



# THE EDINBURGH PARTNERSHIP

## Edinburgh Community Learning and Development Plan 2021 - 24

### Executive Summary

1. The CLD Partnership has produced a new three-year community learning and development plan 2021 -2024.
2. The plan focuses 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.
3. The CLDP wishes to update the EP Board on the new plan and point to next steps.

### Recommendation

1. The Board is asked to note progress and agree to receive a further progress update from the CLD Partnership in six months' time, including what the measures of success look like.

### Main Report

- 1.1. Under the powers of the 1980 Education (Scotland) Act, the Council has a duty to fulfil the Requirements for Community Learning and Development (Scotland) Regulations 2013 and to produce with partners a three-year CLD plan for the city.
- 1.2. The new plan for 2021 – 24 is informed by learning from the 2018-21 Plan, by how CLD has responded to Covid 19, by evidence of need and the outcomes and ambition of several other key plans and strategic developments in the city.
- 1.3. The new plan identifies some key themes across adult learning, youth work and capacity building.
- 1.4. It touches on the impact of Covid 19 and how this influences actions and outcomes features in the plan and the recognition that planning needs to be agile enough to respond to new and emerging needs over the next year and beyond.
- 1.5. The Education Scotland HMI has provided useful feedback on the draft plan and made suggestions as to how the CLD Partnership might address some of the areas for further development and clarity.

- 1.6. The CLD Partnership recognises that further work is required to set benchmarks, to define the measures of success, both qualitative and quantitative and this will be a focus in the first 3 to 6 months.
- 1.7. The Plan is iterative and requires the CLDP to review regularly, not least because we are emerging from a pandemic the impact of which is not yet fully known. The CLDP Delivery Group and the CLD Board will move from quarterly to bimonthly meetings in the first year, in order to closely monitor plan progress and have a degree of agility to respond to changes in the CLD social environment.
- 1.8. For ease of reading the plan itself is written in 3 separate but related documents.

**CLD Plan One** provides a context for the plan, brief details of other related plans and strategies, governance structure, origin of the plan themes, detail of the new plan.

**CLD Plan Two** provides a review of the previous CLD Plan 2018 – 2021, further detail on related plans and strategies, impact of Covid on wellbeing, public health and inequality, an example of how needs are identified, more detail on governance including the CLD Partnership Terms of Reference.

**CLD Plan Three** provides an Integrated Impact Assessment which considers equality, human rights, sustainability and the environment.

### Next Steps

1. The CLD Partnership meets in October to begin to further define measures of success and pick up on how the plan can be best communicated.

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

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## **Edinburgh Community Learning and Development Plan 2021 – 2024**

For ease of reading, the Edinburgh CLD Plan is written in three separate (but related) documents - CLD Plan One, CLD Plan Two, CLD Plan Three (not circulated to the Edinburgh Partnership Board, for brevity but available on request)

**CLD Plan One** provides a context for the plan, brief details of other related plans and strategies, governance structure, origin of the plan themes, detail of the new plan.

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## CLD Plan One

### Section One: background and context

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## Section One: background and context

### *Introduction*

#### **1. Introduction**

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 and to produce a plan which sets out how the Council will co-ordinate with partners to provide community learning and development (CLD) over the next three years. The CLD Plan for the City doesn't try to capture *all* CLD activity but focuses instead on areas where the CLD Partnership could *add value* to community learning and development delivery, by identifying fresh thinking and collaborative effort to make a difference and improve outcomes.

The new plan for 2021 – 24 is informed by learning from the 2018-21 Plan, by how CLD has responded to Covid 19, by evidence of need and the outcomes and ambition of several other key plans and strategic developments in the city.

The new plan identifies some key themes:

#### 1. Adult Learning: integrated learning provision

Theme 1: Maximising the use of the learning space

Theme 2: Maximising routes on the learner journey

Theme 3: Improving digital literacies

#### 2. Youth Work

Theme 1: Develop a citywide youth work recovery plan

Theme 2: Create a new Edinburgh youth and children's work strategy

### 3. Capacity building

Theme 1: Improve engagement with the community

## 2. Covid 19

Everyone has been touched in some way by the defining public health emergency of our times. The response of community learning and development in Scotland has been recognised as 'phenomenal' by Richard Lochhead, former Minister for Further Education, Higher Education and Science. Although there have been some frustrations in Edinburgh at the closing down of many buildings used for CLD services and the pace of service resumption, there have been creative responses particularly in the areas of food security, digital and online learning and engagement, home based learning supported by physical doorstep resources. The pandemic has brought into sharp focus the 'digital divide' where those with no means of access are cut off from many of the learning innovations. Even where access exists, adapting to online learning has been a challenge for citizens and staff. This has led to productive regional collaboration and on training and good practice sharing in areas such as family learning, adult learning and youth work.

The link between public health outcomes and inequality and the likely impact of Covid 19 is set out in the public health information in **CLD Plan Two**: 'early analysis highlights that the pandemic has exacerbated existing health and social inequalities. Those in insecure employment, unable to work from home, experiencing digital exclusion, lacking financial and other resources such as their own transport, are worst equipped to follow isolation and distancing guidelines. In turn this means they are both more exposed to and more susceptible to the negative social and health impacts associated with COVID-19'.

The pandemic has highlighted that collaboration across community learning and development is more important than ever in meeting the needs of vulnerable learners. **CLD Plan Two** provides more detail on the link between learning and wellbeing in [Five Ways to Wellbeing](#) and information on a fresh approach to public health in the City [Thrive Collaboration](#)

### **3. What is Community Learning and Development (CLD)?**

CLD empowers people of all ages to work individually or collectively to make positive changes in their lives, and in their communities, through learning, personal development and active citizenship. The focus of community learning and development in Scotland is:

1. improved life chances for people of all ages, through learning, personal development and active citizenship
2. stronger, more resilient, supportive, influential and inclusive communities.

### **4. What is Community Planning?**

Community planning is about how public bodies work together with local communities, to design and deliver better services that make a real difference to people's lives. [The Edinburgh Partnership](#) is the community planning partnership for the city. It brings together public agencies, third and private sectors with local communities to improve the city, its services and the lives of people who live and work here.

### *The planning context*

### **5. What other plans does the CLD Plan link into? (more detail in CLD Plan Two)**

In addition to the [Thrive Collaboration](#), there is a rich tapestry of local and national plans which have a bearing the shape and thrust as well as many of the outcomes and actions of the CLD plan for Edinburgh.

#### **5 a. Edinburgh Partnership Plan**

The actions in the CLD Plan 2021-24, by linking closely to the **Edinburgh Partnership** Plan, will contribute to achieving three priority outcomes.

- Enough money to live on
- Access to work, learning and training opportunities
- Good place to live

**5 b.** Additionally, the actions will show synergy with the work of the **Edinburgh Children's Partnership** and the priorities of its Children's Services Plan, 2020-23:

- Best Start in Life (early years)
- Bridging the Gap (child poverty):
- Be Everything You Can Be (achievement and attainment):

#### **5 c. Edinburgh Poverty Commission**

The findings of the [Edinburgh Poverty Commission](#), which reported in September 2020, will also inform the new CLD Plan.

