

Education, Children and Families Committee

10am, Tuesday, 3 March 2020

Edinburgh Community Learning and Development Partnership Plan 2018-2021

Executive/routine
Wards
Council Commitments

1. Recommendations

1.1 The Education, Children and Families Committee is asked to:

- 1.1.1 Note the progress on the Edinburgh Community Learning and Development Plan 2018 - 2021 and will receive annual updates on progress.

Alistair Gaw

Executive Director for Communities and Families

E-mail: Alistair.gaw@edinburgh.gov.uk | Tel: 0131 529 3001

Contact: Paul McCloskey, Strategic Manager CLD & Libraries

E-mail: paul.mccloskey@edinburgh.gov.uk | Tel: 0131 529 6156

Edinburgh Community Learning and Development Partnership Plan 2018-2021

2. Executive Summary

- 2.1 Led by the Council Lifelong Learning service, the Community Learning and Development Partnership (CLDP) produced an Edinburgh CLD plan for 2018-2021. The CLDP is accountable to the Edinburgh Partnership for the delivery of the plan and has updated the Edinburgh Partnership, 18 December 2019, on progress. The CLDP now wishes to inform the Committee of this update and some of the next steps for the work of the CLDP.

3. Background

- 3.1 Under the powers of the 1980 Education (Scotland) Act, the Council has to fulfil the Requirements for Community Learning and Development (Scotland) Regulations 2013.
- 3.2 The plan 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 the 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.
- 3.3 The CLDP plan is half way through a three year timeframe and in December 2019 it reported on progress to the Edinburgh Partnership.
- 3.4 The CLDP now wishes to update Committee on this progress and next steps.

4. Main report

- 4.1 The CLD Partnership, with largely new membership, produced a CLD plan for 2018-21.
- 4.2 Key developments in the last year are:
- 4.2.1 The partnership has reviewed and revised its terms of reference to strengthen governance and accountability, with a Board and Delivery Group structure.

- 4.2.2 Partners have reviewed sections 2 and 3 in the plan - *Improving life Chances of people* and *Building stronger, more resilient communities*, adopting an approach which has fewer actions and a sharper focus on the contribution of the partnership - the added value to community learning and development.
- 4.2.3 The premise is - less is more: it is better to do a few quality collaborations well.
- 4.3 In the past year, as a direct result of the partnership:
 - 4.3.1 Following Education Scotland feedback, partners are sharing data much more: an example is using data to support future planning for English as a second or additional language (ESOL) planning and delivery. ESOL partnership meetings now take place.
 - 4.3.2 The new membership has led to improved co-working and training between partners, particularly in youth work and adult learning.
 - 4.3.3 The sharing of data on adult learner profiles to assist programme planning has improved.

5. Next Steps

- 5.1 Publish revised sections 2 and 3 (and all CLDP papers) on the Edinburgh Partnership website).
- 5.2 Develop the role of the Board to strengthen the governance and accountability of the partnership, adding value to community learning and development policy and practice.
- 5.3 Raising awareness of the plan is an area for improvement as is developing ways of reflecting and demonstrating the influence of the learner voice across partners in community learning and development.

6. Financial impact

- 6.1 The CLDP Board will identify, agree and contribute the resources needed to achieve shared outcomes
- 6.2 The Board has a further role in helping to identify and seek funding opportunities to progress priorities.

7. Stakeholder/Community Impact

- 7.1 The plan reflects some of the priorities identified through the Locality Improvement Plans consultation, an evaluation of the CLD plan 2015-18, face to face conversations and questionnaires with learners and volunteers, Council and partner staff workshops, audit of the four locality action plans, the developing Local Outcome Improvement Plan and its themes, relevant council, partner and community plans.

- 7.2 In making publicly available the plan and all CLDP papers (through the Edinburgh Partnership) there is a need to promote more widely the ideas in the plan and to seek feedback and comment from citizens and groups who could benefit.
- 7.3 The Board is developing a Risk Register to identify and monitor risks to the delivery of the Plan.

8. Background reading/external references

N/A

9. Appendices

- 9.1 Appendix 1 The Edinburgh Partnership Update is attached along with the updated CLDP terms of reference, revised section 2 and 3 and a plan progress update.
- 9.2 Appendix 2 Edinburgh Community Learning and Development Plan update to Education, Children and Families Committee 14 August 2018.

