

# Education, Children and Families Committee

10.00am, Tuesday, 1 March 2022

## Edinburgh Community Learning and Development Plan 2018 - 2021

Executive/routine

Wards

Council Commitments [35](#)

### 1. Recommendations

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- 1.1 The Education, Children and Families Committee is asked to:
  - 1.1.1 Note the outcomes achieved in the Plan and some of the areas which were not fully progressed
  - 1.1.2 Note the learning by the Community Learning and Development (CLD) Partnership and how this informs the new CLD Plan 2021 – 2024
  - 1.1.3 Agree to receive an annual progress update on the new Plan

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# Report

## Edinburgh Community Learning and Development Plan 2018 - 2021

### 2. Executive Summary

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- 2.1 This report summarises the positive achievements in the CLD Plan 2018 – 21 as well as those areas which were not fully progressed.
- 2.2 It highlights the learning for the CLD Partnership and how this informs the new CLD Plan 2021 – 24.

### 3. Background

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- 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 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.
- 3.2 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.
- 3.3 The new plan for 2021 – 24, see Appendix 2, 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.

### 4. Main report

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- 4.1 A refreshed Community Learning and Development Partnership was formed in October 2017. Partner organisations include NHS Lothian, Scottish Fire and Rescue, Edinburgh University, Edinburgh College, Edinburgh Voluntary Organisations Council, Volunteer Edinburgh, Edinburgh Leisure, Lothian Association of Youth Clubs, Skills Development Scotland, Workers' Educational Association, the Council Lifelong Learning and Strategy and Insight teams.
  - 4.2 This Partnership created the CLD plan for 2018- 21. The plan recognised that a wide range of organisations deliver CLD in the City. The intention of the plan was to
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*add value* to this delivery by identifying where the partnership can bring fresh thinking and resources to address specific themes. The partnership used data to identify some of the emerging issues and agreed to harness resources to focus on actions which could bring about positive change and progress.

- 4.3 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, an audit of the four locality action plans, the Local Outcome Improvement Plan and its themes, relevant council, partner and community plans.
- 4.4 Appendix 1 has further detail on Plan progress up to February 2020. The CLD Partnership reviewed the plan as part of the work to develop the new CLD Plan 2021 – 24. The detail of this review is available in [Section Two](#) of the new plan. Some highlights are reflected below:
  - 4.4.1 Partnership governance was strengthened with a Board and Delivery group model. Education Scotland acknowledged in 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.’
  - 4.4.2 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 took place in late 2018/ early 2019 and an application of this was the use of data to support English as a second or additional language (ESOL) planning and delivery.
  - 4.4.3 In terms of Youth work, 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. Due in part to the Edinburgh Youth Work Consortium ceasing to exist, the action to identify possible barriers to participation in Youth Work from young people from Black and Minority Ethnic communities was not fully progressed. This will be a feature of the new Youth and Children’s Work Strategy for Edinburgh. Work has also begun to look at developing anti-racism training for youth workers and will be taken forward by Education and Children’s Services and Lothian Association of Youth Clubs (LAYC). Lifelong Learning will also have a participant in the national Building Racial Literacy professional learning programme which will support equality, diversity and inclusion work across Education and Children’s Services, including Lifelong Learning.
  - 4.4.4 In terms of Adult Learning, two shared practice events were held for staff to identify ‘Literacy Challenge’ activities to engage new and hard to reach learners. The Literacy Challenge Fund supported integrated literacy learning opportunities including 14 new literacy/ESOL/digital learning classes for over

120 learners, developed and delivered across 4 localities. A Learners Event was delivered in February 2019 to provide feedback from 50 adult learners from 7 statutory and voluntary providers. In addition to this, the Adult Education Programme used Survey Monkey responses to inform their programme development.

- 4.4.6 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 the Lifelong Learning Service Adult Education Programme, Locality teams and voluntary sector. From October to December 2020, 29 online courses were delivered to 298 adults.
- 4.4.7 The response of community learning and development in Scotland to the pandemic 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.
- 4.4.8 Since Covid, wellbeing has emerged as a strong theme locally and nationally. The pandemic has highlighted that collaboration across community learning and development is more important than ever in meeting the needs of vulnerable learners. The CLD Partnership adapted its plans accordingly and the new plan reflects emerging needs such as digital learning for adults, youth work recovery and developing a community of practice around community engagement, including a digital consultative platform.

## **5. Next Steps**

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- 5.1 Taking forward the actions in the new [CLD Plan 2021 – 2024](#) including further work to define the measures of success.
- 5.2 Using the [How Good is our CLD 4 Framework](#) to assess the effectiveness of the CLD Partnership and identify areas for improvement.

## **6. Financial impact**

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- 6.1 No financial impact. The Plan actions are within existing resources.

## **7. Stakeholder / Community Impact**

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- 7.1 The plan activity focuses on improving the life chances and opportunities for individuals and local communities (with an emphasis on the needs and aspirations of disadvantaged or vulnerable groups) to engage in learning, personal development and active citizenship, bringing about change in their lives and communities.

