youth Work Consortium  Jackie Stewart Lifelong Learning	Number of consultations undertaken and feedback from events  Number of community events dedicated to planning and evaluation of services  Completion of review of 3rd Party Revenue Grants by March 2019  CLD Partnership established to provide support to those most in need  Standing agenda item on regular CLD partnership meetings to discuss skills and learning opportunities for those most in need

						Meetings held quarterly  Equalities Impact Assessment will be reviewed at 6 monthly intervals.
3.2	Vulnerable people are supported to reduce sense of loneliness and social isolation by building better connections between services.			Look at the impact of models such as Community Connectors in Frome (Dorset) and Next Door App. Audit similar programmes in Edinburgh, share this information widely. Look at how successful initiatives can be extended to other parts of the City	Paul Wilson Volunteer Edinburgh  Ian Brooke Edinburgh Voluntary Organisations Council  <b>Peter Strong Locality Manager (NW)</b>  Kevin McLean Police Scotland	Reported improvements in vulnerable people feeling less isolated as a result of improved local/city connections  Carry out a SWOT analysis of identified models  Evaluate existing practice  Evaluate improvements to be implemented
3.1	Local communities are more involved in decision making (particularly people who don't usually participate in dialogue) and their capacity to effect change is increased.		May 2019	Learn from other successful models within and outwith Edinburgh eg: Fife model which focused on political literacy, asset transfer and helping people define and address local issues (partnership of Fife College and CLD). Consider role of 'critical thinking' for citizens as part of this process.	<b>Archie Campbell Workers Education Association</b>  Sheila Duncan Lifelong Learning  Jackie Stewart Lifelong Learning	Number of community decision making events  Evaluate feedback from decision making events  Examples of successful model looked at and implemented

3.1 3.3	Citizens are more involved in deciding how budgets are spent.		February 2019	Explore different ways of engaging people in communities of all ages to influence the budgeting affecting their lives, eg Canny Cash	Jan-Bert van den Berg Artlink  <b>Ian Brooke Edinburgh Voluntary Organisations Council</b>	Identify examples of good practice  Contribute to council wide budget engagement exercise
3.1 3.2 3.3	Community Centre Management Committees are confident in managing and making the most of local assets	Community Empowerment (Scotland) Act	December 2019	Training programme developed and implemented Review and revision of Community Centre Handbook Development of Keyholder policy	Ian Brooke Edinburgh Voluntary Organisations Council  <b>Paul McCloskey Lifelong Learning</b>  Helen Bourquin Lifelong Learning  Caroline Lamond Lifelong Learning	Number of training courses delivered  Number of participants attending training  Evaluation of training  Annual review of keyholder policy and handbook  Contribute to the strategic asset review that includes community centres



## Section 4: Monitoring and reporting

Steps taken by the CLD Partnership to improve governance, monitoring and reporting

High level improvements		4.1 Strengthen the governance arrangements for CLD and the links with Locality Governance				
		4.2 Improve and strengthen the monitoring of CLD across the partnership				
		4.3 Improve mechanisms for reporting on the impact of the CLD Partnership				
Outcomes		Links to other plans and strategies	Time scale	Actions	Leads (lead name in bold)	Key Performance Indicators/ Measures
Year 1						
4.3	There is a clearer understanding of the purpose and impact of CLD across the Council and Community Planning Partnerships.	CLD Improvement Plan Locality Improvement Plans  Local Outcome Improvement Plan  Lifelong Learning Plan  Edinburgh Children's Partnership Children's Services Plan 2017–20:	November 2018	Ensure the Local Outcome Improvement Plan and CLD Plan are aligned and complementary  Report on CLD activity through Locality Dashboards  Produce and circulate annual report demonstrating impact of CLD across partnership activity  Report on CLD activity in Education, Communities and families Business Bulletin  Reports to the Locality Committees and the Culture and Communities Committee.  Actively participate in CLD Managers Scotland Forum	Paul McCloskey Lifelong Learning  Ian Brooke Edinburgh Voluntary Organisations Council  <b>Michele Mulvaney</b> <b>Strategy and Insight</b>	Organogram in place (including partners) to show where CLD Partnership sits  Regular reporting to appropriate bodies on CLD activity  Number of CLD forums attended over number or % held

4.2 4.3	Clear evidence of improved performance is achieved through systematic use of baseline templates	Lifelong Learning plan		Use templates to measure progress  Quantitative baseline templates are in place to facilitate clear, consistent monitoring and reporting mechanism	Christine McKechnie Lifelong Learning  <b>John Heywood Lifelong Learning</b>  Moyra Burns NHS Lothian	All partners on CLD Partnership to complete a baseline template in accordance with reporting cycle  Increase provision or uptake through analysis of data from baseline templates
4.1 4.2 4.3	Clear demonstration of impact of CLD Partnership		January 2019	Clear monitoring and reporting of the CLD Partnership plan is established  Develop an agreed means of sharing monitoring information to measure the <b>impact of the CLD Partnership plan</b> activity by tabling this at October and January meetings	John Heywood Lifelong Learning  Simon Jaquet Edinburgh Youth Work Consortium  Diane Gordon Edinburgh College  <b>Paul McCloskey Lifelong Learning</b>  Helen Bourquin Lifelong Learning	Annual monitoring and reporting of CLD Plan through Education, Children & Families Committee  The Edinburgh Partnership Board  The CLD Partnership  Monitoring information shared with CLD Partnership at CLD Partnership meetings

