

Edinburgh Community Learning and Development Plan 2024 - 27

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**THE PURPOSE OF CLD IS TO PROVIDE
EARLY INTERVENTION AND PREVENTION
TO THOSE EXPERIENCING, OR AT RISK OF
EXPERIENCING, INEQUALITY OF
OPPORTUNITY WITHIN THE EDUCATION
AND SKILLS SYSTEM**

Foreword

To follow

About Edinburgh – demographics, education, culture and employment

Community Planning in Edinburgh

Opportunities for CLD to contribute to key policy areas and improved outcomes for citizens

Paul Lawrence, Chief Executive, City of Edinburgh Council

Introduction

We are delighted to present the Edinburgh Community Learning and Development (CLD) Partnership 2024-2027 Plan, a collaborative initiative aimed at making a significant and positive impact on the lives of people in Edinburgh. The CLD Partnership has recently been expanded to include new partners, demonstrating a commitment to working across a broad range of stakeholders. This plan represents our collective commitment to the delivery of needs led and ambitious learning and development opportunities with learners.

A diverse range of organisations and services contribute to community learning and development in our city. This includes public sector bodies, third sector organisations, academic institutions, and the culture sector. This plan therefore sets out to enhance and add value to their existing efforts. The CLD Plan 2024 – 27 articulates the collaborative aspects of CLD and recognises the discreet and collective contributions of a wide range of partners.

We are committed to using data to drive the plan forward, exploring what has worked both within Edinburgh and in other areas, and engaging directly with communities to co-design needs led activities. By leveraging the collective resources and expertise across our partnership, we aim to focus on actions that will lead to meaningful and positive impacts.

This plan highlights specific areas for new initiatives and collaboration across three areas: adult learning, capacity building and youth work. We are dedicated sharing best practice and holding ourselves and reach other accountable. In this way we will ensure that all activities address the identified needs and priorities of the city and align with national frameworks and strategies.

This plan is the result of consultation and collaboration, including reflections of previous 2021-24 plan, along with feedback from CLD practitioners, stakeholders, and learners. Consideration has been given to the broader objectives of the Local Outcome Improvement Plan (LOIP) and other relevant community planning strategies.

As an evolving document, the CLD Plan will be regularly reviewed and updated to reflect new insights and developing community needs. This will include any update the partners deem necessary when the findings from the Independent Review of CLD are published.

Together, we look forward to putting this plan into action and celebrating the achievements that will unfold over the next three years.

The CLD Partnership welcomes comments and feedback on the plan and you can do this by contacting any of the Partners listed in this document.

We extend our thanks to the learners, practitioners, and partners whose contributions have supported us and contributed to shaping this plan.

Laurene Edgar

ECLDP Chair, and Director of LAYC (Lothian Association of Youth Clubs)



Dr Kate Kelman

ECLDP Vice Chair, and Deputy Chief Executive Officer, Capital City Partnership



What is Community Learning and Development (CLD)

CLD is a key element of the education sector in Scotland and is the field of professional practice which includes youth work, adult and family learning, and community development.

High quality CLD enables people of all ages to participate in learning opportunities, identifying their own individual and collective goals. Through learning and participation, people are supported to take action that effects change for themselves and their communities.

CLD programmes and activities take place in a very wide range of community, educational and outdoor settings. CLD activity makes positive contributions to a range of national and local policy outcomes including in education, lifelong learning, community empowerment, employability and skills, and health and wellbeing.

The workforce is diverse and includes practitioners in both the public and third sectors who share common [professional values and competences](#).

The CLD sector is supported by Education Scotland in several ways, including:

- resources for practitioners ([CLD practitioner resources](#) and [On the CLD Wakelet](#)) and,
- HMI scrutiny ([HMI Scrutiny of CLD](#)).

Education Scotland also hosts the [CLD Standards Council for Scotland](#), which is the national professional body for CLD.



THE PURPOSE OF CLD...

... is to provide early intervention and prevention to those experiencing, or at risk of experiencing, inequality of opportunity within the education and skills system

Our Partnership

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.