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.

Ian Brooke

Deputy Director Edinburgh Voluntary Organisations Council, Edinburgh CLD Partnership Chair

ian.brooke@evoc.org.uk

Tel 0131 555 9100

Paul McCloskey

Lifelong Learning Strategic Manager (CLD and Libraries)

Paul.mccloskey@edinburgh.gov.uk

Tel 0131 529 6156/07990 772 333

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 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"> * 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 | <ul style="list-style-type: none"> * 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, 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 John Heywood Lifelong Learning 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 | |

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

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>Laurene Edgar Lothian Association of Youth Clubs</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> |

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| 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>Gordon McLean Lifelong Learning</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>Diane Gordon Edinburgh College</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> |
|-----|--|---|--|---|---|--|

| | | | | 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>Moyra Burns NHS Lothian</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 Ian Brooke Edinburgh Voluntary Organisations Council 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 |

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|-----|--|--|----------|---|--|--|
| | | | | | | 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 Peter Strong Locality Manager (NW) 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. | Archie Campbell Workers Education Association 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 Ian Brooke Edinburgh Voluntary Organisations Council | 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 Paul McCloskey Lifelong Learning 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 Michele Mulvaney Strategy and Insight | 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 John Heywood Lifelong Learning 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 impact of the CLD Partnership plan activity by tabling this at October and January meetings | John Heywood Lifelong Learning Simon Jaquet Edinburgh Youth Work Consortium Diane Gordon Edinburgh College Paul McCloskey Lifelong Learning 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 & Families Committee.</p> | <p>John Heywood Lifelong Learning</p> <p>Helen Bourquin Lifelong Learning</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 & Families Committee Edinburgh Partnership Board</p> <p>CLD Partnership</p> |
|-----|---|--|------------|--|--|--|

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> | <p>Consider September 2019</p> | <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>Paul Wilson Volunteer Edinburgh</p> <p>Ian Brooke Edinburgh Voluntary Organisations Council</p> <p>Jan-Bert Van den Berg Artlink</p> | |

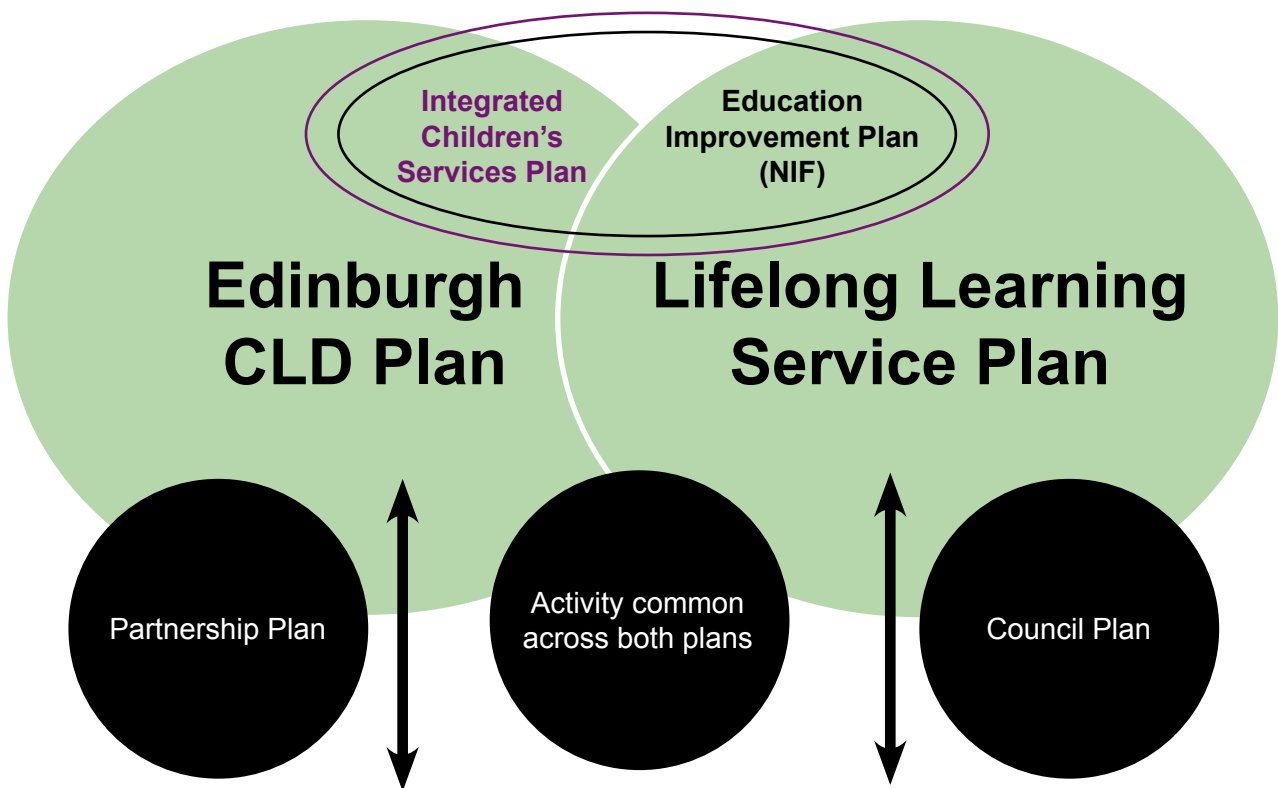
| | | | | | |
|---|--|---------------------------|---|---|--|
| Reduce levels of antisocial behaviour as highlighted by the partnership, including motorbike crime, bonfire night issues, violence and knife crime by developing fresh thinking and approaches. | | Consider April 2019 | Consider this again in April 2019 to explore whether the CLD Partnership can apply fresh thinking. | Kevin McLean Police Scotland Paul McCloskey Lifelong Learning Tommy George Edinburgh Leisure | |
| 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 | Julie Coyle Skills Development Scotland 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.