It identifies seven areas of action needed to end poverty in Edinburgh. CLD has a contribution to make to most of these actions, which resonate strongly with the two national priorities for CLD and with the priorities in the Local Outcome Improvement Plan and Children's Services plan.



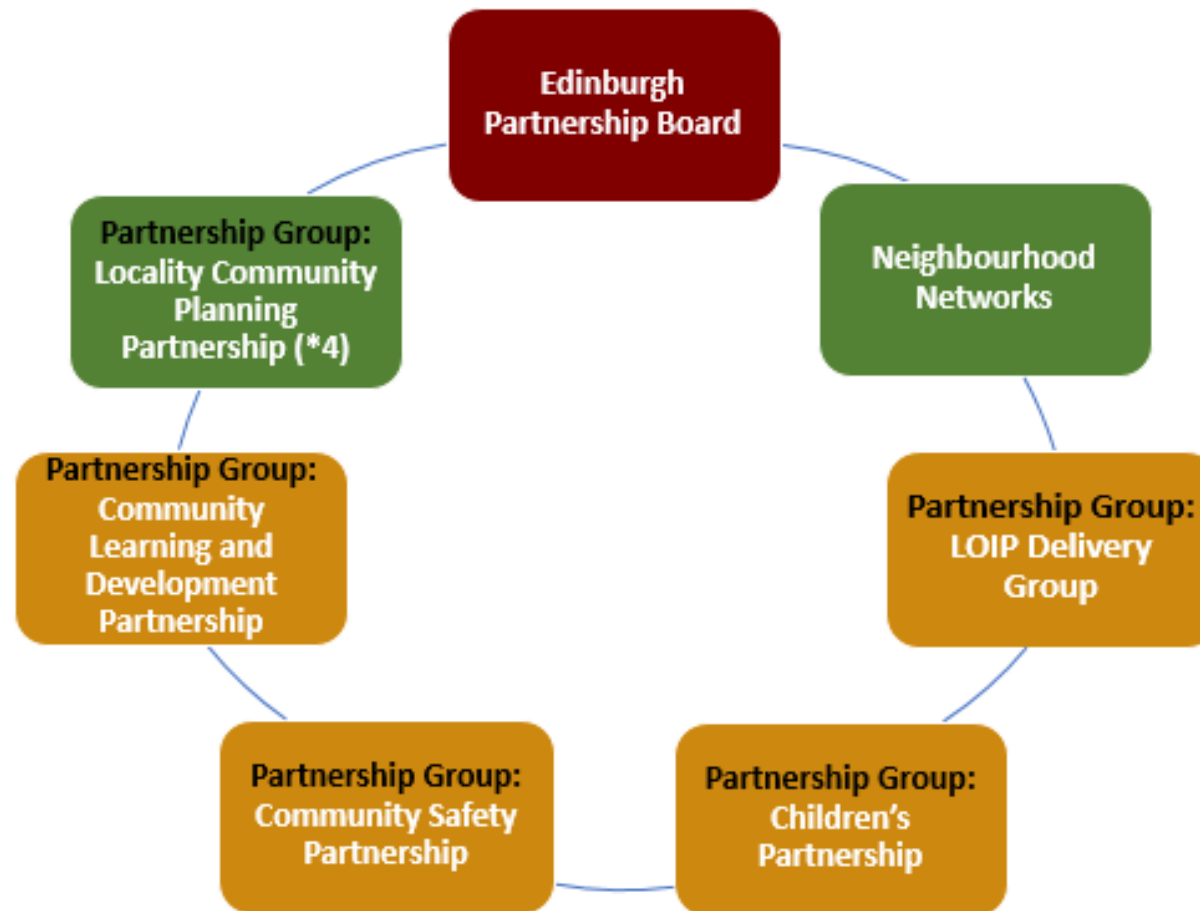
Specific areas supported by the CLD Plan are:

- The right support in the places we live and work
- Connections in a city that belongs to us
- Equality in our health and wellbeing
- Opportunities that drive justice and boost prospects
- Income security that offers a real lifeline

5 d. The [Council Business Plan](#) sets out how the city will achieve the Council's priorities and how it will drive forward the aims set out in Edinburgh's Community Plan. It will focus on three priorities:

- Ending poverty and preventing adverse outcomes such as homelessness and unemployment
- Becoming a net zero city
- Ensuring wellbeing and equalities are enhanced for all

6. The word '**Governance**' refers to the structures and processes by which people are held to account. The CLD Partnership is accountable to the Edinburgh Partnership (EP) in respect of leading, delivering and progress on the CLD Plan. The diagram illustrates this governance arrangement.



### 7. How will we make sure we track and report on progress of the plan?

The CLDP recognises that further work is required to set benchmarks, to define the measures of success, both qualitative and quantitative and this will be a focus in the first 3 – 6 months. The CLDP needs to be confident that the Plan is as outcomes focused as it can be. The Plan is

iterative and requires of the CLDP to review regularly, not least because we are emerging from a pandemic the impact of which is not yet fully known. The CLDP Delivery Group and the CLD Board will move from quarterly to bimonthly meetings in the first year, in order to closely monitor plan progress and have a degree of agility to respond to changes in the CLD social environment.

- Each delivery group will report bimonthly on progress to the ECLDP Board
- Development of case studies to illustrate impact of the workstreams on citizens and staff
- Use of joint self-evaluation for improvement
- Collection of data to show levels of participation and trends
- Use this data to drive improvement and inform progress
- Report to Edinburgh Partnership every six months
- Develop ways of reporting back to learners and communities on progress and to seek their ongoing involvement in shaping the plan

The terms of reference in **CLD Plan Two** outline how the delivery groups will report on progress to the CLDP Board and explore any challenges or barriers to achieving the agreed outcomes and possible solutions

*Where the themes come from*

**8. How do we know what the key themes and actions should be in the Plan?**

**8 a. Adult Learning:**

There are strategy documents including:

- Adult ESOL Strategy for Scotland – [Welcoming our learners](#)
- An updated [strategy](#) out for consultation
- [Adult Literacies](#)
- **Granton Recovery Programme:** One such example of partner response to the pandemic was the Granton Recovery Programme. From May - August 2020 the Council's Adult Education Programme staff worked closely with other key adult learning partners within Edinburgh's CLD Partnership to develop a 'recovery' programme for adults living in Granton/Muirhouse area. The results of a local survey identified emerging themes around 'health and wellbeing and employability' for local adults.

The initial plan was to deliver face to face classes within Edinburgh College, Granton campus. Following college closures in September 2020, the free programme was moved online and delivered by AEP to 304 adults between October – December 2020. Key partners included Edinburgh College, Stepping Stones and the Council North West Lifelong Learning and Adult Education Programme teams, demonstrating collegiate and responsive partnership working to address the emerging needs of a local community.