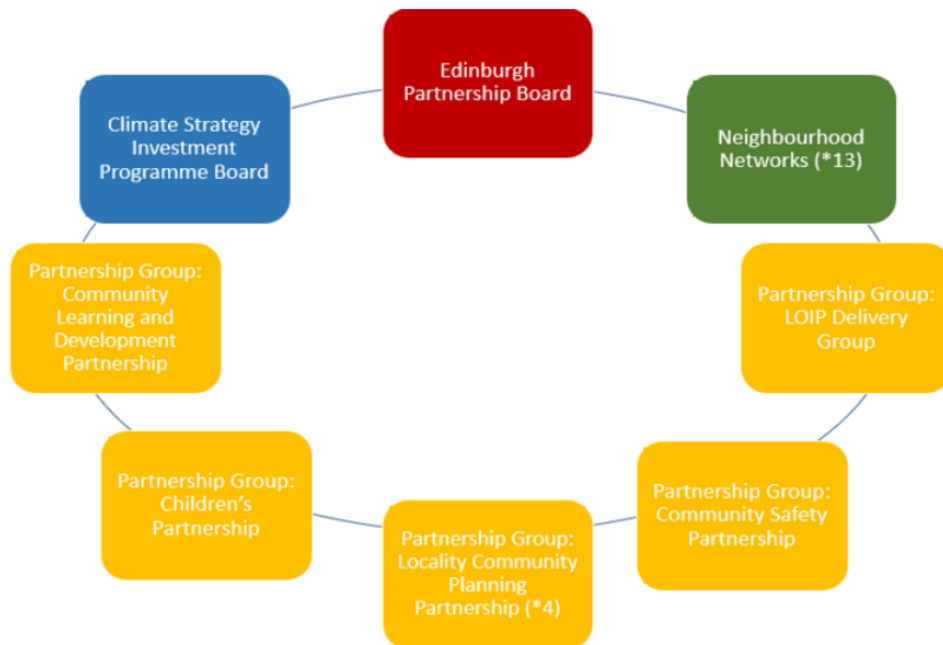
The Edinburgh CLD Partnership is responsible for the CLD Plan, providing governance and leadership. It is one of the partnerships which makes up the Edinburgh Community Planning Family and reports to the Edinburgh Partnership Board.

The council, along with key partner agencies will work together to plan, provide and deliver CLD services for adult learners, young people and communities.

The CLD Partnership directs the strategic planning, development and delivery of CLD activities on behalf of the Edinburgh Partnership. Our partnership organisations represent local government, public health, education, government organisations, ALEOs (Arm's Length External Organisations) and third sector voluntary organisations.

Edinburgh CLD Partnership reports to the Edinburgh Partnership Board. It supports the Edinburgh Partnership Board to deliver against the wider Edinburgh Partnership Community Plan 2018-2028, which aims to ensure that those living in Edinburgh have enough money to live on; access to work, learning and training opportunities; and a good place to live. These high-level aims are reflected in the CLD priorities as identified by the CLD Partnership, though engagement with partners and learners and by considering data and feedback.

The community Planning Family in Edinburgh is illustrated below:



CLD Partnership Members

In developing the CLD Plan, Education Authorities are asked to ensure that partners are involved and that the Plan sets out clear priorities for CLD delivery across the local authority area.

Community Planning partners have considered the actions required to maximise the impact of CLD through partnership activity and by focussing on the most disadvantaged learners and communities. This is informed by qualitative and quantitative data and learner involvement.

To do this effectively, the Edinburgh CLD Partnership (ECLDP) was recently refreshed with new members, a new vice chair and a shared commitment to developing and monitoring the 2024-27 CLD Plan. Membership is made up of the following organisations:

- | | |
|---|------------|
| - Lothian Association of Youth Clubs (LAYC) | Chair |
| - Capital City Partnership | Vice Chair |
| - City of Edinburgh Council | CLD Lead |
| - Edinburgh College | |
| - Edinburgh Leisure | |
| - Edinburgh Voluntary Organisations' Council (EVOC) | |
| - Fire and Rescue Service | |
| - NHS Lothian, Public Health | |
| - Police Scotland | |
| - Secondary Head Teacher Representative | |
| - Skills Development Scotland | |
| - University of Edinburgh | |
| - Volunteer Edinburgh | |
| - The Workers Educational Association | |

CLP Partnership Commitment

The Edinburgh CLD Partners are committed to working together to add value, and through collaborative effort improve outcomes, particularly for those young people, families, adults and communities who face the greatest disadvantages and barriers. We will:

- Strengthen co-ordination and communication of CLD between providers, with learners and communities and across public services
- Ensure learners and communities across Edinburgh know how to, can and choose to access the CLD provision and support they need
- Ensure learners and communities are engaged in shaping their learning, evaluating the impact of CLD and contributing to continuously improving the CLD offer
- Proactively reinforce the value of CLD and the important role it plays in poverty and intervention across the education, skills and community planning sectors
- Monitor and report on the shared actions outlined in the CLD Plan

Subgroups

The CLD Partnership will establish Subgroups to take forward specific pieces of work in the Plan. These will each be led by a member of the CLD Partnership and will include colleagues and partners with relevant expertise and knowledge. Where possible, a learner and/or community representative will also sit on and contribute to these Subgroups.