4.1	The CLD Partnership receives quarterly information on CLD development and activity citywide		March 2019	<p>The CLD Partnership receives annual information on CLD development and activity citywide</p> <p>Identify existing mechanisms and those in development which together will ensure the CLD Partnership has an overview of the impact of citywide CLD activity</p> <p>Table this at October and January meetings</p> <p>Annual cycle in place to report to the Edinburgh Partnership, CLD Partnership, Education, Children &amp; Families Committee.</p>	<p>John Heywood Lifelong Learning</p> <p><b>Helen Bourquin</b> <b>Lifelong Learning</b></p> <p>Gordon McLean Lifelong Learning</p> <p>Peter Strong Locality Manager (NW)</p>	<p>Monitoring information shared with CLD Partnership at CLD Partnership meetings</p> <p>Annual monitoring and reporting of CLD Plan through Education, Children &amp; Families Committee Edinburgh Partnership Board</p> <p>CLD Partnership</p>
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## Themes for years two and three

Outcomes		Links to other plans and strategies	Time scale	Actions	Leads	Key Performance Indicators
	<p>We have meaningful evidence that individuals are supported to access and maintain volunteering opportunities</p> <p>The number and range of volunteering opportunities has increased</p>	<p>The Volunteering and Active Citizenship Strategy</p> <p>National Framework of Volunteering Youth and Children's Work Strategy for Edinburgh 2017–2020</p>	Consider September 2019	<p>Consider this again in September 2019</p> <p>Support individuals to access volunteering opportunities with a focus on improving employability skills and support those individuals to translate and utilise those employment skills and experiences gained through volunteering.</p> <p>Develop volunteering opportunities to gain work related experience and life skills</p>	<p><b>Paul Wilson</b> <b>Volunteer</b> <b>Edinburgh</b></p> <p>Ian Brooke Edinburgh Voluntary Organisations Council</p> <p>Jan-Bert Van den Berg Artlink</p>	

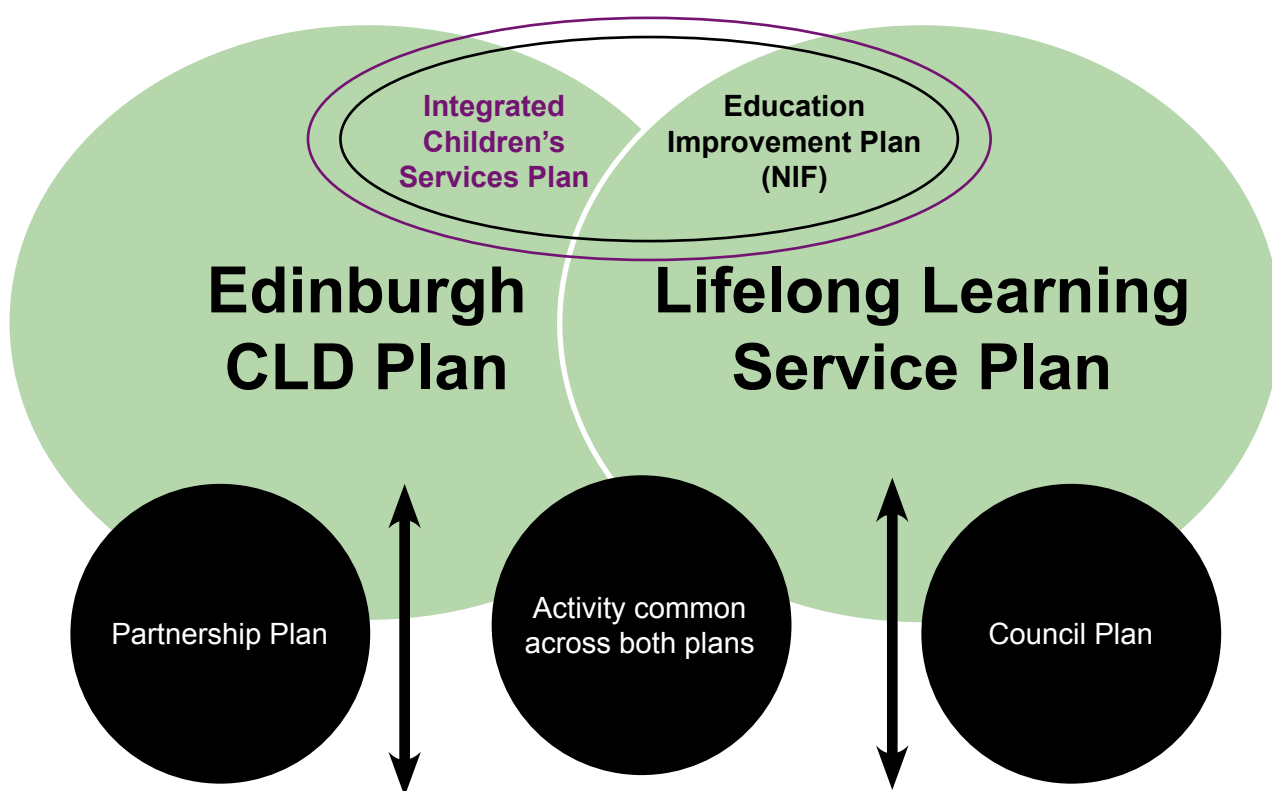
	Reduce levels of antisocial behaviour as highlighted by the partnership, including motorbike crime, bonfire night issues, violence and knife crime by developing fresh thinking and approaches.		Consider April 2019	Consider this again in April 2019 to explore whether the CLD Partnership can apply fresh thinking.	Kevin McLean Police Scotland  Paul McCloskey Lifelong Learning  <b>Tommy George</b> <b>Edinburgh Leisure</b>	
	Sustained positive destinations for young people		Consider in December 2019	Explore fresh thinking around the need to increase the number of young people Edinburgh who are achieving sustained positive destinations	<b>Julie Coyle</b> <b>Skills Development Scotland</b>  Lorna Sweeney Schools Manager	