In terms of local evidence:

- Meetings between community partners (online and in person) and the college including onsite visits to Granton Campus
- Granton Recovery plan – copy of Granton Recovery Programme and participant data (298 adults registered and breakdown of the



Granton Recovery  
Online Autumn Cours

same)



October 2020  
Feedback.docx



GRP in numbers.docx

- Survey monkey reports and feedback from adult learners collated over the past year 2019/20

Home learning was a challenge for many families during lockdowns. For parents and children whose main language was not English additional barriers were faced through lack of devices or access to school portal leaving some families distressed that their children were being left behind. Family Learning workers from The Resettlement Programme engaged directly with EAL and school staff to address issues relating to lack of devices and with interpreters helped parents to set up email accounts and get onto TEAMS. In collaboration with EAL staff, Family Learning workers set up home learning sessions with parents and children based using and adapting materials from school portal, with Arabic speaking support. These sessions proved successful. Following a survey conducted by Parent & Carer Support Team with over 2,000 parents, Family Learning staff delivered training to other Lifelong Learning Development Officer who then co-delivered 8 sessions to families within their locality. Some of these sessions were targeted at ESOL families.

#### Digital Skills development:

- anecdotal evidence from learners of lack of devices
- Additional Business Support staff time required for adults to access online classes
- Parent and Carer survey from over 2,000 parents regarding Home Learning and Family Learning report on family learning sessions

delivered to BAME families to support them with home learning during lockdowns

- Resettlement Programme report which will detail number of families and support offered in helping them to obtain devices, set up email accounts to access online learning and take of the same in online classes
- Ten devices distributed to adults in adult learning from the Council's application to Communities Fund.



Parental Consultation  
Report V10.docx



FL Supporting  
Families Learning Tog

**8 b. Youth Work:**

A range of research undertaken during the pandemic helps us to understand how young people are experiencing and responding to the COVID-19 crisis. Some key national and local evidence is listed below. The Youth Work section will also draw on national YW priorities.

Children and Coronavirus: [How are you doing? survey](#) and [Corona Times Journal](#)

[To Lockdown and Back](#): Young people's lived experiences of the COVID-19 pandemic

[Lockdown Lowdown](#), YouthLink Scotland

Secondary Student Covid Consultation, City of Edinburgh Council

[Build Back Fairer](#): The COVID-19 Marmot Review

**8 c. Capacity building:**

Edinburgh Voluntary Organisations Council hosted a webinar in August to include CLD Plan themes and a workshop on 'seldom heard' voices. This highlighted need for more deliberate efforts from the CLDP to engage groups and communities in the content and further development of the Plan.

South Lanarkshire [Community Engagement Framework](#)

[Physical Activity Health Alliance](#) (PAHA):

Scottish Government [Care Services Planning with People](#)

[Review of 1<sup>st</sup> Generation Participatory Budgeting](#) in Scotland

[Health Improvement Scotland Community Engagement Perspectives:](#)

[‘Hard to reach’ or ‘easy to ignore’?](#) Promoting equality in community engagement – Evidence review

**Granton Waterfront // Learning Strategy Community Consultation – more detail in CLD Plan 2**

There are plans to implement a learning consultation in the Granton area with schools and the local community. In order to make the process as engaging and creative as possible artists will be utilised to help with that process. It will give a robust baseline of the learning needs of the community which will help us, and our partners plan our provision and be able to work more collaboratively to meet the needs of the community. Some CLDP partners are involved in this Learning Strategy and the information gathered will hopefully be very useful for the CLDP plan and we will draw on it to learn lessons and inform the development of the CLDP plan.

**Unmet need**

The CLD Partnership will seek to identify new and emerging needs and in the process of prioritising those needs, will uncover needs which will not be met in the lifetime of the Plan. This will be a focus in the first year of the plan.

**Integrated Impact Assessment**

The Integrated Impact Assessment sets out how the Plan will concentrate resources and focus on the needs of specific communities of interest and has identified some areas of unmet need which the CLDP will consider. Indications so far from the Integrated Impact Assessment are that demand for English to Speakers of Other Languages (ESOL) exceeds supply.

**Section Two: the new plan for 2021 – 24****The new plan and key themes**

The new plan for 2021- 2024 is in three sections with themes within each:

1. Adult Learning: integrated learning provision

Theme 1: Maximising the use of the learning space

Theme 2: Maximising routes on the learner journey

Theme 3: Improving digital literacies

2. Youth Work

Theme 1: Develop a citywide youth work recovery plan

Theme 2: Create a new Edinburgh youth and children's work strategy

3. Capacity building

Theme 1: Improve engagement with the community

**1. Adult Learning: Integrated learning provision**



**Theme 1: Maximising use of the learning space** we will utilise learning spaces more strategically to improve accessibility thereby enabling those students furthest from education to feel more comfortable and confident in progressing their 'learning journey'. These spaces include those in community centres, libraries, colleges and voluntary sector organisations.

Action	Lead	Timescale	Measure of Success
Covid Recovery Phase: Pilot delivery of face-to-face community-based adult learning classes within Edinburgh College Granton Campus and Sighthill campus over the summer period for most vulnerable groups e.g. literacies, English to Speakers of Other Languages ESOL and Outlook learners and some Adult Education Programme classes with health and wellbeing focus	Edinburgh College/City of Edinburgh Council	September 2021	<ul style="list-style-type: none"> <li>• Number and description of key projects designed to maximise use of the learning estate</li> <li>• Numbers of learners / service users accessing learning as a result of key projects</li> <li>• Feedback from learners accessing key projects</li> </ul>
Covid Recovery Phase: Pilot delivery of face to face Lifelong Learning service locality provision North West (Granton campus) and South West (Sighthill campus) over July and autumn term to see viability of provision long term. Focus on courses with potential for College progression.	Edinburgh College/City of Edinburgh Council	September 2022	<ul style="list-style-type: none"> <li>• Number and description of key projects designed to maximise use of the learning estate</li> <li>• Numbers of learners / service users accessing learning as a result of key projects</li> <li>• Feedback from learners accessing key projects</li> </ul>

<p>In line with 20-minute neighbourhood, utilise spaces in community centres, libraries and voluntary sector, maximising use of the learning estate.</p> <p>As we are in recovery from Pandemic and minimal venues are currently available for adult learning use journey to maximise these spaces will be dependent on Covid related constraints.</p>	Edinburgh College/City of Edinburgh Council	March 2024	<ul style="list-style-type: none"><li>• Pilots been run in new venues in year one (numbers given)</li><li>• Using learner evaluation implementation plan developed for use of sites in year 2 and 3</li><li>• Further metrics to be developed after year 1</li></ul>
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**Theme 2: Maximising routes on the learner journey.**

We will support those furthest from education and work with partners to facilitate progression along learning routes into College and onto employment if applicable.

