

Education, Children and Families Committee

10.00am, Tuesday, 16 April 2024

Edinburgh Community Learning and Development Partnership Plan

Executive/routine
Wards

1. Recommendations

- 1.1 That Education, Children and Families Committee:
 - 1.1.1 considers this report alongside the Briefing issued on 2 April 2024.
 - 1.1.2 notes the recent Community Learning and Development (CLD) Progress Visit, including strengths and areas for development;
 - 1.1.3 notes plans and ongoing work to engage with partners and stakeholders in developing the new 2024 – 2027 CLD Plan to meet statutory obligations;
 - 1.1.4 agrees to receive a further report in June 2024 to approve the Draft CLD Plan 2024 - 2027

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Edinburgh Community Learning and Development Partnership Plan

2. Executive Summary

- 2.1 Education Scotland HMle (His Majesty's Inspectorate of Education) is undertaking Community Learning and Development (CLD) Progress Visits to all 32 local authorities throughout the current academic year 2023-2024.
- 2.2 During Progress Visits, HM Inspectors evaluate and report on, the quality of CLD provision within local authorities, in line with The Requirements for Community Learning and Development (Scotland) Regulations 2013.
- 2.3 The City of Edinburgh Council was notified on 9 January 2024 that its Progress Visit would begin on Monday 5 February through to Wednesday 7 February 2024.
- 2.4 The Draft Report of the Progress Visit was received on Monday 18 March 2024 and following agreement with officers was published on the Education Scotland website on Tuesday 2 April 2024.
- 2.5 A Briefing Note issued on 2 April 2024 provided members with information which was confidential until that date. This report and appendix reflect that information which is now in the public domain.
- 2.6 Members are asked to note that most of the priorities in the current three-year CLD 2021-24 Plan focus on recovery from the pandemic. The 2021-24 CLD Plan does not sufficiently inform council CLD services or partners' priorities and is not reported on. As a result, the local authority is currently not meeting its legislative duties as set out in The Requirements for Community Learning and Development (Scotland) Regulations 2013
- 2.7 The Committee is asked to receive a further report in June 2024 to approve the new CLD Plan in advance of its statutory publication on 1 September 2024.

3. Background

- 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 three-year plan which sets out how the Council coordinates with partners to provide CLD.

- 3.2 The Edinburgh CLD Partnership is responsible for the CLD Plan. The CLD Partnership is accountable to the Edinburgh Partnership (EP) in respect of leading, delivering and progress on the CLD Plan.
- 3.3 The previous [Edinburgh CLD Plan 2018 - 21](#) was reported to Education, Children and Families Committee on 22 March 2022. The current [Edinburgh CLD Plan 2021 - 24](#) was approved by the Edinburgh Partnership.
- 3.4 Since publication of the CLD Plan (2021-24), the combined effects of Covid, the Review of Lifelong Learning and staff changes and reviews within partner organisations, meant that the CLD Partnership has not met regularly.
- 3.5 The Review of Lifelong Learning resulted in the establishment of two new services in April 2023:
- Wider Achievement and Lifelong Learning (WA&LL) in Children, Education and Justice Services and,
 - Community Empowerment and Engagement (CEE) in Place.
- 3.6 The leadership and delivery of CLD is now situated in two Council directorates. Community Learning is led by WA&LL. Community Development is aligned to Community Empowerment and Engagement in Place.
- 3.7 Notwithstanding the CLD Partnership not having met regularly, strengths in service provision, much of it delivered with partners, continue to provide positive benefits to children, young people, families and communities throughout Edinburgh.
- 3.8 With the conclusion of the Lifelong Learning Review and establishment of the new council services, partners have re-committed to the CLD Partnership and to continue developing the CLD Plan for 2024-27. This includes a commitment to monitor the new CLD Plan and report on priorities and actions, thereby ensuring the local authorities meets its legislative obligations.
- 3.9 HMI Inspectors broadly agreed with the authority's Self-Evaluation which was prepared in advance of the Progress Visit. The Education Scotland Progress Visit Report details the strengths and areas for development that they saw during their visit (Appendix 1).

4. Main report

Progress Visit

- 4.1 HM Inspectors evaluate and report on, the quality of Community Learning and Development (CLD) provision within local authorities, in line with The Requirements for Community Learning and Development (Scotland) Regulations 2013. HM Inspectors take account of the extent to which local authorities are fulfilling their statutory duties in relation to CLD.
- 4.2 During the visits, HM Inspectors talk to learners and community representatives, CLD leaders, managers, staff, volunteers, and other key stakeholders. HM

Inspectors evaluate the effectiveness of the CLD Partnership's approach to self-evaluation and planning and consider progress against priorities in the CLD Plan.