## Relationship between The Lifelong Learning Service Plan, Edinburgh CLD Plan and other plans

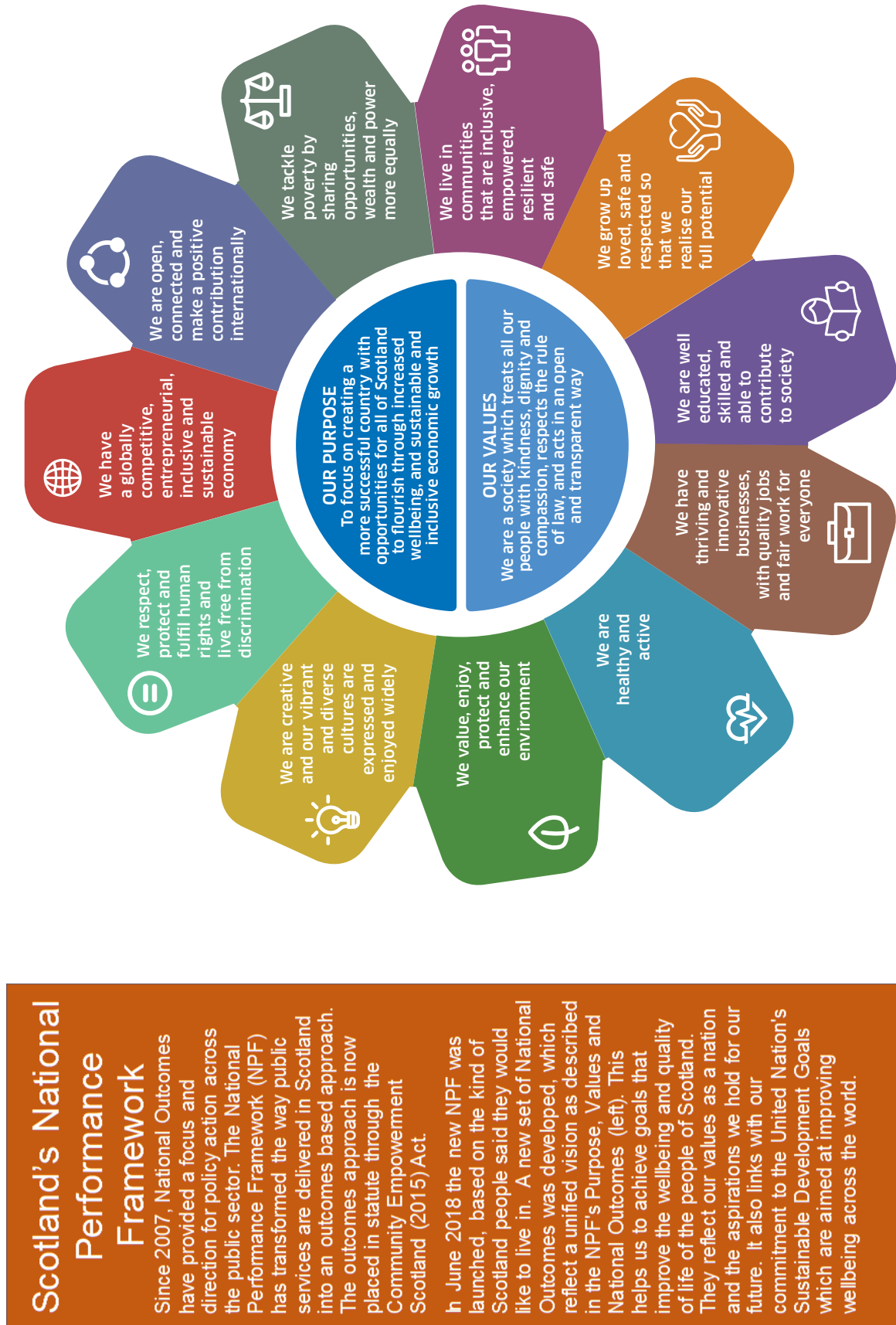
A Lifelong Learning Service Plan sets out the strategic context for the work of the newly formed Council Lifelong Learning service area.