## **8. Background reading/external references**

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- 8.1 The CLD Plan 2018 – 2021
- 8.2 [The CLD Plan 2021 – 2024](#)
- 8.3 [How Good is our CLD 4 Framework](#)

## **9. Appendices**

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- 9.1 Appendix 1 CLD Partnership Plan Progress update
- 9.2 Appendix 2 CLD Plan 2021 – 2024 (in three parts)

## Appendix 1

While a summary analysis of the Plan 2018 – 2021 is contained in [Section Two](#) of the new plan, this update below, which was created in February 2020 , reflects detail on progress at that point in time.

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



## Section 2 Improving Life Chances for all People

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

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

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

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
		'Literacy Challenge'	<p>Self-evaluation of Youth Work in Edinburgh – Youthlink Scotland’s National Youth Work induction checklist adopted through workforce development: Joint work LAYC/CEC. LAYC access to range of data from member groups.</p> <p>PDA YW course started November 2019. 20 participants.</p> <p>LAYC/CEC joint and individual training. Case studies available to share from LAYC.</p> <p>Youth Work organisations constituted to reach Black, Asian and Minority Ethnic (BAME) Children and Young People (C &amp; YP) will be included in the new Central Y/W Strategy Group. (19/20) 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 children’s organisations includes 1601 practitioners - with 50% being volunteers - engaging 15,869 children and young people.</p>	Examples of learner progression: learners have an individual

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
		<p>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>Literacy Challenge Fund initiated across localities and 14 new literacy/ESOL/digital learning classes developed.</p> <p>Learners Event in February 2019 provided feedback from over 50 learners from 7 statutory and voluntary providers. Learners' feedback used to inform programme development. Annual Learner Voice report completed.</p> <p>National Outcomes/Key Performance Indicators agreed for Community Based Adult Learning.</p> <p>New ESOL curriculum portfolios to establish more consistent levelling and evaluations of learner progress established in compliance with new SFC funding measures in place. Training delivered to all tutors and LLDO's.</p> <p>Shared practice for 54 adult learning tutors delivered in March 2019.</p> <p>Professional Development Award (PDA) Literacies accredited course for 8 new literacy volunteers completed in March 2019 by Strategic &amp; Locality LLDOs</p> <p>No progress made on the idea of delivering literacy and numeracy classes in the workplace</p>	<p>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>
Staff will be able to better communicate and work with people affected by mental health issues.		Share existing training and Development programmes and create new learning	<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>	

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
		opportunities in this area.  Increase partner staff awareness and knowledge around mental health and wellbeing for people of all ages.	Staff have taken part in mental health first aid training, including school library staff. LAYC and NHS working together to develop mental health first aid training.  Youth Work and Health and Wellbeing teams jointly produced a 'top tips' leaflet on mental health and wellbeing for all schools.	

### 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	June 19	Partners will be involved in this review.  The CLD Partnership will contribute to a review of criteria	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.	Number of consultations undertaken and feedback from events.  Number of community events

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
learning opportunities are coordinated by partners and communities, so provision is targeted and reaching those most in need.		applied to the distribution of funding through the Third-Party Revenue Grants.	<p>Youth Talk underway in each locality and informing local priorities.</p> <p>A Participation Group is co-ordinating the various youth engagement activities taking place.</p> <p>CLD Partnership Chair, Youthwork representatives, LAYC and CEC and Locality Service Managers present on revenue grant review panel.</p>	dedicated to planning and evaluation of services. Completion of review of 3rd Party Revenue Grants by March 2019.
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		Learn from models within and out with Edinburgh e.g.: Fife model on political	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

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
people who don't usually participate in dialogue) and their capacity to effect change is increased.		literacy, asset transfer and helping people define and address local issues (partnership of Fife College and CLD).		from decision making events Examples of successful model looked at and implemented
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	Participatory Budgeting: Youth work services supporting young people in setting priorities and assessing applications.  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.	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		Training programme developed and implemented Review and revision of Community Centre Handbook  Development of Trusted Keyholder policy.	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.  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.  Regular Community Centre Communications Updates are circulated to Committee reps.	Number of training courses delivered Evaluation of training

Outcomes	Timescale	Actions	Specific Actions undertaken	KPI's/Measures
			Workshops on health and safety themes have been delivered All centres now have building user groups set up.	

## 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		Quantitative baseline	Baseline templates completed by CLD Partnership for 2017/18. Baselines completed for 2018/19 in July 2019.	All partners on CLD

<p>performance is achieved through systematic use of baseline templates</p>		<p>templates are in place to facilitate clear, consistent monitoring and reporting mechanism.</p>	<p>Strategic Adult Learning Team gather in quality data on performance and learner progress through SQA results; quarterly reports from LOMIS.</p> <p>Training on completion of baselines delivered to CLD Partnership members</p>	<p>Partnership to complete a baseline template in accordance with reporting cycle</p>
<p>Clear demonstration of impact of CLD Partnership</p>		<p>Clear monitoring and reporting of the CLD Partnership Plan is established.</p>	<p>Baselines Templates in place for year 1 established and targets set: year one completed.</p> <p>Monitoring Evaluation and Review (MER) Cycle shared and in place.</p>	