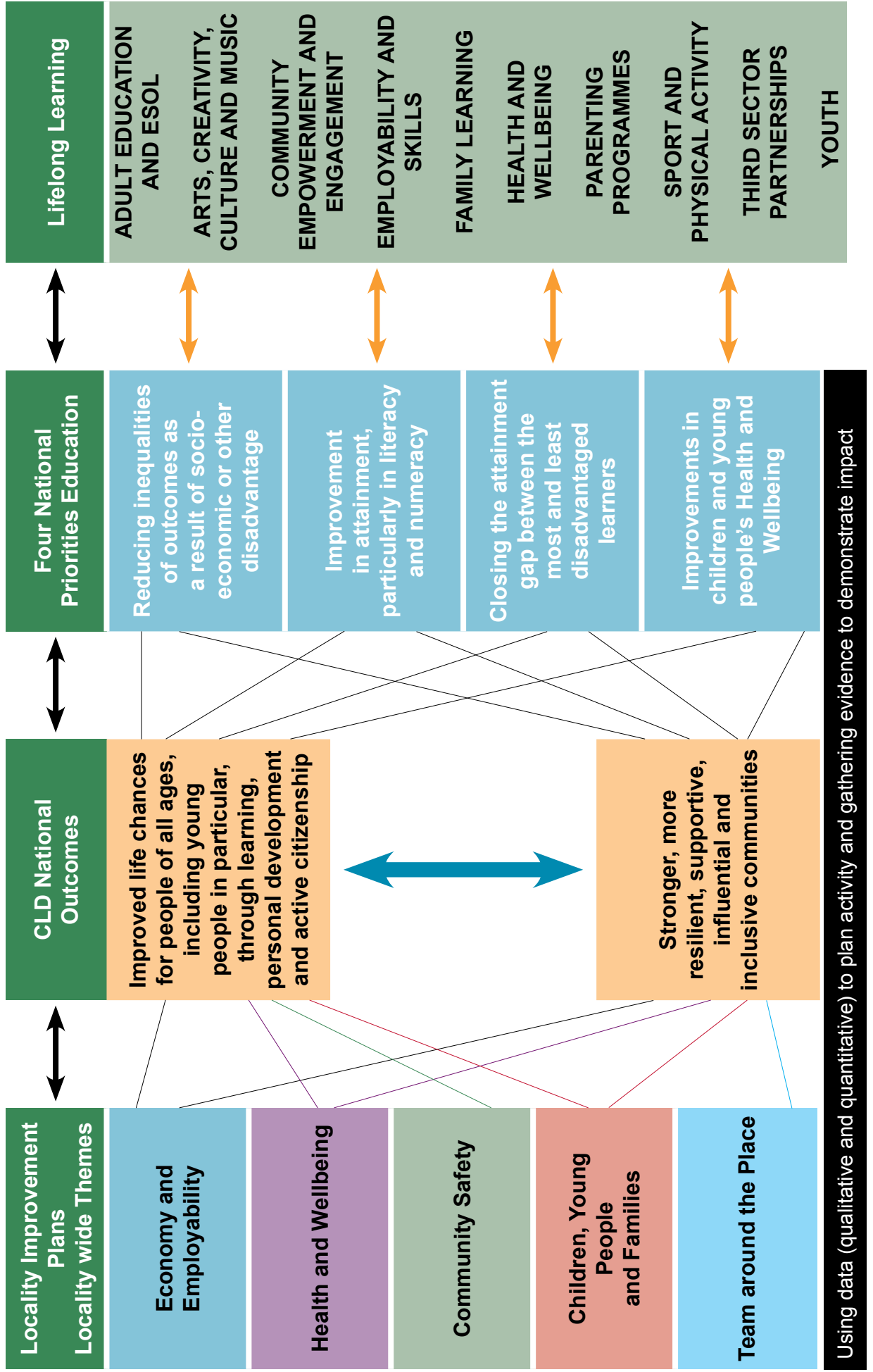
Scotland's National Performance Framework