Lifelong Learning Service provides locally delivered lifelong learning opportunities for individuals and groups, including access to libraries and information services, youth work, adult education, community capacity building, arts and creative learning, health and wellbeing, parent and carer support, sport and physical activity.

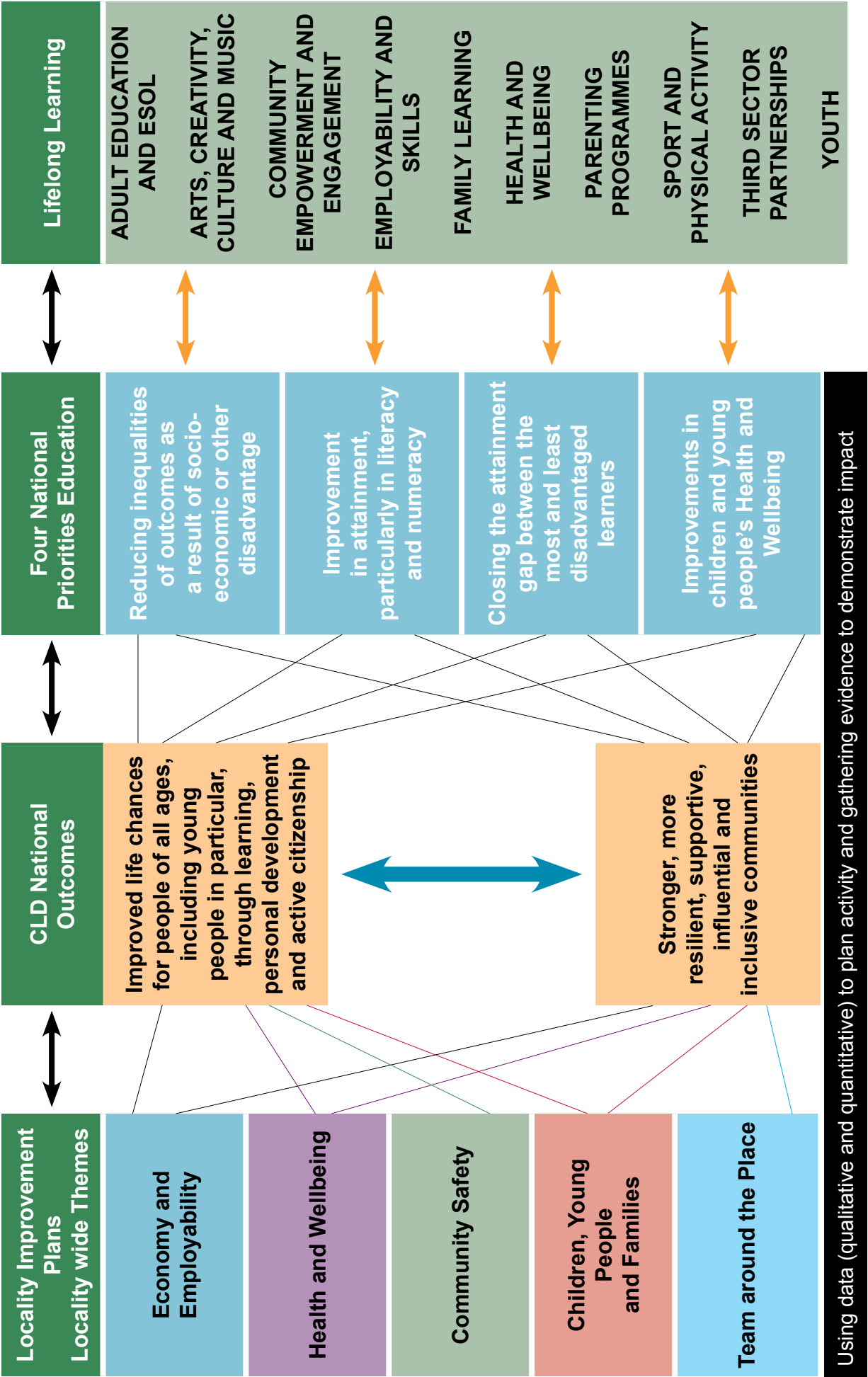
The diagram below illustrates the relationship between the Council Lifelong Learning Service Plan and the new Edinburgh CLD Partnership Plan.



Community Learning and Development is a major contributor to national outcomes as outlined in Scotland's National Performance Framework below.



The relationship of Community Learning and Development to the national CLD Outcomes, National Education Priorities, Locality Improvement Plans and Lifelong Learning is illustrated below



## Overview – CLD outcomes

Outcomes set by Community Learning and Development Managers Scotland (CLDMS) and key partners.