Action	Lead	Timescale	Measure of Success
As part of pilot initiative above, Edinburgh College (EC), City of Edinburgh Council (CEC) and voluntary partners will integrate positive introductions to college and support with college applications where necessary.	Edinburgh College/City of Edinburgh Council/WEA/VS	March 2023	<ul style="list-style-type: none"> <li>• Number of new learner journeys / progressions routes agreed for pilot initiative learners</li> <li>• Sample survey results from learners in North West and South West in pilot initiatives progressing to other / higher Scottish Credit and Qualifications Framework (SCQF) level courses</li> <li>• Evidence of collaboration between LL /VS and EC in planning to encourage progression onto College courses</li> </ul>

<p>Visits to college or session from Skills Development Scotland and Edinburgh College would be incorporated into relevant courses.</p>	<p>Edinburgh College/City of Edinburgh Council</p>	<p>Annually 2021-2024</p>	<ul style="list-style-type: none"> <li>• Number of new learner journeys / progressions routes agreed for learners</li> <li>• From baseline measurement, percentage increase in pre-Scottish Credit and Qualifications Framework (SCQF) courses aligned with SCQF courses</li> <li>• Sample survey results from learners in NW and SW progressing to other / higher SCQF level courses</li> <li>• Evidence of collaboration between Lifelong Learning Service, Voluntary Sector, Skills Development Scotland and Edinburgh College: -- number of visits to colleges arranged</li> </ul>
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			-Proportion of relevant courses with SDS sessions incorporated
Align VS and Lifelong Learning service pre SCQF level courses with SCQF level courses from employability providers to facilitate progression	Edinburgh College/City of Edinburgh Council	March 2022	<ul style="list-style-type: none"> <li>• Number of new learner journeys / progressions routes agreed for learners</li> <li>• Sample survey results from learners in NW and SW progressing to other / higher SCQF level courses</li> <li>• Evidence of collaboration between Lifelong Learning Service, Voluntary Sector, and Edinburgh College in planning to encourage progression onto College courses</li> </ul>
Organisations to produce potential progression maps for CLD provision	Edinburgh College/City of	March 2022	Year 1 – progression maps produced – one for each organisation.

	Edinburgh Council		<p>Year 2 – Track increase in numbers through</p> <ul style="list-style-type: none"> <li>• Number of new learner journeys / progressions routes agreed for learners</li> <li>• Sample survey results from learners in NW and SW progressing to other / higher SCQF level courses</li> <li>• Evidence of collaboration between Lifelong Learning Service, Voluntary Sector, and Edinburgh College in planning to encourage progression onto College courses</li> </ul>
Highlight progression opportunities to university by strengthening links with them and promoting University outreach initiatives e.g. Craigmillar Learning Centre	Edinburgh College/City of Edinburgh Council	March 2022	<ul style="list-style-type: none"> <li>• Number of meetings/visits /events /activities involving Craigmillar Learning Centre linking with Edinburgh College /Lifelong Learning students</li> </ul>

			<ul style="list-style-type: none"><li>• Number of new learner journeys / progressions routes agreed for learners</li><li>• Sample survey results from learners in NW and SW progressing to other / higher SCQF level courses</li><li>• Evidence of collaboration between Lifelong Learning Service, Voluntary Sector and Edinburgh College in planning to encourage progression onto College courses</li></ul>
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**Theme 3: Improving Digital Literacies**

We will maximise opportunities to improve the digital literacies skills of learners as well as improve access to internet and devices.

Action	Lead	Timescale	Measure of Success
Carry out a mapping citywide of provision of digital skills and next progression routes from college, LL, and voluntary sector	Edinburgh College/City of Edinburgh Council	September 2022	<ul style="list-style-type: none"> <li>- Mapping exercise completed of digital learning opportunities</li> <li>- Numbers of learners accessing provision identified in the mapping exercise</li> <li>- Evidence of Information sharing among partners identifying options to get funding, support and training</li> </ul>
Carry out a mapping of funding, organisational support and means to access devices/internet	Edinburgh College/City of Edinburgh Council	September 2022	<ul style="list-style-type: none"> <li>• Mapping exercise completed of digital learning opportunities</li> <li>• Amount of funding allocated / spent for digital skills development</li> </ul>



			<ul style="list-style-type: none"> <li>• Allocated Numbers of learners accessing provision identified in the mapping exercise</li> <li>• Evidence of Information sharing among partners identifying options to get funding, support and training</li> </ul>
<p>Facilitate signposting/referral for learners and identify gaps in provision</p>	<p>Edinburgh College/City of Edinburgh Council</p>	<p>September 2022</p>	<ul style="list-style-type: none"> <li>• Mapping exercise completed of digital learning opportunities</li> <li>• Number of referrals /signposts to digital learning opportunities</li> <li>• Plan developed to address any gaps identified</li> <li>• Numbers of learners accessing provision identified in the mapping exercise</li> <li>• Evidence of Information sharing among partners</li> </ul>

			identifying options to get funding, support and training
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## Youth Work – Year 1

### Theme 1: Develop a citywide Youth Work Recovery Plan

Action	Lead	Timescale	Measure of Success
Produce a citywide Youth Work Recovery Plan	Lothian Association of Youth Clubs/ City of Edinburgh Council	Early 2022	<ul style="list-style-type: none"> <li>Youth Work Recovery Plan launched.</li> </ul>
Re-start the Central Youth Work Strategy Group through LAYC/CEC with representation across localities, strategic partners and equalities representation	Lothian Association of Youth Clubs/ City of Edinburgh Council	September 2021	<ul style="list-style-type: none"> <li>Central Youth Work Strategy Group re-convened post pandemic.</li> </ul>
Carry out a workforce development analysis to be included in the Youth Work Recovery Plan	Lothian Association of	October 2021	<ul style="list-style-type: none"> <li>Training needs analysis data produced and shared.</li> </ul>

	Youth Clubs/ City of Edinburgh Council		
Include the role of youth awards as part of the Youth Work Recovery Plan	Lothian Association of Youth Clubs/ City of Edinburgh Council	Early 2022	<ul style="list-style-type: none"> <li>• Milestone: Access to youth awards will be included in Youth Work Recovery Plan (will refocus on increased participation in coming years 2022 – 24).</li> <li>• To increase the participation in youth awards.</li> </ul>
Review and analyse recent consultation with children and young people to inform the Youth Work Recovery Plan	Lothian Association of Youth Clubs/ City of Edinburgh Council	September 2021	<ul style="list-style-type: none"> <li>• Systematic review of seven relevant youth and children’s consultations i.e. Lockdown Lowdown</li> </ul>

### Youth Work – Year 2 and 3

#### Theme 2: Create a new Edinburgh Youth and Children’s Work Strategy

- YW Recovery Plan will lead into an Edinburgh Youth and Children's Work Strategy, which will take a lead from, and align closely with, the priorities identified in the National Youth Work Strategy due to be launched autumn 2021.

