

Edinburgh Community Learning and Development Plan

Changing lives through learning

2018 – 2021





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CLD: Vision

By 2021 community learning and development activity will have enabled people, particularly those people who are more vulnerable or disadvantaged, to make positive changes in their lives and in their communities through learning.

Welcome

Welcome to the Edinburgh Community Learning and Development (CLD) Partnership plan which sets out our collective ambition to make a positive difference for people in Edinburgh.

We recognise that a wide range of organisations deliver community learning and development in the City. These include the public and third sector working with children, young people and adults. The intention of the plan is to add value to this existing delivery by identifying where we as a partnership can bring fresh thinking and ideas to address what are often longer term, so called 'thorny' issues. The partnership will do this by using data to identify some of these intractable issues; consider what actions have worked in the past or are working presently, both in Edinburgh and in other local authorities, to address these issues; engage with target groups to co-design service activity and harness the collective resources across the partnership, focusing on actions which will bring about positive change and progress.

The plan therefore does not reflect the broader CLD activities already reported in other plans. It will however monitor this broader range of CLD activity, promote sharing of good practice and challenge Council and partner organisations where it feels that there is lack of activity or the activity itself is less effective in meeting identified needs and/ or national and City priorities.

Thank you to learners, volunteers, partners and CLD staff who have contributed to the plan development. This contribution has been carried out through 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 key themes in the four locality action plans, the developing Local Outcome Improvement Plan and its themes, relevant council, partner and community plans.

The plan is a living document and as such will be reviewed and amended in light of experience and changing needs and expectations.

Ian Brooke and Paul McCloskey

The Partnership welcomes comments and feedback on the plan and you can do this by contacting Ian or Paul as below.

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What will the CLD Partnership change and improve in Edinburgh?

The changes and improvements fall into four main areas:

Planning for Improvement

Reflection and self-awareness through self-evaluation are fundamental for good CLD practice: seeking to improve professional competencies around community learning and development and continually improving practice in order to become more effective and have greater impact. The Partnership will champion self-evaluation, share and promote examples of how this has led to improved practice and outcomes for citizens.

It will also champion the effective use of data through workshops to improve staff knowledge and in sharing data across partners in order to inform effective practice.

Improving the life chances for people of all ages

Youth work is intrinsic to community learning and development and to meeting the needs of children and young people, who have a right to experience the best possible start in life. It isn't easy being young today and sometimes, through circumstances beyond their control, they may find life particularly challenging. Delivering high quality youth work requires high quality youth work practitioners: confident and competent, knowledgeable and skilled, ambitious for children and young people and able to help them achieve their potential and be the best they can be. The Partnership will champion existing competencies for youth work, identifying and developing training to enable staff to effectively communicate with young people, appreciate and understand their realities. There is a perception among partners that children and young people from black, Asian and minority ethnic communities do not engage widely in youth work. There are likely to be a number of reasons for this. The Partnership will establish a baseline of participation levels and consult with young people to explore potential barriers to participation and identify ways in which these could be overcome.

Literacy and numeracy are important life skills and not having these can be a disadvantage in a society which assumes the possession of these skills. The Partnership seeks to more effectively meet the needs of the learners including the systematic use of individual learner plans that clearly identify learner progression.

It recognises the need to be more creative in engaging people who would not necessarily want to come forward or identify themselves as being someone in need of literacy and numeracy support.

Mental health and wellbeing touches all of our lives. Staff sometimes lack knowledge and communication skills in communicating effectively with people who are affected by mental health issues. The Partnership will work alongside existing training plans and programmes to share knowledge of what is available and to create new staff learning opportunities.

Building stronger, more resilient communities

Social isolation, linked increasingly to poor health outcomes, can occur in rural and urban environments and has been linked to wider changes in society. There are a range of organisations in Edinburgh which exist to connect people who are socially isolated. The Partnership will look at examples of the impact of models in Edinburgh and beyond and work on how good practice models could be extended and professional awareness of what is available improved.

Involving local people in decision making and services design, while a key Christie Commission recommendation and intrinsic to community empowerment, isn't always as widely adopted as it could be. The Partnership will look at successful models within and outwith Edinburgh and seek to encourage the adoption of effective forms of local decision making.

Monitoring and Reporting

One of the issues for community learning and development has been, albeit that some good practice examples exist, a lack of consistency in data gathering and in particular baseline performance gathering and reporting.

A consequence of this is that what is at times excellent work remains hidden as staff are not able to demonstrate improvement and change. The Partnership will develop a means of monitoring and reporting information to measure the impact of CLD Partnership activity in this CLD plan. It will also identify existing mechanisms and those in development which together will ensure that that it has an overview of the impact of citywide CLD activity.

Unmet need

There is a requirement to identify unmet need – as in those needs which will not be met in the three years of the plan. The Partnership will seek to interpret what this means for Edinburgh and the role of the CLD Partnership, identifying potential unmet need during the first year of the plan. Certainly, at a time of unprecedented budgetary constraint, it behoves the Partnership to, as Jim Collins states, 'confront the most brutal facts of your reality'. It may be that CLD, as much as it needs to define what it can do, needs to also define what it cannot do.