Youth Work	Adult Learning	Community Development
* Young people are confident, resilient and optimistic for the future.	* Adult learners are confident, resilient and optimistic for the future.	* Communities are confident, resilient and optimistic for the future.
* Young people manage personal, social and formal relationships.	* Adult learners develop positive networks and social connections.	* Communities manage links within communities and to other communities and networks.
* Young people create, describe and apply their knowledge and skills.	* Adult learners apply their skills, knowledge and understanding across the four areas of life.	* Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs.
* Young people participate safely and effectively in groups	* Adult learners participate equally, inclusively and effectively.	* Community members form and participate equally, inclusively and effectively in accountable groups.
* Young people consider risk, make reasoned decisions and take control.	* Adult learners are equipped to meet key challenges and transitions in their lives.	* Communities consider risk, make reasoned decisions and take control of agendas.
* Young people express their voice and demonstrate social commitment.	* Adult learners express their voices, co design their learning and influence local and national policy.	* Communities express their voice and demonstrate commitment to social justice and action to achieve it.
* Young people's perspectives are broadened through new experiences and thinking.	* Adult learners critically reflect on their experiences and make positive changes for themselves and their communities.	* Community members' perspectives are broadened through new diverse experiences and connections.







## HAPPY TO TRANSLATE

ترجمے کے لئے حاضر یسعدنا توفير الترجمة 很乐意翻译

MOŻEMY PRZETŁUMACZYĆ আনন্দের সঙ্গে অনুবাদ করব

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## CLD Partnership Plan Progress update

### Things to consider in moving forward with the Plan:

#### Successes:

- ✓ Section 1 and 4 have worked particularly well
- ✓ Structure/layout of plan
- ✓ Demonstrated commitment from majority of partners to get involved
- ✓ Information sharing and training as a result of partner relationships

#### Room for improvement:

- Ensure outcomes and actions refer to and reflect the 'added value' that CLD Partnership can bring
- Outcomes and Actions: Less is more
- Raise awareness of the plan
- Focus more on what difference the CLDP is making or could make

## CLD Partnership Plan Progress update

### Section 1 Planning for Improvement

#### Steps taken by the CLD Partnership to identify and put in place actions that will result in a continuous cycle of improvement

##### High level Improvements:

- Improve self-evaluation across the CLD Partnership, ensuring it is consistent and systematic.
- Improve the way in which data is gathered, shared, analysed and used for planning and evaluation across the CLD Partnership.
- Improve mechanisms for reporting on the impact of Community Learning and Development as a community of practice.
- Increase engagement with all stakeholders in training, planning and evaluating CLD activity.

Outcomes	Timescale	Actions	Specific Actions achieved	KPI's/Measures
A culture of self-evaluation and improvement exists across CLD Partnership.	Jan 17 and ongoing. Review and annually from July 2019	Support colleagues to strengthen practices in Self-evaluation using 'How good is Our' Frameworks.	Self-Evaluation Career-long Professional Learning (CLPL) for Managers, practitioners & partners.  Multi-disciplinary 'How Good are the Services in our Locality' resource developed for Lifelong Learning Locality staff. Shared resource with CEC Locality and Strategic staff.	Staff report increasing confidence and skills in using self-evaluation.
		Develop a Lifelong learning service-wide self-evaluation calendar	Monitoring, Evaluation and Reporting Calendar (MER) now developed.	
		Introduce Lifelong Learning staff and relevant CLD partners to improvement methodology.	MER shared with CLD Improvement Group and CLDP. Partners across CLD and tertiary staff have attended training and self-evaluation is embedded into annual planning meeting with staff.	

Outcomes	Timescale	Actions	Specific Actions achieved	KPI's/Measures
<p>Self-evaluation is embedded across the CLD Partnership. Staff and partners 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>	Ongoing Review annually from July 2019	<p>Deliver a structured programme of self-evaluation and data training for partners.</p> <p>Managers create more opportunities for joint planning and evaluation and practice sharing.</p> <p>Increase the number of staff who become members of the CLD Standards Council</p>	<p>Self-evaluation CLPL delivered to Lifelong Learning Strategic and Locality staff and partners across Edinburgh.</p> <p>Use of Data in Planning for Improvement CLPL for Mangers, Strategic and Locality staff and partners.</p> <p>Session on 4 July to review year 1 of the CLDP plan and progress with the actions. New actions for 2019/20 also identified and further refined on 2 October. Reviewed at CLDP on 11 Oct. Final version to be ratified at January 2020 meeting.</p> <p>Lifelong Learning has facilitated specific planning sessions so that the LLDOs plan a programme of work together – using shared knowledge to identify specific gaps. To better manage the thematic specific activity and service planning smaller team meetings are held with Adult Learning staff, Youth Work staff and Subject Specific staff who have a remit for Health and Wellbeing, Sports and Physical Activity and Arts and Culture. A Youth Work Providers Conference took place where youth work providers from across the locality shared best practice and identified key areas of work going forward. This will then inform the structure and themes of the youth work provider meetings.</p> <p>Contact made with CLD Standards Council to plan a membership drive across CLDP members to coincide with a refreshed CLD Standards website and set of benefits for members.</p>	Baseline templates are updated annually in July with a snapshot annually in October/ November

## Section 2 Improving Life Chances for all People

### Steps taken by the CLD Partnership to promote prevention and early intervention and reduce inequalities.

- Increase the focus of the CLD Partnership on activities that are designed to intervene early.
- Increase the focus of the CLD Partnership on activities and interventions where the purpose is preventative.
- Increase the focus and capacity of the CLD Partnership to reduce inequalities and improve life chances for people of all ages.