- 4.3 The Progress Visits support improvement and provide external assurance of the quality of CLD provision, and HM Inspectors focus on the following high-level questions:
- How effective is the leadership of the local authority and their CLD partners in improving outcomes?
 - How well does the performance of the local authority and their CLD partners demonstrate positive impact
- 4.4 While there are some areas of strength across both themes, there are significant areas for development, particularly around the leadership and governance of the plan. The Education Scotland Progress Visit Report is a helpful document enabling officers and partners to build on strengths, maintain a sharp focus on required developments and work together to co-produce and report on a new three- year CLD Plan for Edinburgh.

How effective is the leadership of the local authority and their CLD partners in improving outcomes?

Summary of strengths

- 4.5 The new WA&LL staffing structure supports staff to realise the ambitions for CLD, and staff are clear about their roles and areas of work. WA&LL managers and practitioners value the recently established in-service days, which provide opportunities to share practice and work towards greater consistency in CLD. The focus of CLD programmes on tackling poverty and inequality is understood well by most local authority staff and partners.
- 4.6 The majority of CLD Partnership members are now committed to the partnership and a few partners have well established working relationships with each other.
- 4.7 Some examples of learning programmes where feedback and data are well used well were noted during the Progress Visit. This included English for Speakers of Other Languages (ESOL) where tutors use self-evaluation to ensure there is a continued focus on improving outcomes for learners, adapting lessons as required. Tutors involved in the Multiply programme connect with colleagues across wider networks. This helps them to share practice to enhance the delivery of numeracy programmes and to better meet learner needs.

Summary of areas for development

- 4.8 The majority of the priorities in the current CLD 2021-24 plan focus on recovery from the pandemic and are no longer relevant. Progress towards the priorities in the current CLD Plan is not monitored or reported meaning the local authority is not currently meeting its legislative duties. The new CLD Partnership will provide leadership, governance and a clear reporting structure for the delivery of the new CLD Plan (2024 – 27).

- 4.9 The two new services responsible for CLD in Children, Education and Justice Services and Place Directorates, need to work together to minimise any disconnect between community learning and the delivery of community development. The reorganisation of CLD within the local authority is not yet sufficiently well embedded to demonstrate its effectiveness and progress towards CLD priorities is not being monitored or reported on.
- 4.10 A plan is in place to engage with learners and communities in the development of the new CLD plan for 2024 – 27. This is led jointly between the Council and Partners. This work needs to be progressed at pace.
- 4.11 During the Progress Visit, HM Inspectors broadly agreed with the Council's own self-evaluation. In addition to the identified strengths, the new services and teams have come from different teams and need to work towards greater consistency. Plans are in place to ensure the new CLD Plan is needs-led with a mechanism for reporting to the Edinburgh Partnership via the new CLD Partnership.

How well does the performance of the local authority and their CLD partners demonstrate positive impact?

Summary of strengths

- 4.12 Examples where staff use data and learner feedback to report on progress were shared with HM Inspectors. These included Duke of Edinburgh's Award (DofE), Multiply and ESOL. Performance information for DofE shows improvement in uptake of the award. Questionnaire feedback from ESOL learners and informal discussions with learners are helping staff understand how they are meeting learners needs. Multiply staff are beginning to use a management information system to monitor and track progress.
- 4.13 Although at an early stage, the partnership approach to grant funding through Connected Communities has the potential to be an effective way to fund, monitor and evaluate a range of CLD interventions. The organisations identified local needs and with annual evaluation and reporting, partners in receipt of Connected Communities grant funding can be locally responsive to emerging needs and the impacts of their work.
- 4.14 A wide range of flexibly delivered programmes in local communities is enhancing life chances for participants. Community Sports Hubs bring about positive changes for underrepresented groups using sport and physical activity. WA&LL youth work staff are now working more directly with schools, and this is helping to develop a more consistent approach to meeting young people's needs, including support for mental health. Chill and Chat, an offshoot from Discover (Holiday programme for families living in poverty) helps alleviate poverty in an area of high deprivation and plans for further roll out are developing.
- 4.15 Some learning programmes offer accredited learning pathways. Young people involved in the Scottish Youth Parliament gained a Participative Democracy Certificate and a few parents working with the WA&LL Parent and Carer Support team successfully completed the Scottish Qualifications Authority Childcare course. Screen Education Edinburgh delivers opportunities for young people and adults who

live in areas of multiple deprivation to access and engage in film making and film education training programmes. A very well-developed learner pathway is meeting the needs and aspirations of all learners and increasing their confidence, wellbeing, achievement and attainment. Many learners are progressing to further and higher education or into employment in media.