### Capacity Building

#### Theme 1: Improve engagement with the community

Action	Lead	Timescale	Measure of Success
Develop a community of practice around community engagement, including a digital consultative platform aligning with the development of the LOIP.	CEC/ Edinburgh TSI/ Edinburgh Leisure	2021-23	<ul style="list-style-type: none"> <li>• Identify consultation practice needs and potential for a platform</li> <li>• Offer two events in first 12 months: First event- Identify and Link with Partners. Second event: Two different Partners Co-host event.</li> <li>• Use electronic questionnaire to identify impact 12 weeks after event.</li> </ul>

<p>Reflect CLD Workforce survey findings (2020) and offer shared space for best practice – reflecting learning from COVID.</p>	<p>CEC/ Edinburgh Third Sector Interface/ Edinburgh Leisure</p>		<ul style="list-style-type: none"> <li>• Workshop in autumn/winter 21/22</li> <li>• Develop action plan to reflect the support requested</li> </ul>
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## CLD Plan Two

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<i>Example of how needs are being identified</i>	<i>Page 17</i>
<i>CLDP terms of reference</i>	<i>Page 19</i>

*Review of Current Plan 2018 - 2021*

**Broad review of the current plan 2018 - 2021**

- We strengthened the governance with a Board and Delivery group model. Education Scotland acknowledged (September 2018) that ‘the ECLDP (Edinburgh CLD Partnership) has strengthened its governance arrangements ... has a clearer sense of direction in improving partners understanding of their contribution to CLD priorities.’ This has recently been strengthened by asking theme groups to report into the Board on progress, barriers, challenges.
- Education Scotland also highlighted that the partnership ‘now needs to ensure that the baseline information drawn from key partners is used to help inform target setting aligned to measurable outcomes. Work on developing baseline information was developed in late 2018 and early 2019. In 2019 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.
- We reviewed the two main themes of CLD. Improving Life Chances for People of All Ages found that youth workers have improved access to training, thus being able to support young people more effectively. For Building Stronger, More Resilient Communities, we adopted an approach which has fewer actions and a sharper focus on the contribution of the partnership. The premise is less is more: it is better to do a few quality collaborations well.
- Like many public and third sector services, we reviewed the plan in 2020 to adapt some of the actions to reflect a changed operational context in the pandemic.



- Coronavirus brought with it an unplanned requirement for an immediate response from all partners in specific and immediate support responses from their organisation and this (understandably) reactive approach has at times mitigated against the full potential of partnership working to address some of the effects of Coronavirus. This is linked in part to some staff being redeployed into other roles or furloughed.
- 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.

**Specific review of the youth work element of the CLP Plan 2018 - 2021**

**What worked**

- Training opportunities were provided to youth and children's workers, as determined by needs analysis with the sector, topics included (sexual health, mental health and wellbeing, substance use, child protection, first aid, autism awareness, LGBT and trauma informed practice)
- Training opportunities were co-delivered with a range of Partners (Youth Scotland, University of Edinburgh, Heriot Watt university, Zero Tolerance, Healthy Respect, NHS Lothian, LGBT Youth Scotland)
- Young people's consultations have been conducted and utilised to inform planning in later editions of the Plan.
- Continued work to increase the local evidence base on the impact and contribution of community-based youth work.

### **What didn't work**

- The Edinburgh Youth Work Consortium was disbanded in the lifespan of this CLD Plan, due to lack of engagement from sector colleagues- demonstrating increasing demands and workloads for colleagues and the lack of capacity for this Consortium.
- Due to the disbanding of the Consortium some actions in early iterations of the CLD Plan were not taken forward – evaluation work and BAME work.

**Challenges** National agencies, i.e. YouthLink Scotland, CLD Standards Council, OSCR have all been regularly consulting the sector to identify the impact of the pandemic. This has meant the case study consultation planned locally within the Youth Work actions has not been undertaken, to acknowledge the capacity issues many are still dealing with within organisations.

### **Specific review of the adult learning element of the CLP Plan 2018 - 2021**

### **What worked**

1. **Increase number of new and hard to reach literacy learners**
    - 2 shared practice events held for staff to identify 'Literacy Challenge' activities to engage new and hard to reach learners.
    - Literacy Challenge Fund initiated by Strategic Adult Learning Team and supporting integrated literacy learning opportunities supported 14 new literacy/ESOL/digital learning classes for over 120 learners developed and delivered across 4 localities.
  2. **Learners Event** was delivered in February 2019 to provide feedback from over 50 adult learners from 7 statutory and voluntary providers. In addition to this, the Adult Education Programme uses Survey Monkey responses (826 adults responded in 2018) to inform their programme development.
- **Granton Recovery Programme** – Adult Learning partners worked together on a recovery programme for adults across the Granton/Muirhouse area.

- Local consultation disseminated across locality voluntary sector agencies determined emerging themes as Employability and Health & Wellbeing
- A programme of courses was put together by council's Adult Education Programme, Locality teams and voluntary sector
- From October to December 2020, 29 online courses were delivered to 298 adults
- Feedback from attendees was very positive

### What didn't work

- **Granton Recovery Programme:** The initial plan was for the programme to be delivered within Edinburgh College Granton campus. However, due to rising Covid cases this was not possible  
As a consequence, some voluntary sector courses could not go ahead
- Shared partner guidance events did not place as planned due to Covid19

### Challenges

- Prior to Covid there was no online learning platform for adults in the council. This had to be created within an existing meetings platform and took several months.
- CEC delivered training to over 80 tutors, 20 Lifelong Development Officers and 18 Business support staff and trialled some classes online prior to offering out the Granton programme
- Participation was dependent on adults having access to devices which could download the TEAMS app.
- Considerable admin support was required to support individuals onto the platform and become familiar with online learning
- Some devices were made available to adults through the allocation from Communities Fund, most of which went to the voluntary sector for distribution.

*Detail on related plan and strategies***1. Local outcome Improvement Plan**

The actions in the CLD Plan 2021-24, by linking to the **Edinburgh Partnership** Plan (Local Outcome Improvement Plan), contribute to achieving the three priority outcomes of the LOIP:

- **Enough Money to Live On:** Family income is often used as a key indicator of resources available and, by extension, of the ability to maintain an acceptable standard of living. Within this context, this workstream includes actions to maximise the income available to lower income households, and to ensure that residents have enough money to live on.
- **Access to Work, Learning and Training Opportunities:** Unemployment remains the single most important predictor of poverty - 74% of households in which no adult is in work live on incomes below the poverty threshold. However, work alone is not necessarily enough to prevent poverty. This workstream aims to provide additional targeted services to help residents access the work, learning, and training opportunities they need to maintain a good quality of life.
- **A Good Place to Live:** The places where people live and work, their connections with others and the extent to which they can influence the decisions that affect them, all have a significant impact on their quality of life and wellbeing. This workstream aims to articulate the additional actions we need to take to ensure residents can access an affordable, well designed, safe and inclusive place to live.

## 2. Edinburgh Children's Partnership

Additionally, the actions will show synergy with the work of the **Edinburgh Children's Partnership** and the priorities of its Children's Services Plan, 2020-23:

- **Best Start in Life** (early years): To be thriving adults, the first few years in our lives are vital. The Edinburgh Children's Partnership is determined to ensure that appropriate support is provided at the right time to children and their families, to create the environment required to give every child the best start to a fulfilling life.
- **Bridging the Gap** (child poverty): Poverty and inequality affect many children and families, and this can bring great disadvantage upon several aspects of their lives. The Edinburgh Children's Partnership is determined to ensure that regardless of the challenges their circumstances may bring, every child will have the same chance to live a healthy, happy and fulfilling life
- **Be Everything You Can Be** (achievement and attainment): It is important to promote and support every child's aspirations to ensure they can become everything they can be, now and in the future. The Edinburgh Children's Partnership is determined to ensure that every child has the right to have all their needs met and be able to shape and live a fulfilling life.