A three year plan

As a result of engagement with partners and an exercise to identify key priorities, the plan shows a greater level of detail in year one; some of these year one actions may extend into years two and three. A list of additional themes for years two and three are included at the end of the plan. Plans are living documents and planning an organic process. The more detailed picture for year two will be teased out during the course of year one; the detail of year three will be developed in year two.

This approach recognises the need for flexibility in planning: being able to adapt to unforeseen circumstances, as needs change and demand on resources increases or other resources become available. These changing needs and demands will require improved partnership and collaborative working, in order to target resources and develop services for those most vulnerable and disadvantaged in society, a tenet of community learning and development.

'The true measure of any society can be found in how it treats its most vulnerable members'
Mahatma Gandhi

What is Community Learning and Development?

Community Learning and Development (CLD) supports primarily disadvantaged or vulnerable groups and individuals to engage in learning, personal development and active citizenship, bringing about change in their lives and communities. CLD is a distinctive process of engagement and support, with a learning content that is negotiated with learners.

Community Learning and Development activity has a strong focus on early intervention, prevention and tackling inequalities.

Community Learning and Development is widely understood to include:

- * community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers)
- * youth work, family learning and other early intervention work with children, young people and families
- * community-based adult learning, including adult literacies and English for Speakers of Other Languages (ESOL)
- * learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders
- * volunteer development
- * learning support and guidance in the community.

Community Learning and Development's specific focus should be:

- * Improved life chances for people of all ages, through learning, personal development and active citizenship
- * Stronger, more resilient, supportive, influential and inclusive communities.



The Edinburgh CLD Partnership Plan

Community Learning and Development (Scotland) Regulations 2013

Under the powers of the 1980 Education (Scotland) Act, the City of Edinburgh Council, in common with every local authority, has to fulfil the Requirements for Community Learning and Development (Scotland) Regulations 2013. Local authorities are expected to:

- * Identify target individuals and groups and their needs in regard to community learning and development
- * Assess the degree to which these needs are being met
- * Identify barriers to the adequate and efficient provision of community learning and development
- * Publish a (three year) plan which specifies:
 - How the local authority will co-ordinate this community learning and development with other people (including partners) who provide this activity
 - What action the local authority will take to provide community learning and development over the three years
 - What action other people including partners will take to provide community learning and development
 - Any needs for community learning and development which will not be met within the period of the plan

Consultation is intrinsic to the development of the plan. Consultation with learners who are representative of the target groups, people including partners who provide community learning and development, volunteers, sessional staff, Council staff, other organisations and groups relevant to the provision of community learning and development. The result of this consultation is an Edinburgh CLD Partnership Plan which is relevant to the community learning and development needs and aspirations of Edinburgh's citizens and communities.

The plan is an evolving document that is reviewed annually and amended in light of changing priorities and circumstances.

Who is involved in creating the plan?

The Community Learning and Development Partnership is involved in writing, developing, reviewing and monitoring the plan. This planning process is led by the Lifelong Learning Strategic Manager (CLD and Libraries). Central to the development of the plan is consultation and engagement: with learners, volunteers, members, target groups, sessional staff, partners, Council staff, others involved in community learning and development activity.

The Community Learning and Development Partnership includes organisations with a citywide remit including representatives from National Health Service Lothian, Police Scotland, Edinburgh University, Edinburgh College, Edinburgh Youth Work consortium, Edinburgh Voluntary Organisations Council, Volunteer Edinburgh, Desire Lines (Arts and Cultural Sector), Edinburgh Leisure, Lothian Association of Youth Clubs, Skills Development Scotland, Workers' Education Association, the Council Lifelong Learning and Strategy and Insight teams.

The CLD Partnership acts as the main agency for the strategic development of CLD in the city and provides governance for the three year plan through:

- * Sharing good practice and developing new areas of work in response to new and emerging needs
- * Ensuring the plan reflects Council and partner community learning and development activity in response to new and emerging needs
- * Overseeing the extent, quality and impact of community learning and development activity across the city
- * Developing a performance framework to monitor progress and identify strengths and areas for improvement
- * Advising the Edinburgh Partnership on community engagement and empowerment
- * Learning from good practice in other local authorities



The wider legislative and policy context for the plan

A wide range of national and local guidance, plans and policies provide a framework to inform and influence the plan. Some of these key documents are listed below:

[How good is the learning and development in our community?](#) This key self-evaluation resource supports quality improvement in community learning and development. The quality indicators reflect the context within which community learning and development partners operate, focusing on the impact of CLD provision including work with young people, adults and communities.

[Strategic Guidance for Community Planning partnerships: Community Learning and Development \(2012\)](#) promotes a more integrated approach to support active community participation in planning and delivery of services.

[The Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#) provides the legislative framework for Community Learning and Development.

[National Youth Work Strategy 2014–2019](#) aims to improve outcomes for young people through youth work.

[Adult Learning in Scotland – Statement of Ambition 2014](#) sets out the ambitions for adult learning in Scotland, defining three principles for adult learning: that it is lifelong, life-wide and learner-centred.