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 public services are delivered in Scotland into an outcomes based approach. The outcomes 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 the 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 Nation's Sustainable Development Goals which are aimed at improving wellbeing across the world.



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



Using data (qualitative and quantitative) to plan activity and gathering evidence to demonstrate impact

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

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For the future you want



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> | <p>Ongoing Review annually from July 2019</p> | <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> | <p>Baseline templates are updated annually in July with a snapshot annually in October/ November</p> |

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 & 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 & Locality LLDOs 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 |
|--|-----------|--|--|----------------|
| <p>Staff will be able to better communicate and work with people affected by mental health issues.</p> | | <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. | Number of community decision making events Evaluate feedback from decision making events Examples of successful model looked at and implemented |

| 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 & F Committee in May 2019.</p> | Identify examples of good practice Contribute to council wide budget engagement exercise. |
| 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 All centres now have building user groups set up.</p> | Number of training courses delivered Evaluation of training |

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"> 1. Improve access and cross referral for adults into adult learning opportunities across key providers <ul style="list-style-type: none"> • Re-introduction of Big Plus 0800 number, partners will share information/guidance and cross refer to most-appropriate provision. 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 3. Annual Learners Event will allow learners to critically reflect on their experiences and make recommendations for change or improvement 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. | | |
| 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 |
| 1) Re-introduce and publicise 0800 number in all partner publicity <ul style="list-style-type: none"> • Monitor number of calls to the number and cross referrals made | June 2020 | CEC/Edinburgh College (EC) |
| 2) Annual guidance event held <ul style="list-style-type: none"> • Numbers of learners attending guidance events • Evaluation and feedback from learners | September 2020 | CEC/EC |
| 3) Joint meetings, joint planning evaluation and delivery have taken place between ESOL, Community Based Adult Learning partners <ul style="list-style-type: none"> • Partners have reciprocally promoted each other's – measured by asking learners where they heard about the programme • Joint use of partner campuses for promotion and delivery – measured by a brief annual audit of this to show increased joint use | 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 | | |
|--|------------------|-------------|
| 1. Offer youth workers and relevant interested parties a learning pathway that is accredited and/or adheres to nationally-recognised occupational standards 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 | | |
| 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 |
| | | |
| | | |
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| | | |
| | | |
| | | |

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: | | |
| - 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. | | |
| 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 |