The Subgroups will be identified over the course of the three-year Plan, and are likely to include:

- Adult and Family Learning
- Youth Work
- Community Development
- CLD Workforce Development
- Data and Evaluation for CLD Services

There will be CLD representation on existing groups such as Children's Partnership, LOIP 2 and Youth Employment Partnership. Priority themes most likely to be addressed in this way are:

- Tackling Poverty
- Mental Health and Wellbeing
- Skills and Employability

National Policy

The following policy areas are considered to varying degrees by the partners as relevant to their core business and CLD partnership activities. They are:

- Curriculum for Excellence, Raising Attainment and Achievement, and Learning for Sustainability
- No-one Left Behind (Employability), English for Speakers of Other languages (ESOL), Family Learning, Developing the Young Workforce (DYW), Volunteering, New Scots Integration
- Mental Health Support, Best Start Bright Futures (child poverty), GIRFEC, The Promise
- Community Empowerment, UNCRC and Youth Participation

The policy context also includes independent reviews including CLD, the Withers Report, and the Hayward Report.

Strategic Links

Relevant Links Informing the 2024 – 27 CLD Plan (this is not an exhaustive list)

National

<https://education.gov.scot/curriculum-for-excellence>

[Out of School Care in Scotland: A Draft Framework 2019 \(www.gov.scot\)](https://www.gov.scot)

[Youth Work Outcomes & Skills Framework | YouthLink Scotland](#)

[The Promise](#)

[Supporting documents - GIRFEC wellbeing resources \(SHANARRI\) - gov.scot \(www.gov.scot\)](https://www.gov.scot)

<https://www.gov.scot/publications/see-hear/>

<https://www.gov.scot/publications/bsl-national-plan-2023-2029/>

<https://www.gov.scot/publications/mental-health-strategy-2017-2027/>

<https://www.gov.scot/publications/adult-learning-strategy-scotland-2022-27/>

www.volunteeringactionplan.co.uk

Edinburgh

[116682-Edinburgh-Youth-and-Childrens-Work-Strategy-2023-2028-Digital.pdf \(layc.org.uk\)](#)

[Item 6.1 - The Edinburgh Childrens Partnership Plan.pdf](#)

<https://www.evoc.org.uk/partnerships/new-scots/>

[Microsoft Word - Item 3 Local Outcome Improvement Plan Progress report March2020 \(edinburgh.gov.uk\)](#)

[edinburgh-s-joint-community-safety-strategy-2020-to-2023-1-page-plan](#)

[Edinburgh and the Lothians Multi-agency Child Protection Procedures \(layc.org.uk\)](#)

[20200930 EPC FinalReport AJustCapital.pdf \(edinburghpovertycommission.org.uk\)](#)

[Microsoft Word - Item 3 Local Outcome Improvement Plan Progress report March2020 \(edinburgh.gov.uk\)](#)

[community-plan-2018---28 \(edinburgh.gov.uk\)](#)

www.pave.org.uk

[uk-shared-prosperity-fund \(edinburgh.gov.uk\)](https://www.edinburgh.gov.uk/uk-shared-prosperity-fund)

www.edinburghukspf.org

<https://services.nhslothian.scot/publichealth/annualreport/>

<https://edinburghpovertycommission.org.uk/wp-content/uploads/2024/01/End-Poverty-Edinburgh-Annual-Report-23-FINAL.pdf>

<https://www.edinburghpartnership.scot/news/article/13/review-of-welfare-rights-and-debt-advice-in-edinburgh>

<https://consultationhub.edinburgh.gov.uk/bi/climate-ready-edinburgh/>

<https://www.edinburghadp.co.uk/eadp-strategy-and-planning/>

<https://www.healthyrespect.co.uk/our-website/>

Previous Plan (2021-24)

Youth Work

An action for Year 1 was to produce a citywide Youth Work Recovery Plan prior to moving on to developing a local Youth and Children's Work Strategy by Year 3 of the 2021-24 CLD Plan.

A Recovery Plan was started, but further consultation with the sector acknowledged that there would be little engagement from youth and children's work organisations with a 'Recovery Plan'. Organisations by this point did not see themselves in 'recovery' and were keen to look ahead to developing a Youth and Children's Work Strategy for the city.

The starting point for this was the themes emerging from consultation, which raised the following:

- Emphasis on Covid should be reduced
- Inclusion of equalities
- Participation needs to be included
- Health and wellbeing should be included
- Universal Youth and Children's Work to be emphasised

To meet ongoing workforce development needs LAYC continued to deliver an annual youth work needs led programme, through funding support from City of Edinburgh Council. Workforce Development became a Strategic Action within the 2023-2028 Edinburgh Youth and Children's Work Strategy.

Youth Awards had been planned as a feature of the Recovery Plan. Given youth work's role in helping close the poverty related attainment gap, this became a Youth and Children's Work Priority in the Strategy.

In May 2022 with Elected Member support and wide sector and stakeholder involvement, the 2023 - 2028 Edinburgh Youth and Children's Work Strategy was launched at the City Chambers.