[Adult Literacies in Scotland 2020: Strategic guidance \(ALIS 2020\)](#) aims to promote equal access to and participation in literacies learning for all adults.

[A professional development framework for Scotland's adult literacies workforce](#) aims to develop professional development of workers, leading to improved achievement and progression by literacies learners.

[Welcoming Our Learners: Scotland's ESOL \(English for Speakers of Other Languages\) Strategy 2015–2020](#) sets out the importance and context of ESOL learning in Scotland.

Wider policy context:

- * [Children and Young People \(Scotland\) Act 2014](#) legislation on the rights of children and young people in Scotland
- * [Getting it right for every child \(GIRFEC\)](#) is the national approach in Scotland to improving outcomes and supporting the wellbeing of children and young people
- * [Developing Scotland's Young Workforce](#) is a response to the challenge of youth unemployment
- * [Opportunities For All – Post-16 transitions – Policy and Practice Framework](#) aims to provide guidance for those involved in supporting post-16 transitions, and the planning and delivery of education, training and careers information advice and guidance for young people in Scotland.
- * [Community Empowerment \(Scotland\) Act](#) aims to help communities to do more for themselves and have more say in decisions that affect them.
- * [Skills for Scotland: A Lifelong Skills Strategy](#) has a vision for a smarter Scotland with a globally competitive economy based on high value jobs, with progressive and innovative business leadership.



What are the local policies and plans which influence the plan?

'Live Well in Later Life', Edinburgh's Joint Commissioning Plan for Older People 2012–2022 covers care and support services to older people over 65 years of age and aims to improve outcomes for older people.

Youth and Children's Work Strategy for Edinburgh 2017–20 provides a framework for the delivery of children and young people's services

The Edinburgh Children's Partnership Children's Services Plan 2017–20 directs strategic planning, development and delivery of children and young people's services on behalf of the Edinburgh Partnership.

The Edinburgh Partnership is the community planning partnership for Edinburgh. The aim of the Partnership is to deliver better outcomes for communities, and particularly for those experiencing the greatest inequality. How it does this is set out in a Local Outcome Improvement Plan. This plan focuses on partners working together to address poverty and inequality with the priority themes covering income maximisation, housing and place, education and employability. Community participation and influence is central to the work of the Partnership.

This citywide activity is complemented by four Locality Improvement plans (LIPs), one for each of the South West, North West, South East and North East localities. The LIPs aim to deliver better outcomes for individuals and communities by simplifying and strengthening existing improvement planning and partnership working, placing communities at the heart.



Demographic, socio economic drivers: a growing city with growing inequality (Council Business Plan)

Over the last 10 years	Over the next 10 years
<ul style="list-style-type: none"> * Edinburgh has been one of the fastest growing local authorities in the UK * Edinburgh has an estimated population of 506,000 which makes it the second most populous city in Scotland and the 7th in the United Kingdom * From 2005 to 2015, the population of the city grew by 10% – over 49,000 people * This is more than double the growth seen across Scotland, and faster than that of any other city 	<ul style="list-style-type: none"> * Analysis suggests that Edinburgh is likely to see further population growth – it is estimated that it will reach 567,000 by 2030 * The projected population increase from 2014 – 2024 is 44,500 people (9%) with strong growth at both ends of the age spectrum * The population aged 12 – 17 is projected to grow by around 23% in this period * The population aged over 75 is projected to grow by 25%, almost 3,000 people over the same 10 year period

This growing population is one of the most visible signs of Edinburgh's success. However, not all citizens share in that success and alongside the affluent areas, Edinburgh contains some of the most deprived communities in Scotland.

- * In 2015 estimates show that almost 80,000 people in Edinburgh were living on incomes below the UK poverty threshold
- * This means that 16% of Edinburgh's citizens are living in poverty, a rate very close to the Scottish average of 18%
- * Within that overall rate, poverty levels among households with children are particularly high
- * Data shows that 21% of all Edinburgh's children grow up in poverty, meaning that over 20,000 children in the city live in families who get by on very low incomes.

These estimates mask the depth of poverty and income inequality faced by many. Within the most deprived wards of Edinburgh, as many as 30% of all residents live in households below the poverty threshold. Looking at smaller geographical areas and communities, these rates can be even higher, with pockets of poverty and deprivation as severe as those recorded in any other part of Scotland.

Mental Health

There are an estimated 120,000 people in Edinburgh who experience either common or complex mental health issues, which equates to over 25% of the population.