## **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.

**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 being 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.

## CLD Plan One

### Section One: background and context

*Introduction* *Page 3*

*The planning context* *Page 6*

*Where the themes come from* *Page 10*

### Section Two: CLD plan for 2021 – 24

*Adult learning* *Page 15*

*Youth work* *Page 24*

*Capacity building* *Page 25*

## 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:

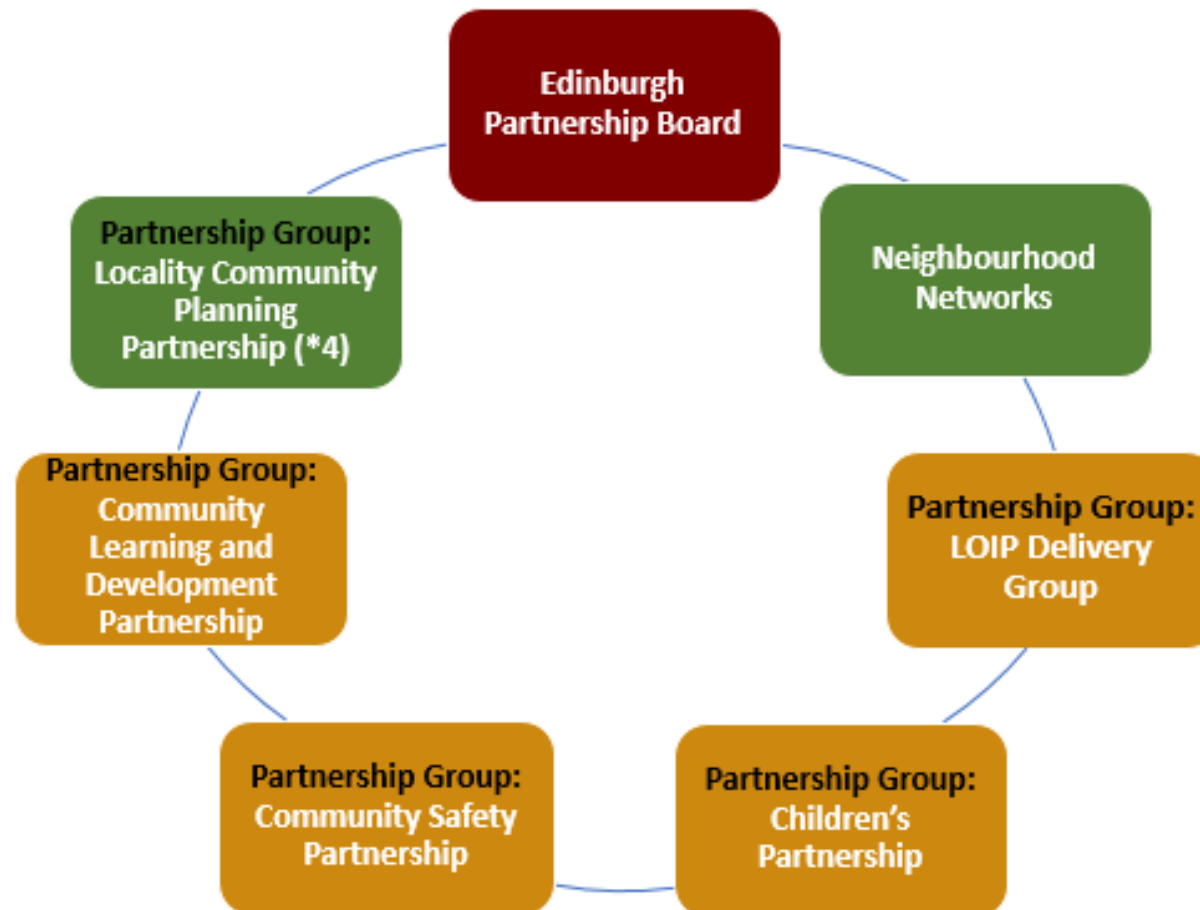
- The right support in the places we live and work

- 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



October 2020  
Feedback.docx



GRP in numbers.docx

same)

- 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



Parental Consultation  
Report V10.docx



FL Supporting  
Families Learning Tog

- 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.

### **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> </ul>

			<ul style="list-style-type: none"> <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>	<p>Edinburgh College/City of Edinburgh Council</p>	<p>March 2024</p>	<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>



**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</li> </ul>

			<p>progression onto College courses</p>
<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: --</li> </ul>

			<p>number of visits to colleges arranged</p> <p>-Proportion of relevant courses with SDS sessions incorporated</p>
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		March 2022	Year 1 – progression maps produced – one for each organisation.