With governance for the Youth and Children's Work Strategy sitting across relevant Community Planning Partnerships, a multi-agency implementation group was convened and continues to meet regularly.

Engagement and Involvement

The new CLD Plan (2024-27) has been developed by the CLD Partnership as a collaborative process. Engagement with a range of colleagues, partners, learners, and community groups identified and informed the priorities, unmet need, and the workforce development needs.

The CLD Partnership agreed the actions and identified the lead agencies in taking these actions forward. This will ensure the priorities identified through engagement, analysis of data and feedback from learners and stakeholders. This also maintains oversight of the Plan and ensure it remains linked to strategic drivers and delivers positive outcomes for adult learners, young people and communities in Edinburgh.

When the findings from the Independent Review of CLD are published, further engagement will ensure any recommendations, not already captured, will be added to the CLD Plan. Partners, learners and stakeholders will also be involved in regular evaluations to ensure the Plan is flexible and remains relevant and impactful.

Engagement Overview

CLD Partnership members completed templates and provided information which was used to inform the writing workshop. The following information informs this plan:

- Guiding and/or linked strategies
- Actions from previous CLD Plan
- Engagement with adults, young people and communities
- Data used, both widely available and local/specific
- Top 5 priorities for each partner
- Identified unmet need
- Workforce Development
- Resources, human and financial with suggestions on how to better deploy resources

Third Sector Event

LAYC and EVOC hosted a joint online event on Wednesday 15th May, to be inclusive of both voluntary sector networks and reach a broad range of organisations delivering CLD activities and services.

The event took the format of a facilitated conversation using the survey questions as the stimulus for discussion and contributions. LAYC and EVOC ensured the reflections from this event were captured in the CLD Plan.

LAYC Members whose focus is on community-based youth and children's organisations, have also been engaged with the development of the new CLD plan through the established Youth Work Manager's Forum. Where Members could not engage with either of the above consultation opportunities, they were strongly encouraged to complete the online survey.

Wider Achievement and Lifelong Learning (Children, Education and Justice Services)

Several opportunities were optimised to ensure the teams making up the Wider Achievement and Lifelong Learning Service were able to contribute thinking. These included:

- In-service days
- Team Meetings and Management Team meetings
- Project Plans (Youth and Children's Work)

- All Team Plans (and specifically Adult and Family Learning Team and Parent/Carer Support and Family Wellbeing Team)
- Focus Days with each team (specifically Adult Learning – 2 days, Youth Work – 2 days, and Parent/Carer Support and Family Wellbeing – 1 day)
- Thematic Review of Active Schools

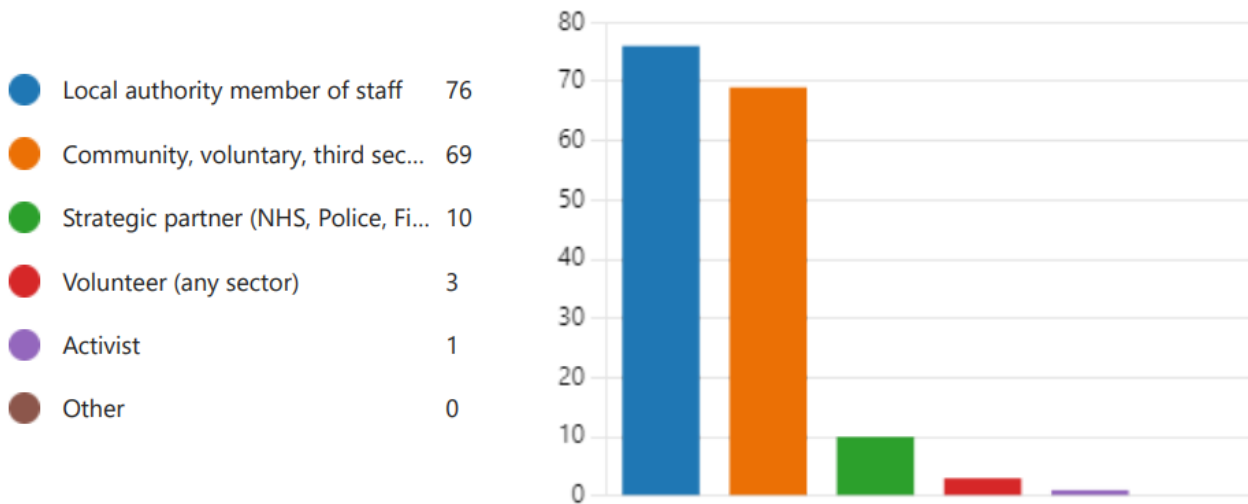
Community Empowerment and Engagement (Place Directorate)

The Community Empowerment and Engagement Team carried out community engagement events in 4 localities with partners to inform development of the next iteration of the Locality Improvement Plans (LIPs). These took place over 13 sessions: NE - 6 sessions, NW - 3 sessions, SE 2 - sessions, SW – sessions.