Percentage of Young People from Black, Asian and Ethnic Minority communities attending school in Edinburgh where the main home language is not English

BAME young people: Primary/Secondary Schools	Percentage attending in 2015 (%)	Percentage attending in 2017 (%)	Percentage increase (%)
Percentage of BAME pupils in Primary School	17.9 %	20.2 %	2.3 %
Percentage of BAME pupils in secondary school	14.7 %	16.6 %	1.9%
Percentage of BAME young people in Primary and Secondary schools	24.2%	27.5%	3.3%

Annual Pupil Census (Strategy & Insight)



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 for all partners

High level improvements		1.1 Improve self-evaluation across the CLD Partnership, ensuring it is consistent and systematic. 1.2 Improve the way in which data is gathered, shared, analysed and used for planning and evaluation across the CLD Partnership. 1.3 Improve mechanisms for reporting on the impact of Community Learning and Development as a community of practice. 1.4 Increase engagement with all stakeholders in training, planning and evaluating CLD activity.				
Outcomes	Links to other plans and strategies	Time scale	Actions	Leads (lead name in bold)	Key Performance Indicators/ Measures	
1.1 1.3 1.4	A culture of self-evaluation and improvement exists across the CLD Partnership Team Plans: Strategic teams CLD Plan: Lifelong Learning Locality Improvement Plans: Locality teams	Jan 2017 and ongoing Review annually from July 2019	Support colleagues to strengthen practices in self-evaluation using How Good is Our Frameworks Develop a Lifelong Learning service-wide self-evaluation calendar Introduce Lifelong Learning staff and relevant CLD partners to Improvement Methodology	Christine McKechnie Lifelong Learning John Heywood Lifelong Learning Caroline Lamond Lifelong Learning	Most staff report increasing confidence and skills in using self-evaluation through attendance at, and feedback from, training and Continuous Lifelong Professional Learning Number of staff attending training	

1.1	Self-evaluation is embedded across the CLD Partnership	Education Authority (NIF) Improvement Plan Lifelong Learning	Ongoing Review annually from July 2019	Deliver a structured programme of self-evaluation and data training for partners	Paul McCloskey Lifelong Learning	Baseline templates are updated annually in July with a snapshot annually in October/ November
1.2	Staff and partners confidently engage in a continuous cycle of planning and evaluation Using data to inform planning and generating evidence to demonstrate impact is routine and embedded in practice	CLD Plan: Lifelong Learning Integrated Children's Services Plan: Identified strategic leads for Lifelong Learning Locality Improvement Plans: Lifelong Learning Growing the Learning Culture in CLD: A strategy statement and framework for action		Managers create more opportunities for joint planning and evaluation and practice sharing All teams and partners contribute to writing reports for Education, Children and Families Committee demonstrating the impact of planned activity Lifelong Learning staff actively encourage partners to participate in joint self-evaluation and training opportunities Increase the number of staff who become members of the CLD Standards Council	Ian Brooke Edinburgh Voluntary Organisations Council Christine McKechnie Lifelong Learning John Heywood Lifelong Learning Caroline Lamond Lifelong Learning Helen Bourquin Lifelong Learning	

Section 2: Improving life chances for people of all ages

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

High level improvements	2.1 Increase the focus of the CLD Partnership on activities that are designed to intervene early.					
	2.2 Increase the focus of the CLD Partnership on activities and interventions where the purpose is preventative.					
	2.3 Increase the focus and capacity of the CLD Partnership to reduce inequalities and improve life chances for people of all ages.					
	Outcomes	Links to other plans and strategies	Time scale	Actions	Leads (lead name in bold)	Key Performance Indicators/ Measures
Year 1						
2.1 2.2 2.3	<p>We have learning opportunities which are designed to meet the needs and support the ambitions of vulnerable and disadvantaged groups and individuals</p> <p>Vulnerable groups and individuals are engaged through effective collaborative planning and co-ordination</p> <p>Vulnerable and disadvantaged groups and individuals are able to access facilities and participate in social, cultural and learning opportunities</p>	<p>Our ambitions for improving the life chances of young people in Scotland: National Youth Work Strategy 2014–2019</p>		<p>A set of competencies and skills for sessional youth work staff will be identified.</p> <p>Sessional Youth Work staff will be upskilled through workforce development opportunities offered through the CLD Partnership.</p> <p>Training opportunities will be promoted and shared with partners. This will include digital skills and social media; how to encourage participation of children and young people from minority communities; people's mental health and wellbeing.</p>	<p>Simon Jaquet Edinburgh Youth Work Consortium</p> <p>Laurene Edgar Lothian Association of Youth Clubs</p> <p>John Heywood Lifelong Learning</p> <p>Tommy George Edinburgh Leisure</p> <p>Jackie Stewart Lifelong Learning</p>	<p>Youth work providers adopt Youth Link competencies</p> <p>Numbers attending training</p> <p>Evaluation and feedback from staff participants shows % increase in upskilling and confidence</p> <p>Examples of improved practice</p> <p>Promotional materials distributed to city youth work providers</p> <p>Training opportunities shared with partners regularly</p>