Summary of areas for development

- 4.16 Reflected in the Council's self-evaluation is acknowledgement that staff and partners delivering CLD need to be more consistent in using data for planning, evaluating and reporting. This continues to be developed in several ways with staff and partners.
- 4.17 The WA&LL Service is developing more opportunities for accreditation with clear progression pathways, by building on strong practice such as Screen Education Edinburgh and ESOL. This will help to embed consistency across CLD staff teams and partners which is an area for development. Targeting those whose needs are greatest is supported by close partnership working and the Teams Around the Learning Community work.
- 4.18 Because many of the actions in the current CLD Plan are no longer relevant, CLD programmes do not link clearly to the CLD planned priorities. This is being addressed in the work towards producing a new CLD Plan 2024-27, with needs, actions and KPIs being developed. Currently however, the local authority is not meeting its legislative duties to monitor and report on CLD priorities.

Planned partnership actions to develop the new CLD Plan 2024-27

- 4.19 LAYC and EVOC have plans to host a joint event with networks to engage local community-based voluntary organisations in developing the new CLD Plan. This will have a specific focus on youth work, alongside adult services and capacity building.
- 4.20 LAYC will engage youth work organisations through the monthly Youth Managers Forum, bringing the voice of children and young people by proxy, from youth workers who have existing trusted relationships with them.
- 4.21 The newly formed citywide Youth Work working group has developed as a subgroup of the Edinburgh Children's Partnership. With the focus on youth work, the Terms of Reference reflect engagement and reporting structures to other Community Planning Partnerships, including the CLD Partnership and Corporate Parenting Board. The working group actions are linked to the priorities of the Edinburgh Youth and Children's Work Strategy 2023-2028. The group will plan, deliver, and evaluate a series of thematic learning events engaging the wider sector and stakeholders. This presents an opportunity to share good practice, raise challenges and reflect local needs, with a line of governance to CLD Partnership where relevant.
- 4.22 Other opportunities to reflect learners' needs are ongoing and include work to engage with the users of the South Bridge Resource Centre, the Multiply programme, and through opportunities for partnership links with Connected Communities grant recipients.

- 4.23 Senior Managers across Directorates are discussing approaches to strengthen community development and to reflect the CLD priorities in the new 2024-27 CLD Plan. This work will include both external and internal partnership work.
- 4.24 HMI concluded that the following main points for action are required:
- As a matter of urgency, the local authority and its partners should strengthen the leadership and governance of CLD in line with legislative requirements
 - Senior leaders should engage further with communities and stakeholders to help inform priorities for the new CLD plan
 - The approach to community development needs to identify clear outcomes, which are embedded within the future CLD plan
 - The local authority and partners should strengthen systematic tracking, monitoring and reporting of progress against CLD priorities
- 4.25 Failure to make the necessary improvements or to provide adequate governance will present risks to meeting legislative duties.

5. Next Steps

- 5.1 Council Officers and partners will continue to engage with various stakeholders and learners via meetings, questionnaires, and workshop sessions, to identify the needs and priorities for the new CLD Plan 2024-27. This is due for publication on 1st September 2024.
- 5.2 The schedule of meetings for the new CLD Partnership includes a Writing Day on 27 May, during which the drafted CLD Plan for 2024-27 will be refined, ready to present to this Committee as a final draft in June 2024.
- 5.3 The refreshed CLD Partnership will provide the governance for the new CLD Plan, including reporting on progress to the Edinburgh Partnership.
- 5.4 Edinburgh Partnership leads and chairs will continue to work together towards strengthening governance of the CLD and other Community Planning Partnerships.
- 5.3 The next three-year CLD Plan will be published on 1st September and reported annually as per CLD Regulations.
- 5.4 HM Inspectors will make a further visit within a year of the publication of the Progress Visit report.

6. Financial impact

- 6.1 There are no financial implications arising from this report.
- 6.2 The new CLD Plan 2024-27 will be delivered via existing Council and partner budgets.