The team also met with most of the 35 Community Centre Management Committees to gather information to inform a Community Centre Strategy for the city. In year one of the CLD Plan the team will be engaging further with Management Committees and other stakeholders to develop individualised support for each Centre to meet their priorities and build capacity. This work is being carried out in partnership with EVOC.

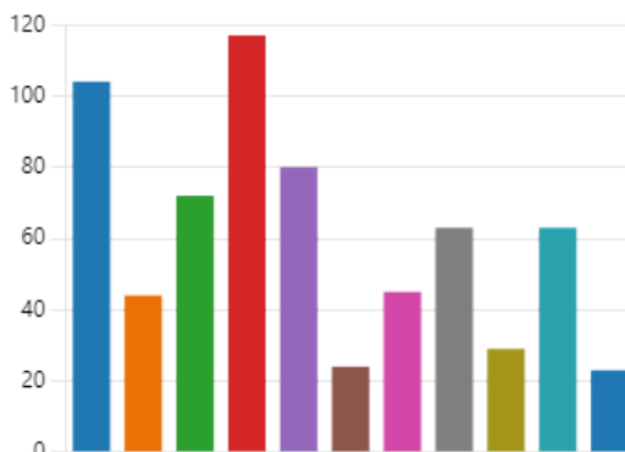
Survey with CLD staff, colleagues, tutors and volunteers

A survey with colleagues and staff, partners and volunteers delivering CLD services, sought information directly related to CLD and the development of the new CLD Plan (2024-27). 159 responses were received, broken down as follows:



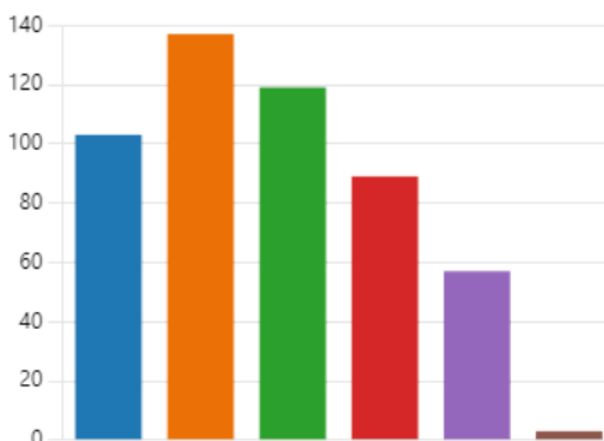
Respondents' work covers the following thematic areas:

| | |
|--|-----|
| ● Poverty | 104 |
| ● Sustainability | 44 |
| ● Health and wellbeing (physical) | 72 |
| ● Health and wellbeing (mental) | 117 |
| ● Employability | 80 |
| ● Place-making | 24 |
| ● Local decision-making/commun... | 45 |
| ● Learner voice/learner participati... | 63 |
| ● Community safety | 29 |
| ● Parent and carer support | 63 |
| ● Other | 23 |



Staff delivering CLD services identified these priorities from the following sources:

| | |
|-------------------------------------|-----|
| ● Anecdotally and from observation | 103 |
| ● From service users/members of ... | 137 |
| ● From colleagues and partners | 119 |
| ● Through data gathering and an... | 89 |
| ● Lived experience | 57 |
| ● Other | 3 |



Survey with Learners and Community Groups

Add when ready (28th June)

Other Information Contributing to the CLD Plan

In addition to engagement specific to the new CLD Plan, information was also gathered from other sources where there was a clear link to CLD. These include:

- Pupil Health and Wellbeing Survey
- Edinburgh Learns for Life Strategy, Edinburgh Learns Boards and the Education Improvement Plan
- Local Child Poverty Action Report and Child Poverty Delivery Plan
- Discover and 1 in 5 (Child Poverty)
- The Impact of Community Based Universal Youth Work in Edinburgh, research ([Impact-of-Universal-Youth-Work-in-Edinburgh.pdf \(youthlink.scot\)](#))
- Gracemount Youth Engagement

- South Bridge Resource Centre User Engagement and Integrated impact Assessment
- Connected Communities Grant Applications, Exit Strategies and Integrated Impact Assessment
- Parent and Carer Collaborative
- Libraries Survey
- Thematic Review of Active Schools
- Community Centre Management Committee liaison
- Joined up for Jobs coproduction activities and views of the Employment and Ethnicity Roundtable

A range of other activities are planned and/or currently taking place as part of the LOIP Delivery Groups, other strategic groups and ongoing work. These discussions and actions will continue to feed into CLD Partnership meetings and will be used to update the CLD Plan annually as required.