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

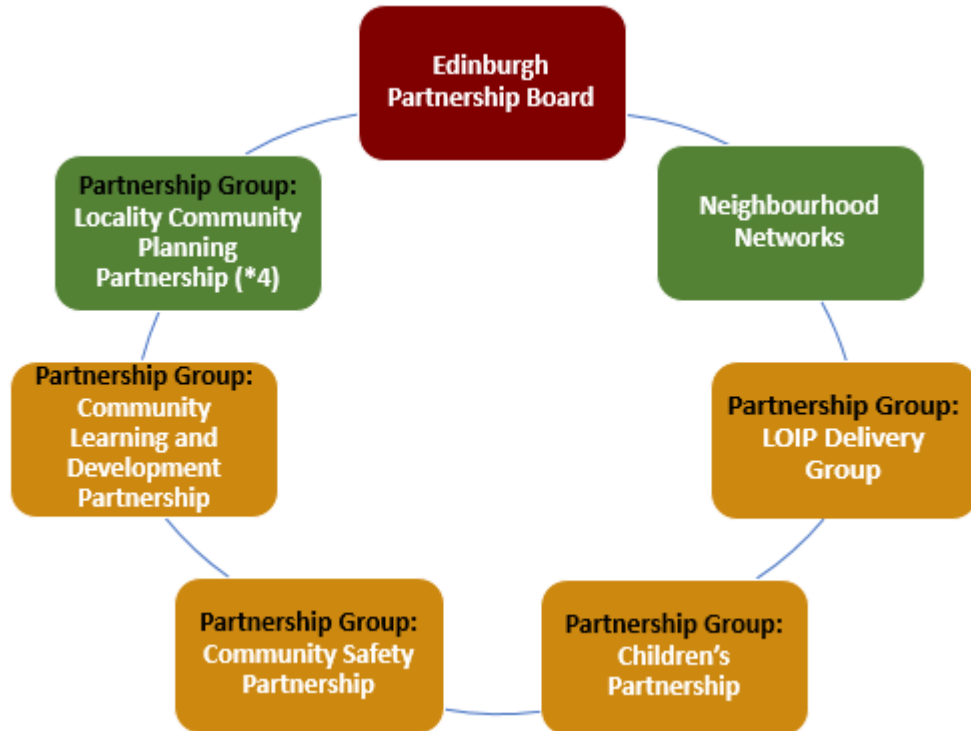
5. Remit of the CLDP Board

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

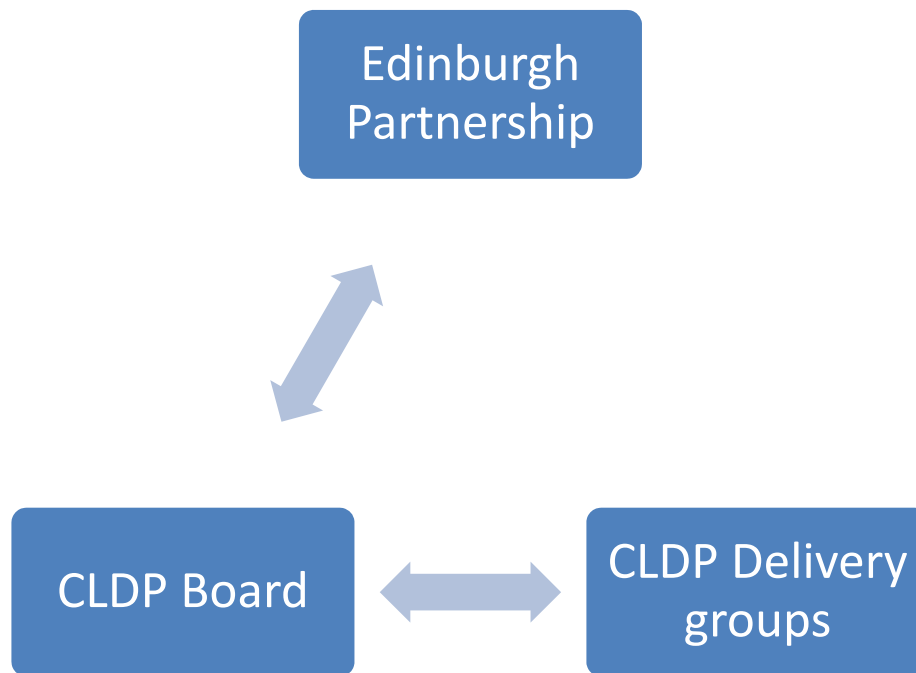
6. Governance and performance reporting arrangements

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.