2.3	Barriers to participation in youth work provision for young people from Black, Asian and Minority Ethnic communities are reduced			<p>Develop a means of actively recruiting youth workers from Black, Asian and Minority Ethnic (BAME) communities</p> <p>Carry out an assessment/ audit of what barriers may exist, real or perceived, for BAME youth from mainstream provision. Assessment needs to look at what provision is provided within communities and how mainstream could interact with that</p> <p>Establish a baseline for numbers of BAME young people participating in youth work provision across the city.</p> <p>Young people from Black, Asian and Minority Ethnic (BAME) communities will be targeted to become more involved in local youth work provision</p>	<p>Julie Coyle Skills Development Scotland</p> <p>John Heywood Lifelong Learning</p> <p>Paul Wilson Volunteer Edinburgh</p> <p>Laurene Edgar Lothian Association of Youth Clubs</p> <p>Gordon McLean Lifelong Learning</p>	<p>% increase in participation by young people from BAME communities</p> <p>Increase in targeted campaigns for BAME communities</p> <p>Carry out consultation with key agencies and identify barriers to BAME participation</p> <p>Carry out annual audit of BAME participation</p>
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<p>2.3</p>	<p>Meet the needs of the learners involved including the systematic use of individual learner plans that clearly identify learner progression</p>	<p>Adult Learning in Scotland Statement of Ambition (2014)</p>		<p>Literacy and Numeracy provision will be reshaped to meet the needs of the users of the service.</p> <p>Develop pathways and progression routes for adults where a literacy/ numeracy need has been identified.</p> <p>Resources are targeted to develop new, first step literacy provision for adults and families.</p> <p>Provide shared practice events for literacy practitioners to identify 'Literacy Challenge' activities to engage new and hard to reach learners.</p> <p>CLD Partnership to revisit the delivery of literacy and numeracy classes within the workplace.</p>	<p>Sheila Duncan Lifelong Learning</p> <p>Archie Campbell Workers Educational Association</p> <p>Diane Gordon Edinburgh College</p> <p>Tommy George Edinburgh Leisure</p> <p>Gordon McLean Lifelong Learning</p>	<p>Examples of learner progression</p> <p>All learners have an individual learning plan in place.</p> <p>Where relevant learners have a progress tracker in place.</p> <p>Percentage of new courses and learners</p> <p>Number of adult literacy shared practice events delivered.</p> <p>Number of participants at events and training completing evaluations.</p> <p>Increase in numbers of new learners in literacy provision</p>
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				Professional Development Award Literacies training to be offered to Lifelong Learning Development Officers		Number of LLDOs trained in PDA in literacies
2.3	Staff will be able to better communicate and work with people affected by mental health issues	Scottish Government Mental Health Strategy 2017–2027	April 2019 and ongoing thereafter	<p>Share existing training and development programmes and create new learning opportunities in this area.</p> <p>Increase partner staff awareness and knowledge around mental health and wellbeing for people of all ages</p>	<p>Moyra Burns NHS Lothian</p> <p>Diane Gordon Edinburgh College</p> <p>Sheila Duncan Lifelong Learning</p>	<p>Number of places for mental health training offered by the college</p> <p>Numbers of staff attending mental health training courses in college</p> <p>Number of training sessions delivered (adults, children and young people)</p> <p>Numbers of staff evaluations completed</p> <p>Increase in awareness and knowledge by participants in the CLD partnership</p>

Section 3: Building stronger, more resilient communities

Steps taken by the CLD Partnership to build the capacity and agency of communities

High level improvements	3.1 Provide more opportunities for local communities to participate in decision making and the co-design and delivery of service.					
	3.2 Improve skills, knowledge and confidence of communities to build active participation.					
	3.3 Local people feel their voices are heard and are more connected and invested in their communities.					
Outcomes	Links to other plans and strategies	Time scale	Actions	Leads (lead name in bold)	Key Performance Indicators/ Measures	
Year 1						
3.1 3.2	Community groups and individuals have the opportunity to be engaged in planning and evaluation of services Skills and learning opportunities are co-ordinated by partners and communities to ensure that provision is targeted and reaching those most in need		June 2019	Partners will be involved in this review The CLD Partnership will contribute to a review of criteria applied to the distribution of funding through the Third-Party Revenue Grants.	John Heywood Lifelong Learning Ian Brooke Edinburgh Voluntary Organisations Council Laurene Edgar Lothian Association of Youth Clubs Simon Jaquet Edinburgh Youth Work Consortium Jackie Stewart Lifelong Learning	Number of consultations undertaken and feedback from events Number of community events dedicated to planning and evaluation of services Completion of review of 3rd Party Revenue Grants by March 2019 CLD Partnership established to provide support to those most in need Standing agenda item on regular CLD partnership meetings to discuss skills and learning opportunities for those most in need

						Meetings held quarterly Equalities Impact Assessment will be reviewed at 6 monthly intervals.
3.2	Vulnerable people are 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	Paul Wilson Volunteer Edinburgh Ian Brooke Edinburgh Voluntary Organisations Council Peter Strong Locality Manager (NW) Kevin McLean Police Scotland	Reported improvements in vulnerable people feeling less isolated as a result of improved local/city connections Carry out a SWOT analysis of identified models Evaluate existing practice Evaluate improvements to be implemented
3.1	Local communities are more involved in decision making (particularly people who don't usually participate in dialogue) and their capacity to effect change is increased.		May 2019	Learn from other successful models within and outwith Edinburgh eg: Fife model which focused on political literacy, asset transfer and helping people define and address local issues (partnership of Fife College and CLD). Consider role of 'critical thinking' for citizens as part of this process.	Archie Campbell Workers Education Association Sheila Duncan Lifelong Learning Jackie Stewart Lifelong Learning	Number of community decision making events Evaluate feedback from decision making events Examples of successful model looked at and implemented