These include but are not limited to:

- Children's Partnership Working Groups for Youth Work, Place, and Child Poverty
- Team Around the Learning Community, proof of concept pilots
- Poverty and Prevention Board
- Planned engagement with Community Centre Management Committees
- Planned Thematic Review of Youth Work
- Edinburgh Learns Boards

CLD Partners also engage with young people, adults, and communities regularly with a wide range of activities taking place across all areas of work. This is captured and will continue to be used to monitor the CLP Plan throughout its life.

Being Data Driven

Data used by CLD Partners

Partners and colleagues were asked to share the data sources they use to plan services and activities and to group them into widely available national/city data and that which is locally generated and used for specific purposes.

Below is an overview (but not an exhaustive list) of data used by partners to help inform the CLD Plan and ongoing activities and actions.

[116682-Edinburgh-Youth-and-Childrens-Work-Strategy-2023-2028-Digital.pdf \(layc.org.uk\)](#)

[Item 6.1 - The Edinburgh Childrens Partnership Plan.pdf](#)

[Microsoft Word - Item 3 Local Outcome Improvement Plan Progress report March2020 \(edinburgh.gov.uk\)](#)

[edinburgh-s-joint-community-safety-strategy-2020-to-2023-1-page-plan](#)

[Out of School Care in Scotland: A Draft Framework 2019 \(www.gov.scot\)](#)

[Youth Work Outcomes & Skills Framework | YouthLink Scotland](#)

[The Promise](#)

[Supporting documents - GIRFEC wellbeing resources \(SHANARRI\) - gov.scot \(www.gov.scot\)](#)

[Edinburgh and the Lothians Multi-agency Child Protection Procedures \(layc.org.uk\)](#)

<https://www.joinedupforjobs.org/service-providers/helix>

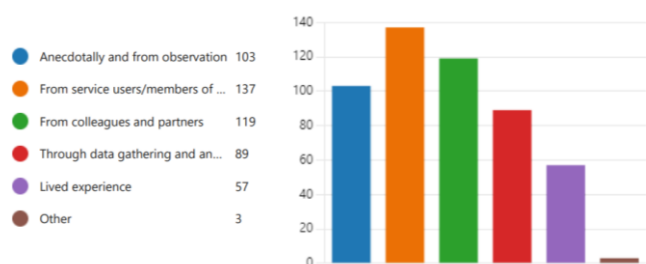
Improving the use of Data

Improving the consistent use of data for planning and evaluating the impact of CLD is a key priority for the CLD Partnership.

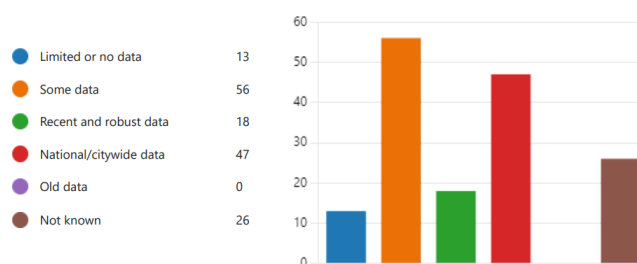
Stakeholders were asked to identify the key priorities for CLD. Partners, staff and volunteers were asked to describe what data they are aware of that informs the identified priorities.

The graphs below demonstrate that the CLD Partnership should improve the use of data as a key action in the CLP Plan

11. How do you know about these priorities? (please tick all that apply)



12. What data are you aware of that currently exists in relation to these needs/priorities?



In Year one of the CLD Plan, the partnership will undertake an analysis of the data being used, will identify further data that could be used. It will produce an Evidence Report for use by CLD partners.

Enhanced Data Sharing

Over the last 18 months a significant piece of work has been undertaken to review the existing (2015) Data Sharing Agreement (DSA) between the NHS Lothian/City of Edinburgh Council and voluntary sector organisations working with children.

The new DSA has been developed in line with the Edinburgh's Promise and the principles and data protection provisions of the GIRFEC refresh, recently published by the Scottish Government. Through this DSA, which sets out how the proportionate and timely sharing of relevant information will be managed. Access to services for children and young people should no longer be dependent on families negotiating barriers and the experience for all will be more positive, inclusive, and effective.

All organisations wishing to sign up to this Data Sharing Agreement will receive training on it and the standards they will be expected to meet, as well as being provided with operational guidance on what this may mean in practice for your organisation.

Edinburgh Children's Services Plan 2023-26

Priorities and High-Level Actions

In developing the CLD Plan, the CLD Partnership referred to the updated guidance and identified local priorities that are data driven and that focus on the key policy areas where CLD can make the most impact.

Our data, coupled with learner and community engagement clearly demonstrate that CLD priorities, (whether delivered through adult and family learning, youth work or community engagement) need to focus on those actions which are most likely to impact positively on:

- Poverty and inequality
- Mental health and wellbeing
- Employment and skills

In addition, the CLP Partnership considered unmet needs, which through close monitoring and planning will consider for future action and/or mitigation.