## 3. Edinburgh Poverty Commission

The findings of the **Edinburgh Poverty Commission**, which reported in September 2020, also inform the new CLD Plan.

The Edinburgh Poverty Commission identifies seven areas of action needed to end poverty in Edinburgh, each highlighting a set of challenges and solutions emerging from its inquiry. In each action area they set out the city partners who need to act and the fundamental changes they need to make. These represent a single set of interconnected actions that need to be delivered if Edinburgh is to end poverty. Across all these areas of action, the solutions highlighted are practical and deliverable, and in many cases build on the good practice already being delivered in

Edinburgh. CLD has a contribution to make to most of these actions, which resonate strongly with the two national priorities for CLD and with the priorities in the Local Outcome Improvement Plan and Children's Services plan. The challenge to the city is to extend the reach and impact of solutions already known to work. The seven actions are:

- **The right support in the places we live and work:** To end poverty in the city, the pre-condition and the single biggest transformation Edinburgh could achieve would be to make the experience of seeking help less painful and confusing, more humane and more compassionate
- **Fair work that provides enough to live on:** Edinburgh has a thriving local economy with high rates of employment and high average pay, but even here work is not always the secure pathway out of poverty that it needs to be
- **A decent home we can afford to live in:** There is no pathway to ending poverty in Edinburgh without resolving the city's housing and homelessness crisis
- **Income security that offers a real lifeline:** Too many people in poverty in Edinburgh are not aware of, or able to access, all the support to which they are entitled
- **Opportunities that drive justice and boost prospects:** Inequality in Edinburgh is most starkly apparent in the way that the availability and quality of opportunities to progress in life depend on your income and where you live in the city.
- **Connections in a city that belongs to us:** Too many people we met during our inquiry told us they feel large parts of the city don't belong to them or that many aspects of Edinburgh life feel 'off limits'
- **Equality in our health and wellbeing:** Through all our work, we have heard about how poverty takes an intolerable toll on people's mental and physical health

4. [City of Edinburgh Council Business Plan](#)

The **City of Edinburgh Council Business Plan** will focus on three priorities:

1. Ending poverty and preventing adverse outcomes such as homelessness and unemployment
2. Becoming a net zero city
3. Ensuring wellbeing and equalities are enhanced for all

5. **National Youth Work Strategy (2021-26) and Local Authority CLD Planning**

During the first phase of co-production of the National Youth Work Strategy (2021), young people and youth work practitioners identified workforce development as a key priority for action. This will include the need to invest in CLD provision and will be woven throughout the strategy. In any local plans it should be noted that Local Authority ambition should align closely with National policy objectives. There should be synergy with the upcoming NYWS (2021-26). The Scottish Government is also committed to strengthening the statutory basis of CLD within this Parliamentary term.

6. **Health and Wellbeing Edinburgh Health and Social Care Partnership (EHSCP)**

In tandem with the agreed Local Outcome Improvement Plan (LOIP) priorities for HSCP and CLD development, several positive and innovative work programmes already exist across the city which are contributing to this agenda.

The main ones are:

- **The Edinburgh PACT** – aims to develop a modern relationship between providers and citizens to maximise wellbeing, prevent crisis and support people to manage their health, wellbeing and personal independence.

- **20-minute Neighbourhoods** – Aims to support people in Edinburgh to live well locally, giving residents the ability to meet most of their daily needs from within their own community by building on models of shared service delivery with public, private and voluntary sector partners.
- **Thriving Places** - proposes a far-reaching re-shaping of the relationship between Edinburgh Partnership partners and city residents. Built around community anchor networks, the proposals envisage a careful and thorough process of co-design with Edinburgh's community & voluntary sector, and people in communities, ensuring there is no wrong door, but multiple doors, for children and families or older people, different for each person, requiring local collaboration.
- **Community Wealth Building** – All these approaches have links with and relationships to improving inclusion, wellbeing, citizen engagement and ownership of local communities.

**Public Health informed:** The alignment of public health resource to the partnership will provide dedicated public health capacity to support, inform and where appropriate lead the ongoing development, delivery, and evaluation of the work.

### *Covid and wellbeing*

Wellbeing has emerged during Covid as a strong social theme both locally and nationally. This may be linked to a number of new Covid related factors: the enforced changes in lifestyle choices for most people, as a result of the necessary social restrictions to minimise virus transmission; the exacerbated effects of social isolation and uncertainty on those already challenged by personal circumstances e.g. loneliness and isolation, people affected by adverse mental health; those affected by domestic violence, children, young people and vulnerable adults who were previously at risk, having no eyes and ears on their circumstances with reduced social services and welfare contact; individuals, parents and



families having to adapt to changes in education and employment; financial insecurity for some where their jobs and businesses have been adversely impacted.

While stay at home restrictions may have had positive outcomes for some, e.g. anecdotally some children, young people and adults say that they have enjoyed more family time together; others who have been able to work from home report that this has prompted a reflection on lifestyle choices, overall the outcomes for those most vulnerable in society tend towards being negatively affected. The 'community' part of CLD and the social connection - through learning – has been largely absent.

Learning is one of five key actions identified in the [Five Ways to Wellbeing](#) report, the other four being social relationships, physical activity, awareness and giving. The report highlights that 'a combination of all of these behaviours will help to enhance individual wellbeing and may have the potential to reduce the total number of people who develop mental health disorders in the longer term'. Social relationships, learning and giving are all themes where CLD has a big contribution to offer.

The importance of relationships and the transformative power of connections based on trust comes through in the examples in the Link Up report [Transforming Relationships](#). Link Up is Inspiring Scotland's community development and wellbeing programme.

The [Thrive Collaboration](#) in Edinburgh offers a fresh public health approach to mental health, built on principles for action that guide, anchor, and align work along the wide breadth of its vision. Aligning with the priorities of the Community Plan, Edinburgh Poverty Commission, and the aspirations of the Regional Deal and City Vision 2050, Thrive Edinburgh offers an opportunity for the Capital City to not only reduce the toll of mental illness, but also promote and protect the citizens of Edinburgh's mental health, resilience, self-esteem, family strength, and joy. The CLDP will work to define how community learning and development can contribute most effectively to the ambition of this exciting new approach to urban public health and wellbeing.

## Public health and inequality

### Factors that influence population health and inequalities

Biological, social and environmental determinants interact to influence people's health and wellbeing (see Figure 1). Measures of health must consider age, gender, geography, socio economic position, occupation, education and other determinants to capture the full range of health needs – and differences -- across the population.