	Edinburgh College/City of 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	March 2022	<ul style="list-style-type: none"> <li>• Number of meetings/visits /events /activities involving Craigmillar Learning Centre</li> </ul>

	<p>Edinburgh Council</p>		<p>linking with Edinburgh College /Lifelong Learning students</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>
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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> </ul>

			<ul style="list-style-type: none"> <li>• Amount of funding allocated / spent for digital skills development</li> <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>
Facilitate signposting/referral for learners and identify gaps in provision	Edinburgh College/City of Edinburgh Council	September 2022	<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> </ul>

			<ul style="list-style-type: none"> <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>
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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 Youth Clubs/ City of Edinburgh Council	October 2021	<ul style="list-style-type: none"> <li>• Training needs analysis data produced and shared.</li> </ul>
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>
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### 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> </ul>

			<ul style="list-style-type: none"> <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>
Reflect CLD Workforce survey findings (2020) and offer shared space for best practice – reflecting learning from COVID.	CEC/ Edinburgh Third Sector Interface/ Edinburgh Leisure		<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>

## **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.

**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 being 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.

## CLD Plan Two

<i>Review of Current Plan 2018 - 2021</i>	<i>Page 3</i>
<i>Detail on related plan and strategies</i>	<i>Page 7</i>
<i>Covid and wellbeing</i>	<i>Page 11</i>
<i>Public health and inequality</i>	<i>Page 13</i>
<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.

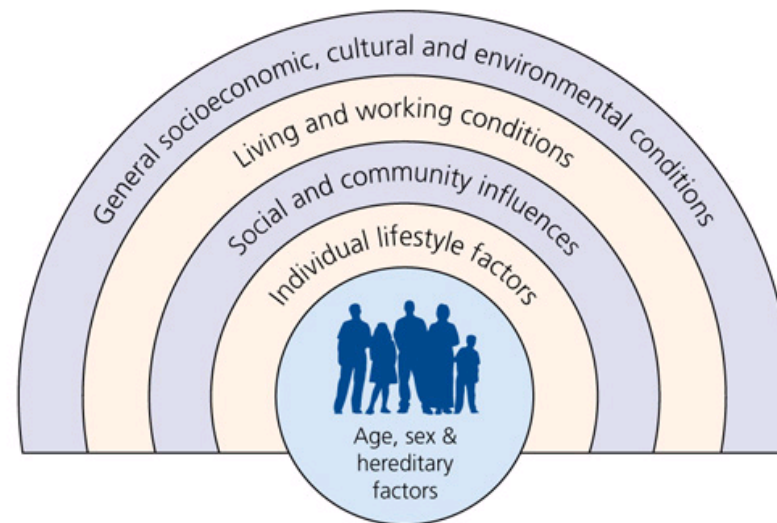


Figure 1: Dahlgren and Whitehead: the social determinants of health

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).

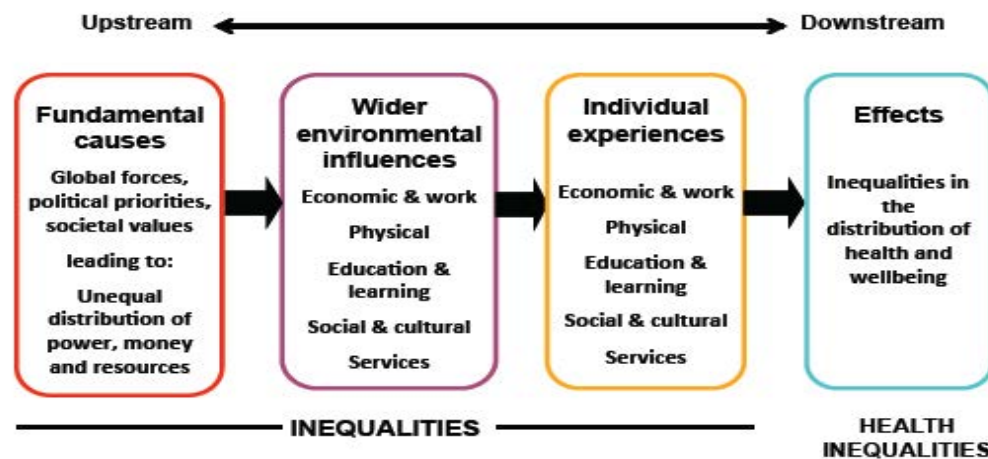


Figure 2: Fundamental Causes of Health Inequalities

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:

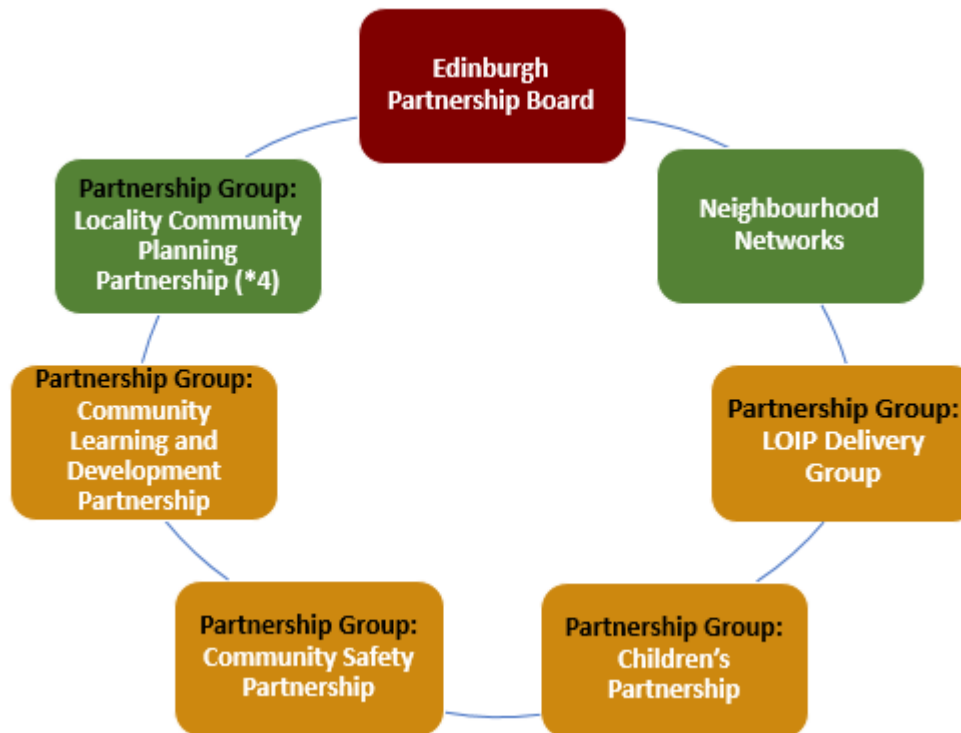
- Develop, implement and deliver the CLD Plan for the Edinburgh Partnership