Workforce planning is also an area of focus, where the partnership has identified needs. The CLP Partnership acknowledges this is a key area for collaboration and will focus most closely on those workforce development needs that are most likely to impact on the identified priorities.

Each of the CLD Partners has developed plans and strategies for their discreet organisation and/or sector, which articulates these priorities and actions in more detail. Below is the high-level plan for CLD partners.

| Identified priority / issue | Action | Lead | 2024 - 25 | 2025 - 26 | 2026 - 27 |
|----------------------------------|--|---------------------------|-----------|-----------|-----------|
| Planning and reporting | Develop a CLD Implementation Plan to underpin the actions in the CLD Plan Develop KPIs to ensure robust monitoring and reporting | All | ★ | | |
| Leadership and Governance | Re-refresh and strengthen the CLD Partnership and ensure it reports regularly to the Edinburgh Partnership Implement actions and areas for development in the One-Year Progress Visit Action Plan | Council All | ★ ★ | ★ | ★ |
| Data and Evaluation | Analyse data and how it is currently used and produce an Evidence Report | Council | ★ | | |
| Workforce development | Expand workforce professional development opportunities that meet the needs of young people, adults and communities Ensure training is utilised by all partners to improve outcomes | LAYC Council CCP | ★ | ★ | ★ |
| Information Management | Explore the use of Helix (currently used for Multiply/Capital City Partnership) for use by CLD Identify budget and procure suitable Information Management System for CLD (aligned with school IMS) | Council | | ★ | ★ |
| Resourcing CLD | Consider where resources within and across the CLD Partnership could be shared/better deployed | All | | ★ | |
| Connected Communities | Allocate Monitoring and Support Officers to all grant recipients Invite Connected Communities grant recipients to a range of sector/thematic meetings and workshops to improve partnerships and reduce duplication | Council LAYC EVOC | ★ | ★ | ★ |
| Youth Work Workforce | Develop skills, knowledge and confidence of youth work staff, partners, tutor and volunteers to meet the needs of young people in the City | Council LAYC | ★ | | |
| Financial Literacy | Improve Financial literacy taking a youth work approach (organised crime and illegal money-lending) Promote the charter within youth work. Over 2 years | Council LAYC Police | ★ ★ | ★ | |
| Awards and Accreditation | Support delivery of more accredited youth awards, Achievement and SQA awards. Increase uptake of youth awards particular new award in sustainability Increase adult literacy and numeracy accredited awards Improve consistency in tracking and monitoring | Council LAYC CCP | ★ | ★ | ★ |

| Identified priority / issue | Action | Lead | 2024 - 25 | 2025 - 26 | 2026 - 27 |
|--|--|--------------------------|-----------|-----------|-----------|
| Barriers to learning and engaging | Apply learning from the Craigmoynton and Liberton (including young people's voice) pilots (Team Around the Learning Community) | Schools LAYC Council | ★ | | |
| | Using local knowledge and data to roll out to other learning communities. Include police link workers | with Police Council | | ★ | ★ |
| Embed Children's Rights | Link with the Children's Partnership with the incorporations of UNCRC sits as an action Liaise with school to maximise attendance and the right to education | Council | ★ | ★ | ★ |
| Sexual Health & Wellbeing and Gender Based Violence | Continue work of Healthy Respect Team with a focus on sexual health and wellbeing. Gender based violence. Include LGBTQI+ training | Public Health | ★ | ★ | ★ |
| Adult Learning pathways | Develop community based SQA accredited learning and pathways with links to employability | Council College CCP EVOC | | ★ | ★ |
| | Family learning – PEEP, roll out accredited learning | | ★ | ★ | |
| | Improve visibility, communications and targeting of adult learning pathways | | ★ | | |
| | Extend Multiply programme – workforce development and ESOL integration (only year one) and literacies Strengthen ESOL pathways and links to employability. Link to New Scots Strategy which is in development | | ★ | ★ | ★ |
| Adult Volunteering | Develop an Adult Guidance network | Council College CCP | ★ | | |
| | Identify and develop pathways for adult volunteering | | | ★ | |
| Community Centres | Develop support, advice and guidance for Community Centre Management Committee advice and guidance | Council EVOC | ★ | ★ | ★ |
| | Develop and deliver Community Centre Strategy | Council | | ★ | |
| | Provide training for Community Centre management committees (Shared Prosperity Funding) | EVOC | ★ | | |
| Wider Cultural Assets | Link with libraries, cultural organisations and community groups - develop employability links/creative industries | Council | | ★ | ★ |
| | Contribute to the work of the Curriculum Pathways and Wider Achievement Board, with reference to skills and creative courses and pathways | Schools Council LAYC | ★ | ★ | |
| Digital Inclusion | Identify training needs for staff and volunteers | All | ★ | | |
| | Identify data driven actions for years 2 and 3 of Plan | | | ★ | ★ |

Measuring Success

The CLD Partnership has identified several key objectives to measure the effectiveness of the plan and to ensure updates are timely and relevant. Some measures are closely aligned with or are the same Success Measures contained within the Children's Partnership. Close working across the Community Planning Family will ensure there is no duplication of effort, and that key information is shared and reported appropriately. The CLD Partnership will continue to monitor the Plan and adjust measures accordingly if required.