3.1 3.3	Citizens are more involved in deciding how budgets are spent.		February 2019	Explore different ways of engaging people in communities of all ages to influence the budgeting affecting their lives, eg Canny Cash	Jan-Bert van den Berg Artlink Ian Brooke Edinburgh Voluntary Organisations Council	Identify examples of good practice Contribute to council wide budget engagement exercise
3.1 3.2 3.3	Community Centre Management Committees are confident in managing and making the most of local assets	Community Empowerment (Scotland) Act	December 2019	Training programme developed and implemented Review and revision of Community Centre Handbook Development of Keyholder policy	Ian Brooke Edinburgh Voluntary Organisations Council Paul McCloskey Lifelong Learning Helen Bourquin Lifelong Learning Caroline Lamond Lifelong Learning	Number of training courses delivered Number of participants attending training Evaluation of training Annual review of keyholder policy and handbook Contribute to the strategic asset review that includes community centres



Section 4: Monitoring and reporting

Steps taken by the CLD Partnership to improve governance, monitoring and reporting

High level improvements	4.1 Strengthen the governance arrangements for CLD and the links with Locality Governance					
	4.2 Improve and strengthen the monitoring of CLD across the partnership					
	4.3 Improve mechanisms for reporting on the impact of the CLD Partnership					
Outcomes	Links to other plans and strategies	Time scale	Actions	Leads (lead name in bold)	Key Performance Indicators/ Measures	
Year 1						
4.3	There is a clearer understanding of the purpose and impact of CLD across the Council and Community Planning Partnerships.	CLD Improvement Plan Locality Improvement Plans Local Outcome Improvement Plan Lifelong Learning Plan Edinburgh Children's Partnership Children's Services Plan 2017–20:	November 2018	Ensure the Local Outcome Improvement Plan and CLD Plan are aligned and complementary Report on CLD activity through Locality Dashboards Produce and circulate annual report demonstrating impact of CLD across partnership activity Report on CLD activity in Education, Communities and families Business Bulletin Reports to the Locality Committees and the Culture and Communities Committee. Actively participate in CLD Managers Scotland Forum	Paul McCloskey Lifelong Learning Ian Brooke Edinburgh Voluntary Organisations Council Michele Mulvaney Strategy and Insight	Organogram in place (including partners) to show where CLD Partnership sits Regular reporting to appropriate bodies on CLD activity Number of CLD forums attended over number or % held

4.2 4.3	Clear evidence of improved performance is achieved through systematic use of baseline templates	Lifelong Learning plan		Use templates to measure progress Quantitative baseline templates are in place to facilitate clear, consistent monitoring and reporting mechanism	Christine McKechnie Lifelong Learning John Heywood Lifelong Learning Moyra Burns NHS Lothian	All partners on CLD Partnership to complete a baseline template in accordance with reporting cycle Increase provision or uptake through analysis of data from baseline templates
4.1 4.2 4.3	Clear demonstration of impact of CLD Partnership		January 2019	Clear monitoring and reporting of the CLD Partnership plan is established Develop an agreed means of sharing monitoring information to measure the impact of the CLD Partnership plan activity by tabling this at October and January meetings	John Heywood Lifelong Learning Simon Jaquet Edinburgh Youth Work Consortium Diane Gordon Edinburgh College Paul McCloskey Lifelong Learning Helen Bourquin Lifelong Learning	Annual monitoring and reporting of CLD Plan through Education, Children & Families Committee The Edinburgh Partnership Board The CLD Partnership Monitoring information shared with CLD Partnership at CLD Partnership meetings

4.1	The CLD Partnership receives quarterly information on CLD development and activity citywide		March 2019	<p>The CLD Partnership receives annual information on CLD development and activity citywide</p> <p>Identify existing mechanisms and those in development which together will ensure the CLD Partnership has an overview of the impact of citywide CLD activity</p> <p>Table this at October and January meetings</p> <p>Annual cycle in place to report to the Edinburgh Partnership, CLD Partnership, Education, Children & Families Committee.</p>	<p>John Heywood Lifelong Learning</p> <p>Helen Bourquin Lifelong Learning</p> <p>Gordon McLean Lifelong Learning</p> <p>Peter Strong Locality Manager (NW)</p>	<p>Monitoring information shared with CLD Partnership at CLD Partnership meetings</p> <p>Annual monitoring and reporting of CLD Plan through Education, Children & Families Committee Edinburgh Partnership Board</p> <p>CLD Partnership</p>
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Themes for years two and three

Outcomes	Links to other plans and strategies	Time scale	Actions	Leads	Key Performance Indicators
<p>We have meaningful evidence that individuals are supported to access and maintain volunteering opportunities</p> <p>The number and range of volunteering opportunities has increased</p>	<p>The Volunteering and Active Citizenship Strategy</p> <p>National Framework of Volunteering Youth and Children's Work Strategy for Edinburgh 2017–2020</p>	<p>Consider September 2019</p>	<p>Consider this again in September 2019</p> <p>Support individuals to access volunteering opportunities with a focus on improving employability skills and support those individuals to translate and utilise those employment skills and experiences gained through volunteering.</p> <p>Develop volunteering opportunities to gain work related experience and life skills</p>	<p>Paul Wilson Volunteer Edinburgh</p> <p>Ian Brooke Edinburgh Voluntary Organisations Council</p> <p>Jan-Bert Van den Berg Artlink</p>	