Education, Children and Families Committee

10.00, Tuesday, 14 August 2018

Edinburgh Community Learning and Development Partnership Plan 2018-2021

Item number

Report number

Executive/routine

Wards

Council Commitments

[CP1, CP2, CP4, CP7](#)

Executive Summary

Led by the Council Lifelong Learning service, a refreshed Edinburgh Community Learning and Development (CLD) Partnership has produced an Edinburgh CLD plan for 2018-2021. The plan will not articulate the totality of CLD activity across the city, which is wide ranging and is already contributing to and reported in other plans and strategies. Instead it will focus on key areas of activity identified by partners, which will *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.

Edinburgh Community Learning and Development Partnership Plan 2018-2021

1. Recommendations

- 1.1 That Committee notes the Edinburgh Community Learning and Development Plan 2018 - 2021 and will receive annual updates on progress

2. Background

- 2.1 Under the powers of the 1980 Education (Scotland) Act, the Council has to fulfil the Requirements for Community Learning and Development (Scotland) Regulations 2013.
- 2.2 Local authorities are expected to identify individuals and groups and their needs in regard to community learning and development; to assess the degree to which these needs are being met; to identify barriers to the adequate and efficient provision of community learning and development; to publish a three year CLD plan.
- 2.3 The plan 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 the 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.

3. Main report

- 3.1 The new Edinburgh Community Learning and Development Plan 2018-2021 reflects the ambition of the CLD Partnership to do all in its collective power to be effective at making a positive difference for people in Edinburgh.
- 3.2 A refreshed Community Learning and Development Partnership was formed in October 2017. Organisations include Police Scotland, NHS Lothian, Edinburgh University, Edinburgh College, Edinburgh Youth Work Consortium, Desire Lines (Arts and Cultural sector), Edinburgh Voluntary Organisations Council, Volunteer Edinburgh, Edinburgh Leisure, Lothian Association of Youth Clubs, Skills

Development Scotland, Edinburgh Inter Faith Association, Workers' Educational Association, the Council Lifelong Learning, Economic Development and Strategy and Insight teams. The remit of the Partnership is attached at Appendix One.

- 3.3 The Partnership has developed the new plan for 2018-21. This plan recognises that a wide range of organisations deliver CLD 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 delivery by identifying where the partnership can bring fresh thinking and ideas to address what are often longer term so called 'thorny' issues. The partnership does this by using data to identify some of these intractable issues and agreeing to harness their collective resources to focus in on actions which will bring about positive change and progress.
- 3.4 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 partners 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.
- 3.5 The plan is a living document and as such will develop organically and change over time. When the Partnership meets quarterly it will review progress and make changes as required.

4. Measures of success

- 4.1 Key performance indicators being met
- 4.2 Annual report on plan progress

5. Financial impact

- 5.1 None. The majority of actions are within existing resources or may require a realignment of resources. There may be potential for the Partnership to identify sources of external funding sources to commission research on the impact of community learning and development.

6. Risk, policy, compliance and governance impact

- 6.1 The success of the plan will depend upon an ongoing commitment from all partners (including the Council) to sharing, collaborating and targeting resources.

7. Equalities impact

- 7.1 The plan activity focuses in improving life chances and opportunities for groups who have protected characteristics including young people, older people, people affected by mental health and wellbeing issues.

8. Sustainability impact

- 8.1 The plan supports a sustainable Edinburgh by targeting resources at those most in need and by adopting an enabling approach ie: supporting people and communities to realise their potential.

9. Consultation and engagement

- 9.1 The plan reflects some of the priorities identified through the Locality Improvement Plans consultation, an evaluation of the CLD plan 2015-18, face to face conversations and questionnaires with learners and volunteers, Council and partner staff workshops, audit of the four locality action plans, the developing Local Outcome Improvement Plan and its themes, relevant council, partner and community plans.

10. Background reading/external references

Alistair Gaw

Executive Director for Communities and Families

E-mail: Alistair.gaw@edinburgh.gov.uk | Tel: 0131 529 3001

11. Appendices

Appendix One Edinburgh Community Learning and Development Partnership Remit

Appendix Two Edinburgh Community Learning and Development Plan 2018-2021