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
We have learning opportunities which are designed to meet the needs and support the ambitions of vulnerable and disadvantaged groups and individuals.		<p>A set of competencies and skills for sessional youth work staff has been identified.</p> <p>Sessional Youth Work staff will be upskilled through workforce development opportunities offered through the CLD Partnership.</p>	<p>Early 2019 a Basic Youth Work Course was piloted between Lothian Association of Youth Clubs (LAYC) and the Lifelong Learning team. This has since been reviewed and now delivers in partnership a one-day Induction training session aimed at new volunteers, trainee youth workers and new sessional staff.</p> <p>Provision of this introductory training supplemented by the topical training on offer through LAYC starts to give a baseline for best practice and therefore supports the provision of positive and engaging services in communities for children and young people.</p> <p>Through the South West Youth Work Providers Forum, Lifelong Learning and partners have been working together to identify training needs and delivering sessions for staff, including tertiary, using skills and resources available across the organisations taking part.</p>	Youth work providers adopt Youth Link Competencies

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
			<p>Central Youth Work Strategy Group Evaluation (Edinburgh Youth Work Consortium) containing impact statements and case studies.</p> <p>Self-evaluation of Youth Work in Edinburgh – Youthlink Scotland's National Youth Work induction checklist adopted through workforce development: Joint work LAYC/CEC. LAYC access to range of data from member groups.</p> <p>PDA YW course started November 2019. 20 participants.</p> <p>LAYC/CEC joint and individual training. Case studies available to share from LAYC.</p> <p>Youth Work organisations constituted to reach Black, Asian and Minority Ethnic (BAME) Children and Young People (C &amp; YP) will be included in the new Central Y/W Strategy Group. (19/20)</p> <p>The BAME actions were taken from the Edinburgh Youth Work Strategy. This is being reviewed and a new one will be produced in 2020. Data about BAME still to be gathered.</p> <p>LAYC being involved in the Edinburgh CLD Partnership in a representative role for community-based universal youth and children's work organisations, means not only the voice of these groups are brought to discussions and decision making, but also that 83 youth and children's organisations operating in Edinburgh and in membership with LAYC are connected with key decision making and this strategic plan for the city. The network of 83 Edinburgh community-based youth and</p>	

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
		<p>'Literacy Challenge' activities will be developed cross partners to engage new and hard to reach learners.</p> <p>Professional Development Award Literacies training to be offered to Lifelong Learning Development.</p> <p>CLD Partnership to revisit the delivery of literacy and numeracy classes within the workplace.</p>	<p>children's organisations includes 1601 practitioners - with 50% being volunteers - engaging 15,869 children and young people.</p> <p>Literacy Challenge Fund initiated across localities and 14 new literacy/ESOL/digital learning classes developed.</p> <p>Learners Event in February 2019 provided feedback from over 50 learners from 7 statutory and voluntary providers. Learners' feedback used to inform programme development. Annual Learner Voice report completed.</p> <p>National Outcomes/Key Performance Indicators agreed for Community Based Adult Learning.</p> <p>New ESOL curriculum portfolios to establish more consistent levelling and evaluations of learner progress established in compliance with new SFC funding measures in place. Training delivered to all tutors and LLDO's.</p> <p>Shared practice for 54 adult learning tutors delivered in March 2019.</p> <p>Professional Development Award (PDA) Literacies accredited course for 8 new literacy volunteers completed in March 2019 by Strategic &amp; Locality LLDOs</p> <p>No progress made on the idea of delivering literacy and numeracy classes in the workplace</p>	<p>Examples of learner progression: learners have an individual learning plan in place.</p> <p>Where relevant learners have a progress tracker in place: % of new courses and learners.</p> <p>Number of participants at events and training</p> <p>Increase in numbers of new learners in literacy provision.</p>

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
Staff will be able to better communicate and work with people affected by mental health issues.		<p>Share existing training and Development programmes and create new learning opportunities in this area.</p> <p>Increase partner staff awareness and knowledge around mental health and wellbeing for people of all ages.</p>	<p>Guidance and Adult Learning and Mental Health training delivered to Lifelong Learning Development Officers (LLDO) and tutors by September 2018.</p> <p>Workshops on Outlook Programme – ‘What is Mental Health’ delivered at SE Collaborative training day in Moray House.</p> <p>Staff have taken part in mental health first aid training, including school library staff.</p> <p>LAYC and NHS working together to develop mental health first aid training.</p> <p>Youth Work and Health and Wellbeing teams jointly produced a ‘top tips’ leaflet on mental health and wellbeing for all schools.</p>	

### Section 3 Building stronger more resilient communities

#### Steps taken by the CLD Partnership to build capacity and agency of communities.

- Provide more opportunities for local communities to participate in decision making and the co-design and delivery of service.
- Improve skills, knowledge and confidence of communities to build active participation.
- Local people feel their voices are heard and are more connected and invested in their communities.