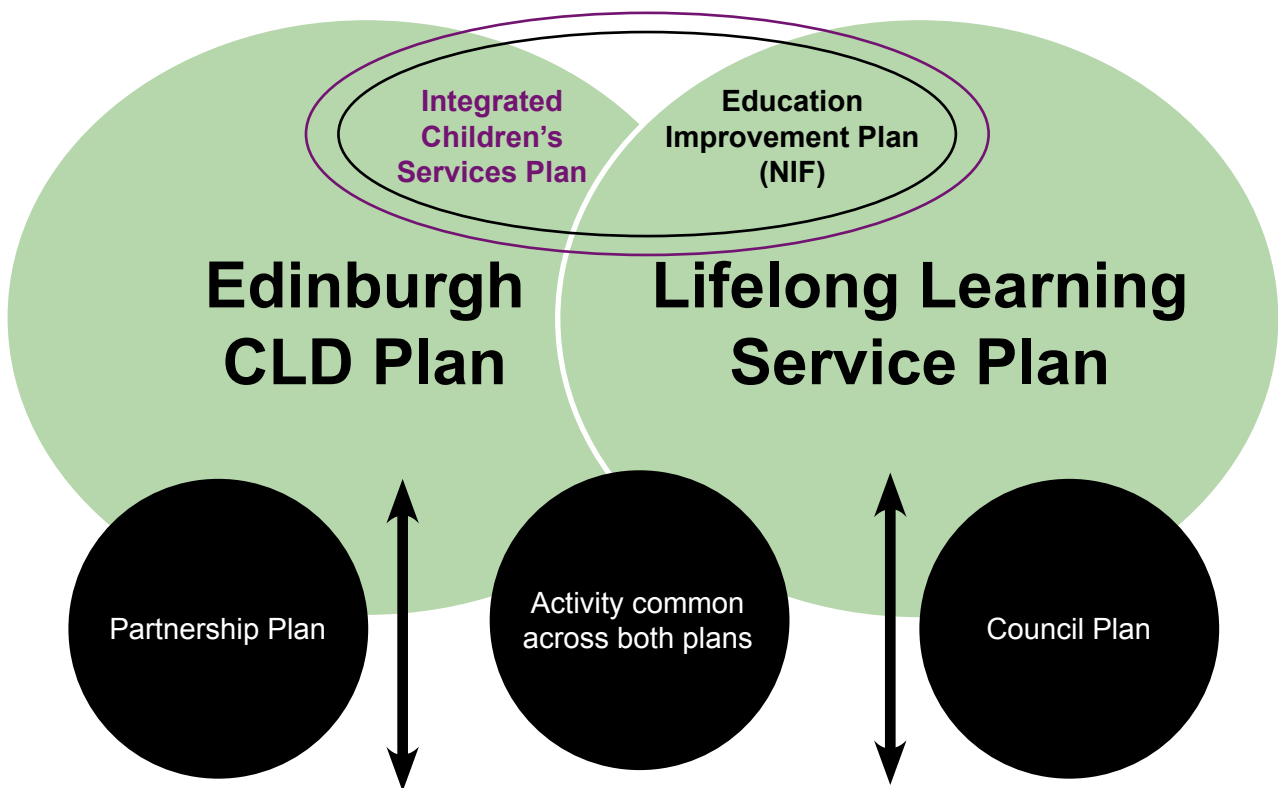
<p>Reduce levels of antisocial behaviour as highlighted by the partnership, including motorbike crime, bonfire night issues, violence and knife crime by developing fresh thinking and approaches.</p>		<p>Consider April 2019</p>	<p>Consider this again in April 2019 to explore whether the CLD Partnership can apply fresh thinking.</p>	<p>Kevin McLean Police Scotland</p> <p>Paul McCloskey Lifelong Learning</p> <p>Tommy George Edinburgh Leisure</p>	
<p>Sustained positive destinations for young people</p>		<p>Consider in December 2019</p>	<p>Explore fresh thinking around the need to increase the number of young people Edinburgh who are achieving sustained positive destinations</p>	<p>Julie Coyle Skills Development Scotland</p> <p>Lorna Sweeney Schools Manager</p>	

Relationship between The Lifelong Learning Service Plan, Edinburgh CLD Plan and other plans

A Lifelong Learning Service Plan sets out the strategic context for the work of the newly formed Council Lifelong Learning service area.

Lifelong Learning Service provides locally delivered lifelong learning opportunities for individuals and groups, including access to libraries and information services, youth work, adult education, community capacity building, arts and creative learning, health and wellbeing, parent and carer support, sport and physical activity.

The diagram below illustrates the relationship between the Council Lifelong Learning Service Plan and the new Edinburgh CLD Partnership Plan.



Community Learning and Development is a major contributor to national outcomes as outlined in Scotland's National Performance Framework below.