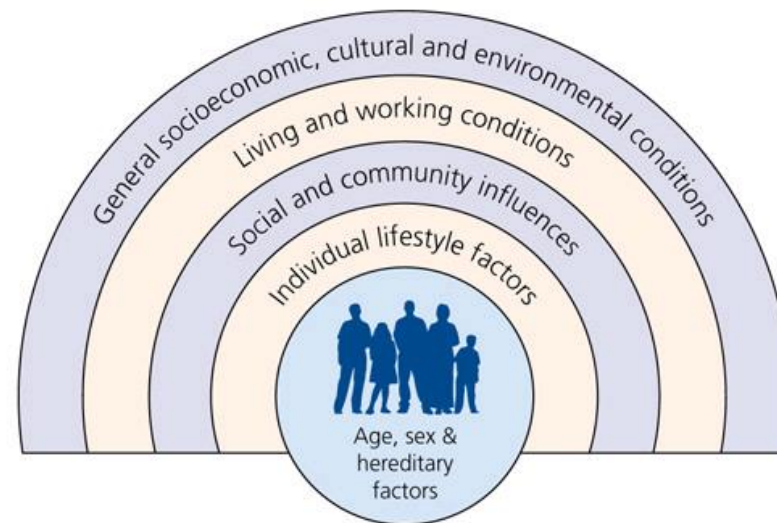


Figure 1: Dahlgren and Whitehead: the social determinants of health

Inequalities develop over a life course as the result of 'systematic, unfair differences in the health of the population that occur across social classes or population groups. The 'fundamental causes' of health inequalities such as power and wealth affect the distribution of wider environmental influences such

as the availability of jobs, good quality housing, education and learning opportunities, access to services, social status (see Figure 2).

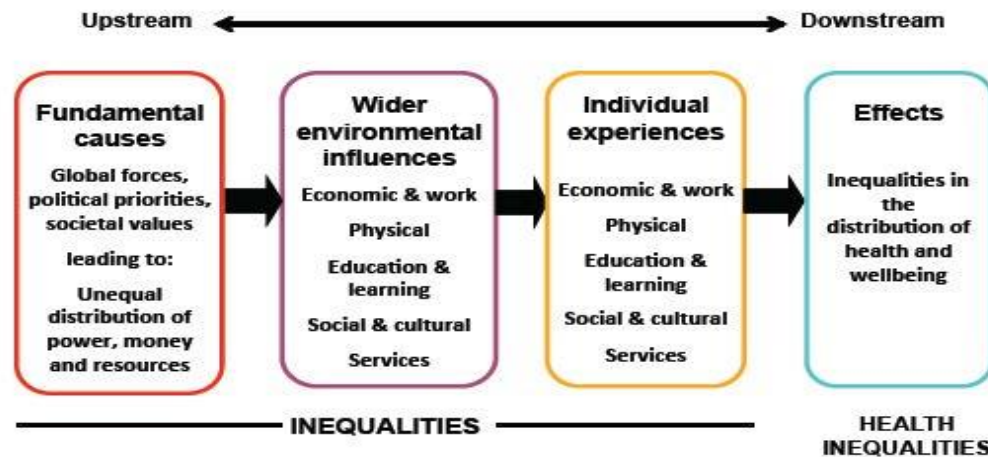


Figure 2: Fundamental Causes of Health Inequalities

This results in differences in individual experiences of, for example, discrimination, prejudice, stigma, low income, and opportunities. These differences in individual experiences affect people's health in three main ways:

- Differential exposure to environmental, cultural, socio-economic and educational influences that impact on health.
- The psychosocial consequences of differences in social status. There is now strong evidence that 'status anxiety' leads to psychological and physiological changes that affect health.
- The inequalities in health that are observed now will reflect not only current status but also differences in experiences at earlier stages in life. This is why interventions targeting families and the early years are so important.

**COVID 19**

Whilst the overall impacts of the pandemic are not yet known, and it may take many years for these to be fully realised early analysis highlights that the pandemic has exacerbated existing health and social inequalities. Those in insecure employment, unable to work from home, experiencing digital exclusion, lacking financial and other resources such as their own transport, are worst equipped to follow isolation and distancing guidelines. In turn this means they are both more exposed to and more susceptible to the negative social and health impacts associated with COVID-19. Age is a risk factor for severe COVID-19 illness along with a number of underlying health conditions. Males, people aged 70 years and older, people working in lower paid jobs and people from some ethnic minority groups are more likely to die from COVID-19 than other population groups. The most recent data from National Records of Scotland indicate that people from the most deprived communities are 2.4 times more likely to die from COVID-19.

While children and young people have been far less affected by the direct impacts of the pandemic in terms of severe morbidity and mortality, they have been disproportionately affected by the wider impacts including lockdowns and longer-term economic implications. These impacts are exacerbating existing inequalities amongst children and young people.

COVID-19 has also directly impacted the life circumstances of the Edinburgh population in differential fashion. Unemployment, loss of income and challenges associated with caring responsibilities are socially patterned. The burden of social impacts associated with COVID-19 has been disproportionately borne by women, notably in terms of loss of income and jobs and increased childcare and domestic responsibilities. There is some evidence of increased domestic abuse and research shows that women's mental health has worsened during the pandemic. The impacts of institutional racism – poorer housing conditions, lower paid jobs, more unemployment – manifest themselves in terms of greater risk from COVID infection and a harder financial and social impact associated with loss of income and unemployment. Crucially, the higher mortality risk for people from ethnic minority groups is not explained by biological differences but social determinants.

**Early Years and Health Inequalities**

Inequalities in health arise because of inequalities in society; the circumstances into which people are born and grow have a significant impact on outcomes. The accumulation of positive and negative effects on health and wellbeing contributes to widening inequalities across the life course. The

influence of early years' experience on later life health outcomes is well documented. In recent years the recognition that adverse childhood experience (ACEs) manifests as multiple negative health impacts has been a crucial extension of this knowledge.] Child health is indistinguishable from family or household health and it makes little sense to consider population health without reference to children and young people. Moreover, primary and community care services are part of the framework for getting it right for every child in the city, so their needs must be factored into this assessment.

Inequalities in child health are evident early in the life course with babies from more deprived backgrounds being less likely to be breast fed and more likely to be exposed to second-hand smoke than those born to more affluent backgrounds.

Weight at birth is a predictor of child and adult health outcomes. Those with lower birth weight are at increased risk of poorer cognitive skills and of developing cardiac disease in later life. In the year to 31 March 2019, 4.4% of babies born in Edinburgh were categorised as low birthweight. Although this is below the Scotland average, it amounts to 205 babies that year. The risk of low birth weight is higher among more deprived communities.

Speech and language acquisition are a key marker of early years development. Local research has demonstrated that socioeconomic factors account for development delays independent of delays associated with pre-term birth. In Edinburgh there is a 13% difference in the rate of language acquisition between children living in the most and least deprived areas and children from more deprived communities are almost twice as likely to have a speech and language problem at 27-30 months.

*Example of how needs can be identified*

**Granton Waterfront // Learning Strategy Community Consultation**

*A creative approach to informing how local learning provision can better respond to and reflect local needs*

**Context**

The regeneration of **Granton Waterfront** marks a major investment in the area, alongside which, a Learning Strategy and a Cultural Strategy for Granton are in development. The Granton Learning Strategy has close alignment with the vision for Edinburgh Learns for Life, the new education and learning strategy for Edinburgh.