- 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



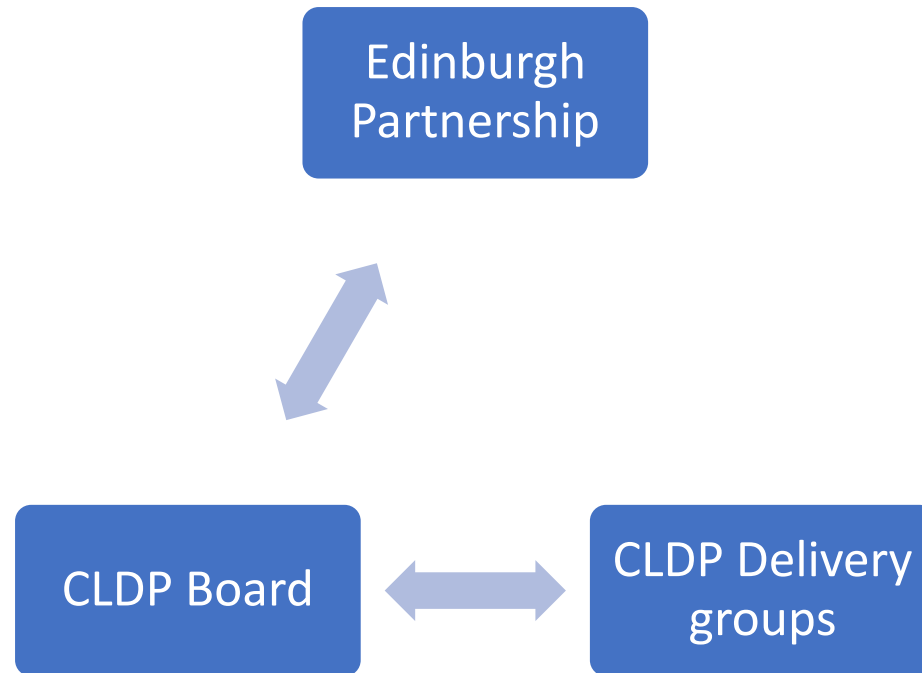
## 6. Governance and performance reporting arrangements

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.

## **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.

**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 being 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.

### Summary Report Template

Each of the numbered sections below must be completed

Interim report	X	Final report	
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The IIA is described as 'interim' as the Edinburgh CLD Partnership views the development of an IIA as an ongoing, dynamic process and plans to keep the IIA under regular review

**1. Title of proposal:** Edinburgh Community Learning and Development Partnership (ECLDP) Community Learning and Development (CLD) Plan 2021-2024

**2. What will change as a result of this proposal?**

- The use of learning spaces will be maximised.
- Routes on the learner journey will be maximised.
- Digital literacy will be improved.
- A city-wide Youth Work Recovery Plan will be developed.
- A new Edinburgh Youth and Children's Work Strategy will be created.
- There will be improved engagement with the community.

**3. Briefly describe public involvement in this proposal to date and planned**

Survey results have been collated and included from public survey results.

The CLD plan gathered public involvement information which has informed the IIA.



Third sector and digital inclusion engagement programmes have also identified key CLD plan themes from public engagement.

**4. Is the proposal considered strategic under the [Fairer Scotland Duty](#)?**

**Yes**

**In line with Audit Scotland report, Edinburgh Pact and CEC Business Plan.**

**5. Date of IIA: 20<sup>th</sup> August 2021**

**6. Who was present at the IIA? Identify facilitator, Lead Officer, report writer and any partnership representative present and main stakeholder (e.g. NHS, Council)**

<b>Name</b>	<b>Job Title</b>	<b>Date of IIA training</b>
Paul Wilson (Facilitator)	Chief Officer Volunteer Edinburgh	
Paul McCloskey (Lead Officer)	Lifelong Learning Service Strategic Manager, City of Edinburgh Council (CEC)	
Nick Croft	Head of Communications, Policy and Research, Edinburgh Collage	
Laurene Edgar	Director, Lothian Association of Youth Clubs	