The measures are outlined below:

- An increase in the number of adults benefitting from Outlook (Adult Education for users of mental health services) and the Adult Learning for Deaf and Hard of Hearing Service
- An increase in Family Learning including ESOL Family Learning, and accredited learning
- An increase in the number of children, young people and families who are satisfied with their participation in CLD Services
- An increase in the core youth work offer for schools and learning communities, including an increase in Wider Achievement and Youth Achievement awards gained
- A reduction in children and families living in poverty (Shared with Children's Partnership)
- A reduction in the number of children and young people entering justice system in identified communities
- A increase in the number of looked after children and young people who access youth work in and out of school
- A reduction in crisis mental health intervention being required.
- An increased in the number of staff, partners and volunteers across the partnership who access and effectively utilise high quality professional learning and training

Monitoring and Reporting

A priority action for the CLD Partnership is to develop an Implementation Plan detailing the partnership actions required to address the priorities in the CLD Plan. Those actions will be monitored on an ongoing basis by the Partnership and members will hold themselves and each other accountable. Improving the consistent use of data for planning and evaluating will be a key aspect of the Implementation Plan. Throughout this process, the CLD Partnership will seek and share feedback from young people, adult learners and communities to rigorously assess the impact of the work.

The CLD Partnership will report annually to the Edinburgh Partnership Board, and annually to the Education Children and Families Committee for noting. Should elected members seek detailed reports on any aspects of CLD services, these will be added to committee schedules as agreed through the committee process.

Partner organisations will report to their Boards as appropriate and required.

Unmet Needs

The CLD Partnership will continue to monitor impact of services and identify unmet needs.

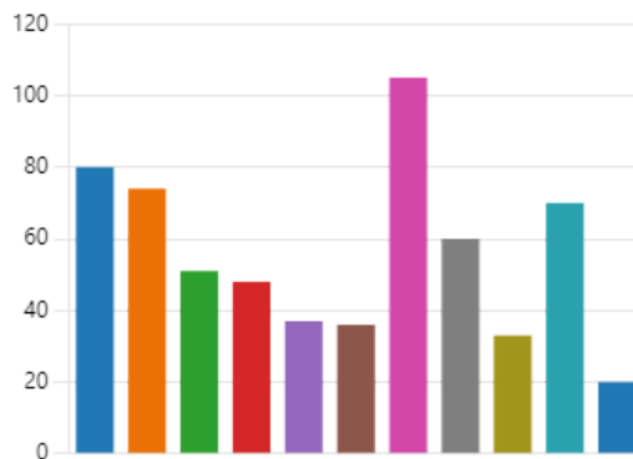
| Issue | Responsible | Action | Outcome |
|--|-------------|--|--|
| Knowledge is provided from providers and practitioners but not yet enough from individual learners | All | Investigate further use of management information systems and evaluate the use of Helix in Multiply delivery | ECLDP can benefit from finer grained data on learner engagement and outcomes |

| | | | |
|---|-----|---|---|
| Referencing the work that the Council is doing around EDI | All | Explore links with existing work in schools and organisations | ECLDP is better able to address the needs of increasing numbers of ESOL learners, unaccompanied minors, and people with protected characteristics, including those who are care experienced |
| Stigma poverty work from CCP to be widened out | All | | |

Workforce Development

The staff colleagues and partners who completed the survey identified the CLPL, training and development needs as follows:

| | |
|------------------------------------|-----|
| Child and adult safeguarding | 80 |
| Project and financial planning | 74 |
| Self-evaluation | 51 |
| Digital competence | 48 |
| Policy and procedure (HR, Healt... | 37 |
| Relevant legislation | 36 |
| Equality, Diversity and Inclusion | 105 |
| CLD competences | 60 |
| Risk assessment and risk manag... | 33 |
| Welfare benefits and rights | 70 |
| Other | 20 |



The CLD Partnership will increase the offer of shared training and encourage greater uptake in response to identified personal and professional development needs. Where suitable training is not already available, the CLD partnership will combine skills and develop training to ensure learners and communities benefit from a CLD offer delivered by a skilled and knowledgeable workforce and volunteers.

Integrated Impact Assessment

Add link when published