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
Community groups and individuals have the opportunity to be engaged in planning and evaluation of services. Skills and learning opportunities are coordinated by partners and communities so provision is targeted and reaching those most in need.	June 19	Partners will be involved in this review.  The CLD Partnership will contribute to a review of criteria applied to the distribution of funding through the Third-Party Revenue Grants.	Young people are engaged in a range of participation activities to gather their views e.g. Youth Talk, What kind of Edinburgh and Young Edinburgh Action.  What Kind of Edinburgh completed. The key messages emerging from the project will form the foundation of the new Children's Services Plan, due to be completed by March 2020.  Youth Talk underway in each locality and informing local priorities.  A Participation Group is co-ordinating the various youth engagement activities taking place.  CLD Partnership Chair, Youthwork representatives, LAYC and CEC and Locality Service Managers present on revenue grant review panel.	Number of consultations undertaken and feedback from events.  Number of community events dedicated to planning and evaluation of services. Completion of review of 3rd Party Revenue Grants by March 2019.

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
Vulnerable People supported to reduce sense of loneliness and social isolation by building better connections between services.		Look at the impact of models such as Community Connectors in Frome (Dorset) and Next Door App. Audit similar programmes in Edinburgh, share this information widely. Look at how successful initiatives can be extended to other parts of the City.	<p>'Canny wi' cash' report shared</p> <p>No progress on Community Connectors in Frome (Dorset) and Next Door App. This is due to a lack of dedicated resource reducing the capacity to evaluate support models.</p> <p>The CLDP to consider whether a university department may want to take up this theme as a potential piece of student or faculty research.</p>	Reported improvements in vulnerable people feeling less isolated as a result of improved local/city connections.
Local communities are more involved in decision making (particularly people who don't usually participate in dialogue) and their capacity to effect change is increased.		Learn from models within and out with Edinburgh e.g : Fife model on political literacy, asset transfer and helping people define and address local issues (partnership of Fife College and CLD).	Initial meeting has taken place [Spring 2019] to look at how we could progress this as a pilot programme working with Workers Educational Association – funds still to be identified to progress this.	<p>Number of community decision making events</p> <p>Evaluate feedback from decision making events</p> <p>Examples of successful model looked at and implemented</p>

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
Citizens are more involved in deciding how budgets are spent.		Explore different ways of engaging people in communities of all ages to influence the budgeting affecting their lives, e.g. Canny wi Cash	<p>Participatory Budgeting: Youth work services supporting young people in setting priorities and assessing applications.</p> <p>Choose Youth Work completed in 2019 with young people setting priorities via Young Edinburgh Action and Youth Talk and assessing applications for funding. Report approved at E, C &amp; F Committee in May 2019.</p>	<p>Identify examples of good practice</p> <p>Contribute to council wide budget engagement exercise.</p>
Community Centre Management Committees are confident in managing and making the most of local assets		<p>Training programme developed and implemented</p> <p>Review and revision of Community Centre Handbook</p> <p>Development of Trusted Keyholder policy.</p>	<p>Community Centre Handbook implemented July 2018 and currently being reviewed. Engagement with Management Committees September and October 2019 on a bespoke Community Centre Assurance framework. Council officers exploring with MCs how their participation and motivation can be supported and encouraged.</p> <p>Trusted key holder pilot at 4 centres successful in releasing additional capacity and allowing additional (unstaffed) activity hours and programmes: it will be extended to centres where appropriate in early 2020.</p> <p>Regular Community Centre Communications Updates are circulated to Committee reps.</p> <p>Workshops on health and safety themes have been delivered</p> <p>All centres now have building user groups set up.</p>	<p>Number of training courses delivered</p> <p>Evaluation of training</p>

## Section 4 Monitoring and Reporting

### Steps taken by the CLD Partnership to improve governance, monitoring and reporting.

- Strengthen the governance arrangements for CLD and the links with Locality Governance
- Improve and strengthen the monitoring of CLD across the Partnership
- Improve mechanisms for reporting on the impact of the CLD Partnership

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
There is a clearer understanding of the purpose and impact of CLD across the Council and Community Planning Partnerships.		Produce and circulate annual report demonstrating impact of CLD across partnership activity. Actively participate in CLD Managers Scotland Forum	New CLD Plan priorities defined in context of the Community Plan 2018-28 New terms of Reference agreed for the CLDP Partnership in September 2019  Adult Learning Annual Report Summary for adult learners and professionals. CLD and Libraries strategic manager circulates information from Scottish CLD Managers forum and the South East & Central CLD Workforce Consortium  Successful inter authority (Borders, Mid Lothian and Fife) funding attracted for Science Technology Engineering and Maths training for Council staff and partners.	
Clear evidence of improved performance is achieved through		Quantitative baseline templates are in place to facilitate clear, consistent monitoring	Baseline templates completed by CLD Partnership for 2017/18. Baselines completed for 2018/19 in July 2019.	All partners on CLD Partnership to complete a baseline

systematic use of baseline templates		and reporting mechanism.	Strategic Adult Learning Team gather in quality data on performance and learner progress through SQA results; quarterly reports from LOMIS.  Training on completion of baselines delivered to CLD Partnership members	template in accordance with reporting cycle
Clear demonstration of impact of CLD Partnership		Clear monitoring and reporting of the CLD Partnership Plan is established.	Baselines Templates in place for year 1 established and targets set: year one completed.  MER Cycle shared and in place.	