7. Equality and Poverty Impact

- 7.1 The CLD Progress Visit acknowledged that the focus of CLD programmes on tackling poverty and inequality is understood well by the majority of local authority staff and partners.
- 7.2 The two national outcomes for CLD are:
- improved life chances for people of all ages, through learning, personal development and active citizenship
 - stronger, more resilient, supportive, influential and inclusive communities.
- 7.3 Services and partners delivering CLD are clear that much of their work is prioritised towards the people and places where the need is greatest.
- 7.4 The Edinburgh Youth and Children's Work Strategy 2023-28 was launched in May 2023 and helps guide the CLD Plan. Youth and Children's work links to those public policy areas that are governed by the Edinburgh Partnership and include:
- Getting it Right for Every Child (GIRFEC)
 - Child Poverty Action Plans
 - Whole Family Wellbeing
 - Community Mental Health
 - The Promise
 - Pupil Equity Fund (PEF) and Strategic Equity Fund (SEF)

8. Climate and Nature Emergency Implications

- 8.1 Staff and partners delivering CLD activities continue to make efforts to embed sustainability within programmes and opportunities. This includes sharing practice and providing support and opportunities for developing knowledge and understanding through training such as Climate Fresk.

9. Risk, policy, compliance, governance and community impact

- 9.1 Committee members have been offered a briefing of the recommendations of this report.

10. Background reading/external references

- 10.1 The previous [Edinburgh CLD Plan 2018 - 21](#) was reported to Education, Children and Families Committee on 22 March 2022.
- 10.2 The current [Edinburgh CLD Plan 2021 - 24](#) was approved by the Edinburgh Partnership

11. Appendices

- 11.1 Appendix 1 – Community Learning and Development progress Visit report, City of Edinburgh Council, 2 April 2024.

Community Learning and Development Progress Visit Report

The City of Edinburgh Council

2 April 2024

1. Context

HM Inspectors visited The City of Edinburgh Council to undertake a community learning and development (CLD) progress visit during February 2024. During the visit, we talked to learners and community representatives, CLD leaders, managers, staff, volunteers, and other key stakeholders. HM Inspectors evaluated the effectiveness of local authority CLD partnerships' approach to self-evaluation and planning for improvement, and considered progress made against identified priorities in their CLD plans.

The leadership and delivery of CLD is situated within two City of Edinburgh Council directorates. Community learning is led by the newly established Wider Achievement and Lifelong Learning Team (WALLT). Community development is aligned to Community Empowerment in the council's directorate of Place.

2. Findings from the progress visit

How effective is the leadership of the local authority and their CLD partners in improving outcomes?

Areas of positive progress

The newly established WALLT staffing structure has the potential to support staff to realise the ambitions for CLD. Staff are clearer about new roles and their individual areas of work. The majority of CLD partnership members are now committed to the partnership. A few CLD partners have well established working relationships with each other. The focus of CLD programmes on tackling poverty and inequality is understood well by the majority of local authority staff and partners.

WALLT managers and practitioners value the opportunity to engage in newly established in-service days. These are providing staff with helpful opportunities to share practice and work towards improved consistency in the delivery of CLD. A few staff delivering learning programmes gather learner feedback and data on participant numbers. For example, English for speakers of other languages (ESOL) tutors use a range of self-evaluation arrangements to ensure that there is a continued focus on improving outcomes for learners. As a result, tutors who gather and use this feedback regularly adapt the focus of lessons, including for those seeking employment. A few tutors involved in the Multiply programme connect with colleagues across the wider Multiply network. This is helping them to share practice to enhance the delivery of numeracy programmes and to better meet learner needs.

Areas for development

The CLD Partnership is not providing the required leadership and governance for the delivery of the CLD Plan. The majority of the priorities in the CLD 2021-24 plan focus on recovery from the pandemic and require to be refreshed and updated. The current plan does not yet inform sufficiently council CLD services or partners' priorities. As a result, the local authority is not meeting its legislative duties as set out in The Requirements for Community Learning and Development (Scotland) Regulations 2013 to coordinate provision of and provide CLD, to identify unmet need, and to specify what action partners intend to take over the period of the plan. Progress towards CLD priorities is not being monitored or reported on. The reorganisation of CLD within the local authority is not yet sufficiently well embedded to demonstrate its

effectiveness. In particular, the relocation of community development has resulted in a disconnect between community learning and the delivery of community development.