Paul Powrie	Public Health Practitioner, Edinburgh HSC Partnership	
John Heywood	Lifelong Learning Strategic Development Officer, CEC	

### 7. Evidence available at the time of the IIA

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected?
Data on populations in need	<ul style="list-style-type: none"> <li>• SIMD Data</li> <li>• Edinburgh by Numbers</li> <li>• Tableau – NHS Lothian’s Health Data</li> <li>• Lockdown Lowdown Surveys of Young People</li> <li>• Children’s Parliament Surveys</li> <li>• CLD Standards Council for Workforce</li> <li>• OSCR/SCVO Surveys of Third Sector.</li> <li>• <a href="https://www.youthlinkscotland.org/media/4542/lockdownlowdown-results-by-demographic-breakdown.pdf">https://www.youthlinkscotland.org/media/4542/lockdownlowdown-results-by-demographic-breakdown.pdf</a> - for more stats.</li> <li>• <a href="https://www.oscr.org.uk/media/4059/2020-12-10-oscr-covid-19-research-wave-2-summary-report-002.pdf">https://www.oscr.org.uk/media/4059/2020-12-10-oscr-covid-19-research-wave-2-summary-report-002.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• Ageing CLD workforce – loss of skills and knowledge.</li> <li>• Over 1/3 of young people concerned about employment opportunities.</li> <li>• Fifth of young people concerned about their own wellbeing.</li> <li>• Almost half of young people concerned about wellbeing of others</li> <li>• Rising income poverty levels</li> <li>• Rising health inequalities</li> <li>• Disproportionate impact on those with protected characteristics</li> </ul>
Data on service uptake/access	<ul style="list-style-type: none"> <li>• Community Based Adult Learning – Annual Report (January 2020)</li> <li>• Commissioner for Fair Access Annual Report.</li> <li>• LAYC Membership data on children and young people engagement in youth work services in Edinburgh</li> <li>• Annual return to CLDMS on CLD KPIs</li> </ul>	<ul style="list-style-type: none"> <li>• Access to CLD provision is critical to addressing inequalities</li> <li>• Access to CLD services provides opportunities to progress to qualifications, reskilling and upskilling</li> <li>• Access to CLD services can help address social isolation</li> </ul>

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected?
	<ul style="list-style-type: none"> <li>Data on uptake of CEC Adult Learning online classes.</li> </ul>	
Data on socio-economic disadvantage e.g. low income, low wealth, material deprivation, area deprivation.	<ul style="list-style-type: none"> <li>As above plus:               <ul style="list-style-type: none"> <li><a href="#">Edinburgh Poverty Commission: Poverty and Coronavirus in Edinburgh – Final Report</a> September 2020</li> </ul> </li> <li>Council Lifelong Learning Service Plans</li> <li>CEC committee reports</li> <li>Edinburgh Partnership Board reports</li> <li>College Regional Outcome Agreement</li> <li>Food Insecurity and Learning Loss Pilot Evaluation Report for YouthLink Scotland</li> <li>Families accessing income maximisation services offered by Maximise!</li> <li>Annual Local Child Poverty Action Report</li> </ul>	<ul style="list-style-type: none"> <li>Rising income poverty and material disadvantage, notably amongst children and young people</li> <li>Areas of the city and specific populations which do require more targeted interventions (e.g. C+YP, black communities, women)</li> <li>1 in 4 children in Edinburgh live in poverty. More children will be pushed into poverty as a consequence of the pandemic</li> </ul>
Data on equality outcomes	<ul style="list-style-type: none"> <li>Improvement Service: <a href="#">Poverty, Inequality and COVID-19</a></li> <li>Edinburgh Poverty Commission Report: A Just Capital</li> <li>All partner agency Equality Outcomes developed and published in line with the PSED + Equality Act 2010.</li> </ul>	<ul style="list-style-type: none"> <li>Poverty related outcomes are difficult to deliver without macroeconomic policy changes</li> <li>Race and gender inequality continue to persist</li> <li>Disproportionate impacts are being felt by C+YP</li> </ul>
Research/literature evidence	<p><a href="#">Edinburgh Poverty Commission: Poverty and Coronavirus in Edinburgh – Final Report</a> September 2020</p> <p><a href="#">COVID-19 the impacts of the pandemic on inequality</a>, Institute for Fiscal Studies, June 2020</p> <p><a href="#">The Impacts of COVID-19: An Overview of the Research to Date</a>, Improvement Service, updated July 2020</p>	<ul style="list-style-type: none"> <li>The CV19 Pandemic has acerbated poverty and inequality in the City</li> <li>Digital inequality is growing and adding to lack of access to services and social connectivity and wellbeing</li> <li>Confidence, skills, access and affordability may prevent people from being online</li> <li>Many CLD services have had to innovate to ensure engagement with learners and service users is maintained</li> <li>C+YP have been disproportionately impacted by the CV19 pandemic – especially in terms of education, youth work and peer group engagement and support</li> </ul>

