



THE EDINBURGH PARTNERSHIP

Edinburgh Community Learning and Development Plan 2018-21

1. Executive Summary

Led by the Council Lifelong Learning service, the Community Learning and Development Partnership (CLDP) produced an [Edinburgh CLD plan](#) for 2018-2021.

The plan focuses on key areas of activity which 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.

The CLDP wishes to update the EP Board on progress 2019/20 and point to a revised approach to the plan for 2020 to 2021.

2. Recommendations

2.1 The Board is recommended to:

- i. Note progress and the revised approach

3. Main Report

3.1 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.

3.2 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.

3.3 Community Learning and Development 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.

3.4 The plan aims to be dynamic and adaptable, never more so perhaps than in this year of an unprecedented, world Coronavirus pandemic, which has had an impact on citizens and groups who are disadvantaged. The CLDP has responded by reviewing and updating the plan in a collective effort to 'make a difference' and positively impact on people's lives through collaboration and partnership.

- 1.1. One example of how the CLDP has responded to the pandemic is outlined in Appendix 1.

Governance

- 3.5 The revised CLDP terms of reference and restructure, to develop a Board and Delivery Group model, is yielding improvements in terms of clarity of roles, accountability, resources and identification of opportunities, challenges and risks to delivery of plan actions.
- 3.6 However, Coronavirus has brought with it an unplanned requirement for an immediate response from all partners in specific and immediate support responses from their organisation and this (understandable) reactive approach has at times mitigated against the full potential of partnership working to address some Coronavirus impacts. The Board has been looking at how we might identify areas for further collaboration such as food security, isolation, loss of learning for adult learners, health and wellbeing support.

Learning

- 3.7 The focus of individual organisations as outlined in 1.6 has put pressure on partners to react as individual organisations, particularly as for some their staff have been redeployed into other roles. The important thing is that this is recognised and now that we as a City are further on in the year, it is time to look at some specific collaborations to address need in a more coherent way.
- 3.8 The reality of capacity limitations strengthens the case for concerted collaboration and partnership, to maximise the effectiveness of resources by sharing and directing these to help those most in need.
- 3.9 Partners including the Council, Edinburgh Voluntary Organisations Council and Lothian Association of Youth Clubs have met with Management Committees of Council owned community centres across the city to explore how all parties can collaborate to adapt and renew services within the Scottish Government guidance and resources challenge.

Next steps

- 3.10 The CLDP will offer the revised plan (Appendix 2) to Education Scotland for publication.
- 3.11 The CLDP will begin planning for the new CLDP plan 2021 to 2024.

4. Contact

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Appendix 1

Granton Recovery Programme

Identified need and opportunity for partnership

Following Covid19 restrictions in March 2020, members of the CLD Partnership came together to discuss how we might respond to the emerging needs of communities across Edinburgh. We agreed to pilot this approach in NW Granton area in the first instance. Key partners included teams from NW Lifelong Learning and Adult Education Programme, Edinburgh College (EC), Skills development Scotland (SDS) and a variety of local voluntary partners including Stepping Stones, Fresh Start and Health in Mind.

NW Lifelong Learning team conducted a survey to capture local emerging needs with statutory and voluntary providers and consequently identified adult themes relating to Health & Wellbeing and Employability. The aim was to provide a blended learning programme for adults and families to include online and face to face learning within Edinburgh College's Granton campus. The Granton Recovery Programme was pulled together relatively quickly and was due to start at the end of September 2020.

Considerable efforts were made to try and accommodate the Granton Recovery Programme on EC's Granton Campus following various meetings with college staff and partners on Health & Safety requirements and additional measures for accommodation with separate entrances. Unfortunately, due to the emerging situation within colleges and the resurgence of the virus, face to face delivery for adult learners was suspended and the programme had to be reduced to online classes only.

In addition, some technical issues with the Council's TEAMS platform resulted in delays. In the intervening period, the Strategic Adult Learning team were able to organise further training for 60 tutors, 10 Lifelong Learning and Development Officer and 15 Business Support staff with the help of Digital Skills staff.

The final Granton Recovery Programme was launched on 12th October 2020 and classes commenced on 26th October 2020. Some partners have had to pause their participation until face to face learning can be reinstated.

To date we have over 300 adults engaged in the online learning programme.

Improvements and strength of partnership formed

The benefit or success of this programme lies in how the current circumstances has galvanised partners to come together, to re-examine and refocus delivery around the specific needs of the local community in a dedicated, co-ordinated and responsive manner. To utilise the resources at their disposal around a common goal to the benefit of local people.