## Improving Life Chances for People of All Ages

Communities are able to benefit from different routes into learning opportunities

How we will co-ordinate and integrate access to formal and informal learning opportunities		
<ol style="list-style-type: none"> <li>1. Improve access and cross referral for adults into adult learning opportunities across key providers <ul style="list-style-type: none"> <li>• Re-introduction of Big Plus 0800 number, partners will share information/guidance and cross refer to most-appropriate provision.</li> </ul> </li> <li>2. Annual guidance or 'Learning Fair' event for learners seeking adult learning options will be organised by key partner providers centrally and/or in localities</li> <li>3. Annual Learners Event will allow learners to critically reflect on their experiences and make recommendations for change or improvement</li> <li>4. Regular meetings with key partner providers will be re-instated to establish gaps in provision, look for opportunities to share resources/venues/publicity /deliver in partnership.</li> </ol>		
How will we know? (that we have co-ordinated and integrated access to formal and informal learning opportunities)		
<i>Taking each action in turn, how will you know you have done it?</i>	Timescale	Lead
<ol style="list-style-type: none"> <li>1) Re-introduce and publicise 0800 number in all partner publicity <ul style="list-style-type: none"> <li>• Monitor number of calls to the number and cross referrals made</li> </ul> </li> </ol>	June 2020	CEC/Edinburgh College (EC)
<ol style="list-style-type: none"> <li>2) Annual guidance event held <ul style="list-style-type: none"> <li>• Numbers of learners attending guidance events</li> <li>• Evaluation and feedback from learners</li> </ul> </li> </ol>	September 2020	CEC/EC
<ol style="list-style-type: none"> <li>3) Annual learner event held  Number of adult learners across partners participating in learner Voice consultation events  Actions for change will be collated in a Learner Voice report and actions implemented reported on at next Learner in the form of 'you said we did'</li> </ol>	November 2020	CEC
<ol style="list-style-type: none"> <li>4) Joint meetings, joint planning evaluation and delivery have taken place between ESOL, Community Based Adult Learning partners <ul style="list-style-type: none"> <li>• Partners have reciprocally promoted each other's – measured by asking learners where they heard about the programme</li> <li>• Joint use of partner campuses for promotion and delivery – measured by a brief annual audit of this to show increased joint use</li> </ul> </li> </ol>	June 2020	EC/CEC

## Youth Workers are able to access training to better support young people

How we will develop training based on gathered evidence		
<ol style="list-style-type: none"> <li>1. Offer youth workers and relevant interested parties a learning pathway that is accredited and/or adheres to nationally-recognised occupational standards</li> <li>2. Offer an up-to-date needs-led programme of topical training that is reviewed annually. Offer an up-to-date programme of training that is reviewed annually and based on evidence</li> </ol>		
How will we know? (that we have developed training based on gathered evidence)		
<i>Taking each action in turn, how will you know you have done it? (max 2 measures for each action)</i>	Timescale	Lead
1) 50% of participants who have attended training report and demonstrate increase in skills, knowledge and confidence	Annual	CEC/LAYC
2) At least three CLD partners take part in, and report benefit from, the training programme	Annual	CEC/LAYC

## Building Stronger, More Resilient Communities

### 1. Communities, especially the hardly reached/seldom heard, are able to feel they are equal partners in identifying and addressing issues of local concern

How we will engage with seldom heard communities:		
The partnership will share best practice on participation with seldom heard communities by showcasing a range of new and existing participation methodologies and their findings. (e.g. Youth talk, Place Standard)		
How will we know (that we have engaged with seldom heard communities?)		
<i>Taking each action in turn, how will you know you have done it? (max 2 measures for each action)</i>	Timescale	Lead
1. We will have hosted an event to share best practice - measured by a report on the event and a you said we did feedback to participants.	April 2020	Subgroup formed of ECLDP delivery group members
2. An evaluation of the event will have been completed	May 2020	As above

### 2. Communities feel supported to influence decisions affecting them.

How we will support communities to influence decisions affecting them:		
<ul style="list-style-type: none"> <li>- The partnership will review the Community Activists training pack with the view to develop a resource fit for purpose which can be used with partners.</li> </ul>		
How will we know (that we have supported communities to influence decisions affecting them)		
<i>Taking each action in turn, how will you know you have done it? (max 2 measures for each action)</i>	Timescale	Lead
1. A new "active citizen" resource will have been developed	November 2020	Subgroup formed of ECLDP delivery group members
2. We will have identified community group(s) to take part in a pilot of the resource.	December 2020	As above