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected?
	<p><a href="https://scvo.org.uk/digital">https://scvo.org.uk/digital</a></p> <p>Office for National Statistics 2019 publication “Exploring the UK’s 2 digital divide.”</p> <p><a href="https://www.youthlinkscotland.org/policy-research/research/the-impact-of-universal-youth-work/edinburgh/">https://www.youthlinkscotland.org/policy-research/research/the-impact-of-universal-youth-work/edinburgh/</a></p> <p>“Youth Work and Schools in Edinburgh: Working Together to Address the Impact of Coronavirus on Children and Young People.”</p> <p><a href="https://www.youthlinkscotland.org/media/6363/youth-work-during-the-pandemic-final.pdf">https://www.youthlinkscotland.org/media/6363/youth-work-during-the-pandemic-final.pdf</a></p> <p><a href="https://www.youthlinkscotland.org/media/5252/learning-through-lockdown.pdf">https://www.youthlinkscotland.org/media/5252/learning-through-lockdown.pdf</a></p> <p><a href="https://www.youthlinkscotland.org/media/4652/outdoor-learning-st4.pdf">https://www.youthlinkscotland.org/media/4652/outdoor-learning-st4.pdf</a></p>	
Public/patient/client experience information	<ul style="list-style-type: none"> <li>• Health and Wellbeing Edinburgh Health and Social Care Partnership (EHSCP) and collaboration with Community Learning and development (CLD) plan</li> </ul>	
Evidence of inclusive engagement of	<ul style="list-style-type: none"> <li>• Lothian Association of Youth Clubs (LAYC) Annual Report</li> <li>• Children’s and Youth Parliament Reports</li> </ul>	<ul style="list-style-type: none"> <li>• C+YP are facing growing isolation, mental ill health and income poverty</li> <li>• C+YP need more opportunities to engage and co-produce services relevant to their CLD needs</li> </ul>

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected?
people who use the service and involvement findings	<ul style="list-style-type: none"> <li>• <a href="#">Roles-Played-by-TSIs-During-Covid-19-ESS-Report-Final.pdf</a></li> <li>• Impact of Universal Youth Work Report – Edinburgh Council / LAYC</li> </ul>	<ul style="list-style-type: none"> <li>• Third sector met growing demands for services during CV19 pandemic and was successful at targeting those most in need</li> </ul>
Evidence of unmet need	<ul style="list-style-type: none"> <li>• Edinburgh HSC Partnership – Locality Operational Groups access data</li> <li>• College ESOL course requests</li> <li>• IIA has identified unmet need amongst C+YP groups, women and black communities</li> <li>• EVOC CLD event identified lack of engagement from community sector groups</li> </ul>	<ul style="list-style-type: none"> <li>• Receiving services to address social isolation is difficult for those facing poverty</li> <li>• Access to mental health services is increasingly difficult for equalities groups</li> <li>• ESOL demand grows from black communities</li> </ul>
Good practice guidelines	<ul style="list-style-type: none"> <li>• United Nations Convention on the Rights of the Child (UNCRC)</li> <li>• New Economics Foundation – 5 Ways to Wellbeing</li> <li>• <a href="http://www.youthworkessentials.org/">http://www.youthworkessentials.org/</a> which hosts a range of resources to support delivery of community-based youth and children’s work.</li> <li>• CLD Standards Council</li> <li>• YouthLink Scotland</li> </ul>	<ul style="list-style-type: none"> <li>• Learning is a key feature of wellbeing</li> <li>• Access to education / CLD / trusted adults are a key to children’s right</li> <li>• CLD and youth work standards provide useful frameworks to improve CLD practice</li> </ul>
Carbon emissions generated/reduced data	<ul style="list-style-type: none"> <li>• Edinburgh Climate Challenge Commission</li> <li>• Respective carbon management plans and environmental sustainability strategies of partner agencies</li> <li>• COP26 data on climate crisis</li> <li>• Scottish Government climate change research</li> </ul>	<ul style="list-style-type: none"> <li>• Carbon emissions continue to grow, biodiversity is decreasing, food security is fragile for many facing poverty</li> </ul>
Environmental data	<ul style="list-style-type: none"> <li>• Public sector partners environmental strategies</li> <li>• As above</li> </ul>	<ul style="list-style-type: none"> <li>• There is a climate crisis which requires to be tackled by all CLD providers</li> </ul>
Risk from cumulative impacts	<ul style="list-style-type: none"> <li>• Noted specifically on C+YP, black communities and women</li> </ul>	<ul style="list-style-type: none"> <li>• Cumulative impacts arising from the Cv19 Pandemic are most acutely felt by C+YP, black communities and women.</li> </ul>
Other (please specify)	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>
Additional evidence required	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>