Community engagement and empowerment leaders with responsibility for community development do not yet recognise how their work contributes to outcomes set out in the current CLD plan. Senior leaders now need to accelerate efforts to strengthen the governance and leadership across all aspects of CLD practice. This includes publishing a new plan by 1 September 2024 in line with legislative requirements. Plans to engage with communities on the development of the new plan are incomplete. Senior leaders now need to develop further their plan to gather the views of learners and communities. This should help to ensure that the priorities for the new plan reflect learner and community needs.

The use of self-evaluation to inform continuous improvement is inconsistent across CLD partners. Similarly, there is no systematic reporting by partners of progress towards achievement of the outcomes set out in the CLD plan. As a result, there is insufficient evidence to demonstrate that CLD provision is being targeted to those most in need. This is limiting the ability of senior leaders and their partners to accurately assess the impact of CLD and ensure that resources are targeted to those most in need. CLD leaders now need to develop further their approach to self-evaluation and ensure that arrangements are in place to monitor and report on progress made against CLD priorities.

How well does the performance of the local authority and their CLD partners demonstrate positive impact?

Areas of positive progress

In a few programmes, such as the Duke of Edinburgh's Award (DofE), Multiply and ESOL classes staff use data and learner feedback to report on progress. Performance information for DofE shows improvement in uptake of the award. Questionnaire feedback from ESOL learners and informal discussions with learners are helping CLD staff to understand how they are meeting learners needs. Multiply leaders are beginning to use a management information system to monitor and track progress. Although at an early stage, the partnership approach to grant funding through Connected Communities has the potential to be a useful resource to fund, monitor and evaluate a range of CLD interventions.

Delivered in partnership with local organisations and schools, a wide range of flexibly delivered programmes in local communities are enhancing the life chances for participants. Staff use the Community Sports Hub programme to bring about positive changes for underrepresented groups using sport and physical activity. A strong partnership with local organisations including the Young Men's Christian Association is helping with the co-design and co-delivery of projects such as 'The Welcoming' for New Scots and a women and girls only group. The WALLT youth work staff are now working more directly with local schools. Although at an early stage, this is helping to develop a more consistent approach to meeting young people's needs, including support for mental health. The Chill and Chat project is helping to alleviate poverty in an area of high deprivation through the provision of family meals and signposting families to appropriate support.

A few learning programmes offer accredited learning pathways. For example, young people involved in the Scottish Youth Parliament gained a Participative Democracy Certificate. A few parents working with the WALLT family learning team have successfully completed the Scottish Qualifications Authority Childcare course. Screen Education Edinburgh provides helpful opportunities for young people and adults who live in areas of multiple deprivation within

Edinburgh to access and engage in film making and film education training programmes. A very well-developed learner pathway is meeting the needs and aspirations of all learners and increasing their confidence, wellbeing, attainment. The majority of learners are progressing to further and higher education or into employment in media.

Areas for development

CLD partners do not yet understand and evaluate fully the impact of their work. This area requires significant improvement. There is no systematic approach to collating or using data to inform planning for improvement. Similarly, arrangements to monitor, track and report on progress towards achievement of the CLD plan are not systematic or consistent. As a result, there is the potential for duplication of effort by CLD partners. Strategic leaders now need to work with partners to address these aspects to ensure that best use is made of shared resources.

CLD programmes do not link sufficiently to CLD planned priorities. As a result, CLD staff and partners are not clear about how their work contributes to strategic outcomes or meets learner needs. Learners would benefit from a consistent learning offer that is targeted to those most in need that includes clear progression pathways and opportunities for accreditation. Whilst existing learners are asked about their preferences within classes, such as topics they wish to cover, there is no consistent approach to measuring the impact of learning programmes on learners and their aspirations. There is scope to expand further learner negotiated programmes to develop opportunities for learners to become co-producers and co-deliverers of provision.

3. Main points for action

The following main points for action are required.

- As a matter of urgency, the local authority and its partners should strengthen the leadership and governance of CLD in line with legislative requirements.
- Senior leaders should engage further with communities and stakeholders to help inform priorities for the new CLD plan.
- The approach to community development needs to lead to the identification of clear outcomes, which are embedded within the future CLD plan.
- The local authority and its partners should strengthen approaches to the systematic tracking, monitoring and reporting of progress against CLD priorities.

4. What happens next?

The local authority and their CLD partners are not making sufficient progress with their CLD plan. HM Inspectors have identified important areas requiring improvement. As a result, we will visit the local authority again within one year of the publication of this report to evaluate progress made by the local authority and their CLD partners in addressing these areas.

Andrea McMillan
HM Inspector
2 April 2024