Conversations are beginning in other areas of the city and we hope to have similar partnership programmes, online and face to face within college campuses operational in the new year

ESOL online courses and delivery

Identified need and opportunity for partnership

During the months prior to Covid19 the Workers' Educational Association (WEA) had been preparing to deliver a range of face to face ESOL for Workplace and ESOL for Employability classes at a variety of workplaces and venues across the city. The majority of these ESOL courses and classes were to have been delivered to Hospitality staff working in several hotels across the capital, and NHS staff (UNISON members) employed across the city. The pandemic started to take hold at the very point these face-to-face classes were scheduled to commence. Unfortunately, WEA along with everyone else had to cancel face to face delivery and look to meet learner, partner and funder requirements in different ways.

The decision was taken very quickly to deliver these courses online. WEA had been utilising online platforms such as Zoom and Canvas Virtual Learning Environment (VLE) for some time but as part of a blended approach to learning. In a very short space of time online delivery became key and we had to ramp up our resources and training to cope with the sudden unexpected increase in demand.

Following discussions with Edinburgh College and ECLDP partners we decided to concentrate on ESOL for Workplace and Employability, and ESOL for Health and Wellbeing courses. ESOL for Workplace would have been a central theme of this deliver anyway but we changed the approach to consider the fast-changing circumstances of many staff (Hospitality sector in particular) who had been placed on furlough on in many cases lost their jobs.

Colleagues from across the ECLD partnership assisted in advertising and marketing these courses and making their contacts, and potential and existing learners aware of these high-quality free learning opportunities. This close partnership approach enabled WEA and the partnership to engage with additional learners across the city, referred from a wide range of partners and projects.

Between May and July 2020 WEA delivered four highly successful ESOL courses online using Zoom and Canvas VLE. Forty-six learners attended across the four courses and all were able to benefit from the synchronous and asynchronous learning made possible through live interaction and 'face to face' online classroom (Zoom) and additional time spent learning online in their own time (Canvas VLE).

Learners attending the courses were made aware of potential progression routes and future ESOL opportunities across the partnership.

Improvements and strength of partnership formed

This process has helped the partners in the ECLDP to gain a better understanding of the benefits of online delivery and the way in which it provides flexibility and continuity of offer and most importantly how it meets the needs of many learners at this most challenging of times.

The online solutions used by various partners across the city has already led to productive discussions and sharing of experience and practice within the Edinburgh ESOL Partnership which will in turn be useful to the wider partnership and learners within the city.

This recent partnership work helped facilitate engagement with a wide range of ESOL learners across the city who reported they had greatly benefitted from these online courses and connections made with other learners at such a critical time.

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			
<p>1. Improve access and cross referral for adults into adult learning opportunities across key providers</p> <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. <p>2. Pilot in one or more areas, a range of provision with partners, that responds to needs of learners arising from pandemic. Provision will be a mix of face to face and online provision. Through Skills Development Scotland link in with opportunities offered through Fuse and PACE.</p>			
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>	KPIs	Timescale	Lead
1) Re-introduce and publicise 0800 number in all partner publicity		June 2020	CEC/Edinburgh College (EC)
<ul style="list-style-type: none"> • Monitor number of calls to the number and cross referrals made 			
2)			CEC/EC/Vol Sector Partners /SDS
a) Map out CLD provision in Granton and wider area (pilot area) for adults who are likely to experience greater inequality as a result of the Covid 19 pandemic includes:	Provision by partners in NW mapped	Aug 2020	
<ul style="list-style-type: none"> • the needs of learners arising from pandemic • identify common themes to plan CLD community based and campus based adult learning provision and partner delivery across a range of platforms • Work with Edinburgh College and SDS to map out learner journeys and additional support 	Have identified programme of on-line provision based on needs analysis.	Sep 2020	
	There is a significant level of uptake of places from people in areas of greatest inequality.	Nov 2020	
	There is positive evaluation of impact of provision	Dec 2020	

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)			
b) Through SDS link in with PACE (Partnership Action for Continuing Employment) and FUSE Hospitality Academy to identify employment opportunities and support for learners		June 2021	

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

Laurene Edgar and John Heywood

<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

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 and hearing from community members experiencing barriers)		
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.	March 2021	Subgroup formed of ECLDP delivery group members
2. An evaluation of the event will have been completed	May 2021	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 refreshed “active citizen” resource will have been developed	May 2021	Subgroup formed of ECLDP delivery group members

2. We will have identified community group(s) to take part in a pilot of the resource.	October 2021	As above
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