**8. In summary, what impacts were identified and which groups will they affect?**

<b>Equality, Health and Wellbeing and Human Rights</b>	<b>Affected populations</b>
<p>Although the CLD Partnership Plan will improve access and opportunities for all Edinburgh's citizens, the working group has particularly focused on the equalities impacts for these identified populations.</p> <p>The plan will support these identified populations by providing expanded opportunities to help build their skills for learning, life, active citizenship, and work. This includes:</p> <ul style="list-style-type: none"> <li>• improved pathways to employment</li> <li>• improved pathways to education</li> <li>• Improved recognition of achievements through the inclusion of youth achievement awards in the Youth Work Recovery Plan.</li> </ul> <p>The plan will also support communities to develop improved opportunities to meet their local community needs and reduce social isolation.</p> <p>The Plan maximises opportunities for increased partnership working, fully recognising the role of the third sector and community-based youth work's role in preventative intervention.</p> <p>The working group do not envisage any negative impacts.</p>	<p>The working group has identified the following cohorts as priority:</p> <ul style="list-style-type: none"> <li>• Young Women</li> <li>• Children and Young People</li> <li>• Families</li> <li>• Excluded young men</li> <li>• Black Asian and Minority Ethnic (BAME) Communities</li> <li>• Digitally Excluded Communities/Individuals</li> </ul>

<p><b>Environment and Sustainability including climate change emissions and impacts</b></p> <p><b>Positive</b> More on line CLD provision will reduce carbon emissions.</p> <p>CLD providers improve awareness of and engagement in tackling the climate crisis through individual and collective action</p> <p>Many CLD providers have improved food security / sustainability amongst those most in need</p> <p><b>Negative</b> CLD provision from buildings will increase carbon emissions</p>	<p><b>Affected populations</b></p> <p>All</p>
<p><b>Economic including socio-economic disadvantage</b></p> <p>The plan supports young people and the identified cohorts who may be more likely to experience socio-economic disadvantage, to gain employability skills and qualifications which could lead to employment and improved economic circumstances. Targeted promotion of opportunities will take account of levels of deprivation as indicated in the Scottish Index of Multiple Deprivation.</p>	<p><b>Affected populations</b></p> <p>The working group has identified the following cohorts as priority:</p> <ul style="list-style-type: none"> <li>• Young Women</li> <li>• Children and Young People</li> <li>• Families</li> <li>• Excluded young men</li> <li>• BAME Communities</li> <li>• Digitally Excluded Communities/Individuals</li> </ul>

Support is available for Lifelong Learning and Employability literacy and numeracy service and will be promoted.	
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**9. Is any part of this policy/ service to be carried out wholly or partly by contractors and if so how will equality, human rights including children's rights, environmental and sustainability issues be addressed?**

The plan will be delivered by a variety of statutory, third sector and tertiary education providers, some of whom receive grants or contracts from a range of sources including City of Edinburgh Council. All grant and contract holders are mandated to take into account equalities and human rights issues in the execution of their grant agreements or contracts.

**10. Consider how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language? Please provide a summary of the communications plan.**

There will be an inclusive launch event staged to engage with the above groups.

There will be an executive / easy to read summary of the plan that be published on the Edinburgh Partnership website and partner agency websites.

There will be a video summary of the plan which will include texted subtitles published on You Tube.

There will be ongoing communications across the city about CLD opportunities to the above groups, to improve awareness and take up of such opportunities.

**11. Is the policy likely to result in significant environmental effects, either positive or negative? If yes, it is likely that a [Strategic Environmental Assessment](#) (SEA) will be required and the impacts identified in the IIA should be included in this.**



No. However, many CLD services will be delivered in buildings which will require energy use and transport use to and from venues. However, the move to online learning will negate some of this carbon emissions impact.

In addition, many CLD providers will consider environmental impacts resulting from service delivery and look to mitigate these.

Many CLD services deliver learning to improve awareness of the climate crisis and what needs to be done to address this through individual and community action.

## 12. Additional Information and Evidence Required

**If further evidence is required, please note how it will be gathered. If appropriate, mark this report as interim and submit updated final report once further evidence has been gathered.**

None.

## 13. Specific to this IIA only, what recommended actions have been, or will be, undertaken and by when? (these should be drawn from 7 – 11 above) Please complete:

<b>Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)</b>	<b>Who will take them forward (name and job title)</b>	<b>Deadline for progressing</b>	<b>Review date</b>
To prioritise C+YP work as a key theme within the strategy	CLD Board and Partnership	November 2021	May 2022
To target CLD services at those groups and communities most affected by inequality, as identified above	All CLD providers	January 2022	June 2022
Make better use of buildings through shared delivery to improve	All CLD providers that own or rent buildings	April 2022	September 2022

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title)	Deadline for progressing	Review date
access and reduce carbon emissions			
Deliver more CLD activity which helps to improve wellbeing and tackle social isolation	All CLD providers	April 2022	September 2022
Improve engagement and outreach work with those most affected by poverty and inequality	All CLD providers	April 2022	September 2022
Ensure communications about the plan and about CLD opportunities are inclusive	CLD Board and Partnership and all CLD providers	December 2021	June 2022
Support and seek to invest in CLD provision through the third sector	CLD Board and Partnership	April 2022	September 2022

**14. Are there any negative impacts in section 8 for which there are no identified mitigating actions?**

No. But it should be noted that CLD resources in the city are limited and in some cases decreasing due to wider financial constraints.

**15. How will you monitor how this proposal affects different groups, including people with protected characteristics?**

Monitoring of the results of the IIA and recommendations and outcomes for equalities groups will be monitored and reported by the CLD Board and CLD Partnership.

**16. Sign off by Head of Service/ NHS Project Lead**

Name

*hame French*

, City of Edinburgh Council **Date** 12 October 2021