As part of these developments, the Council is undertaking a learner-led consultation in the Granton area which will also help inform engagement in other parts of the city. To consult learners of all ages in a creative and engaging way is of key importance.

Several different groups and stakeholders will be consulted, including with children and young people in schools and early years settings and adults in community settings, involving them in a journey of engagement, consultation and creativity. The output should reflect the consultation responses and visually communicate local people's aspirations for learning in their nursery, schools and wider community.

The aim of the project is to meaningfully engage communities to better establish how local learning provision can better respond to and reflect local needs as we emerge from the coronavirus pandemic.

**Approach**

The project seeks to take an innovative approach harnessing the arts in order to facilitate the expression of the community's perspective on their learning experience and needs.

The creative approach to consultation is to elicit and illustrate learners' views to inform the development of activity coming out of the Granton Waterfront Learning Strategy, ultimately ensuring parity of esteem in the pathways offered.

We are seeking to work with an artist/creative catalyst to work in community settings across North Edinburgh. Their role will be to:

- seek people's views on learning, their aspirations, passions and experiences (key questions will be provided)
- engage people in a co-produced creative process
- use this process to seek and communicate views about learning in the area and how the new learning strategy can evolve to meet learner needs
- ensure people are equipped to express these views and ideas through a creative process and medium
- help support people to engage with others (such as family, community members etc) to inspire understanding of and future participation in learning
- co-create a piece of art for setting - in which the community can see their ideas reflected in a creative/visual representation of their ideas and the consultation findings

### **Stakeholders**

This project aims to engage with **around 150x people** living in the most deprived communities in North Edinburgh (Muirhouse, Wester Drylaw, West Pilton, Granton, Royston and Wardieburn) through a series of artist-led workshops **over a 6-month period from Sept 2021 – March 2022** in at least **3x community settings**. A separate consultation is taking place in schools and early year centres.

Indicative allocation of day for 10 days work for the artist:

- 1x planning day and kick off meeting
- 3x days working in each setting

*CLDP terms of reference*

**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**

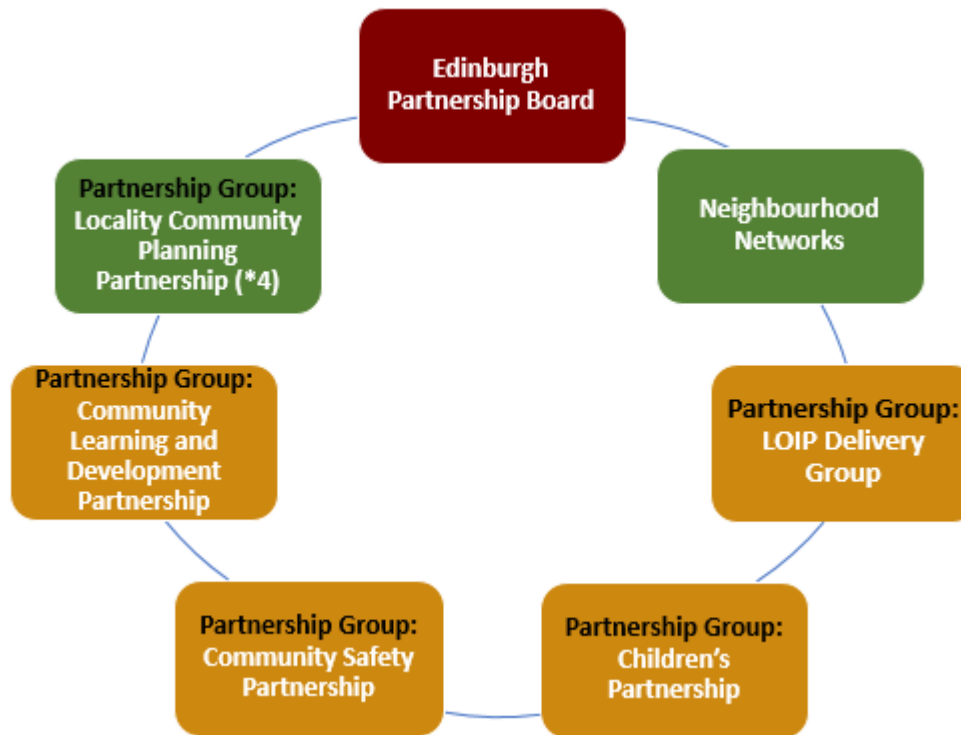
In relation to developing and improving CLD, the purpose of the Board is to:

- 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.
- Receive quarterly progress update at Board meeting from one of the delivery groups (e.g. Adult Learning, Youth Work, Community Capacity) and explore any challenges or barriers to achieving the agreed outcomes and possible solutions.
- 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

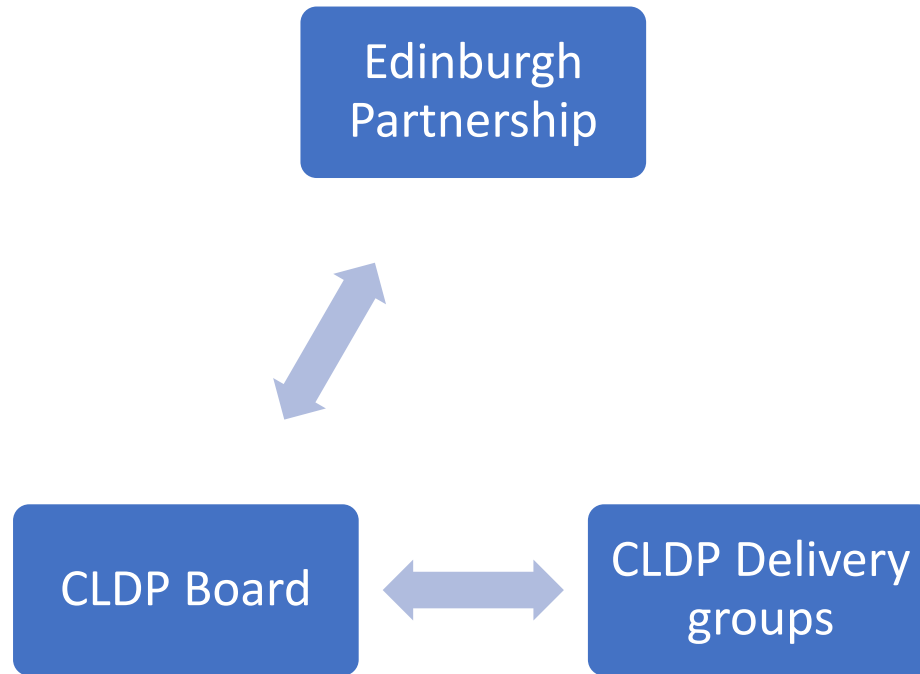
## **6. Governance and performance reporting arrangements**

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, Culture and Communities 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
- Present quarterly progress update at Board meeting from one of the delivery groups (e.g. Adult Learning, Youth Work, Community Capacity) and explore any challenges or barriers to achieving the agreed outcomes and possible solutions.
- 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**

(August 2021)

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 Service & Strategy and Insight teams.

### **Board members**

(August 2021)

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