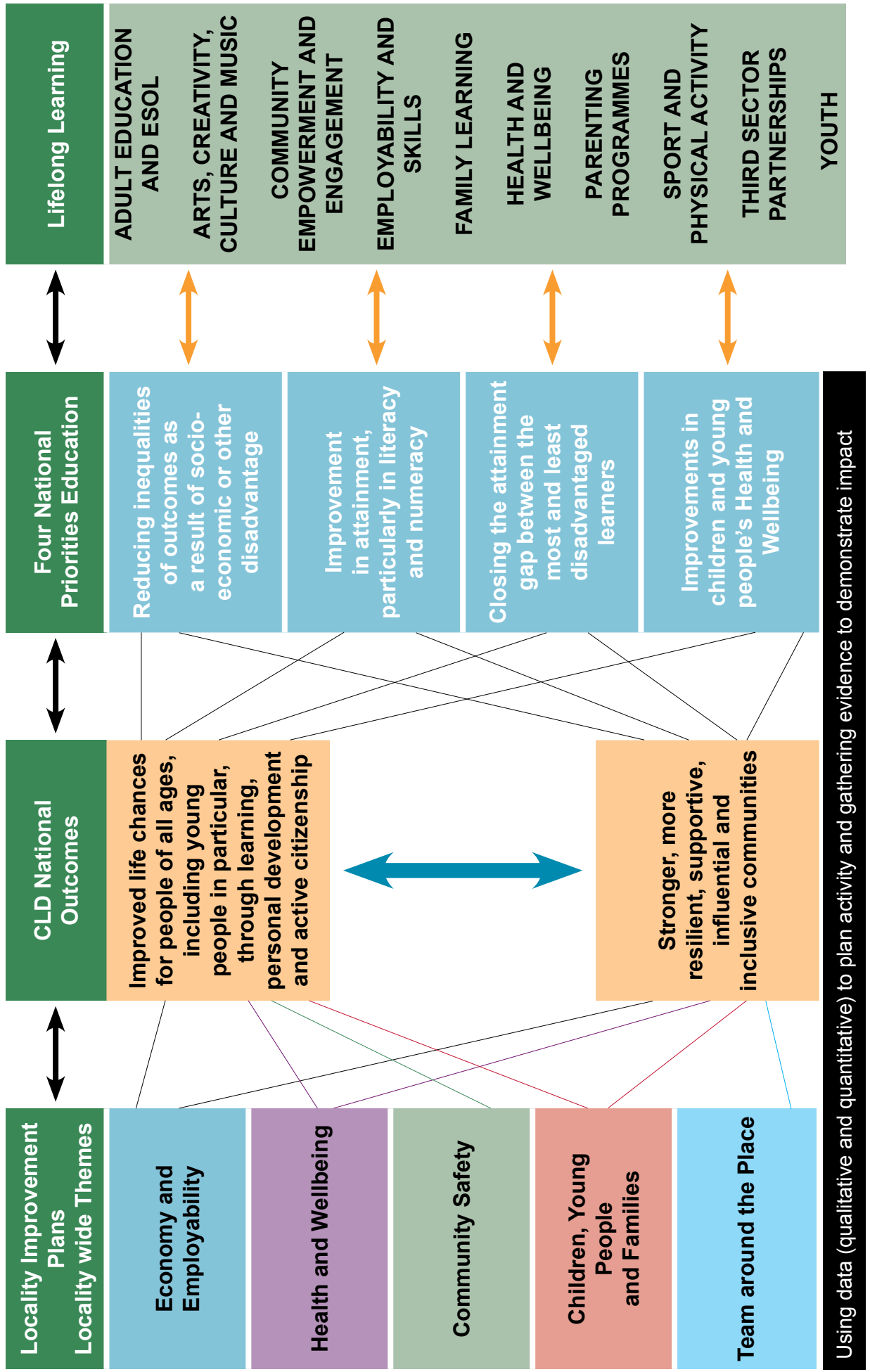
Scotland's National Performance Framework

Since 2007, National Outcomes have provided a focus and direction for policy action across the public sector. The National Performance Framework (NPF) has transformed the way public services are delivered in Scotland into an outcomes based approach. The outcomes approach is now placed in statute through the Community Empowerment Scotland (2015) Act.

In June 2018 the new NPF was launched, based on the kind of Scotland people said they would like to live in. A new set of National Outcomes was developed, which reflect a unified vision as described in the NPF's Purpose, Values and National Outcomes (left). This helps us to achieve goals that improve the wellbeing and quality of life of the people of Scotland. They reflect our values as a nation and the aspirations we hold for our future. It also links with our commitment to the United Nation's Sustainable Development Goals which are aimed at improving wellbeing across the world.



The relationship of Community Learning and Development to the national CLD Outcomes, National Education Priorities, Locality Improvement Plans and Lifelong Learning is illustrated below



Using data (qualitative and quantitative) to plan activity and gathering evidence to demonstrate impact

Overview – CLD outcomes

Outcomes set by Community Learning and Development Managers Scotland (CLDMS) and key partners.

Youth Work	Adult Learning	Community Development
* Young people are confident, resilient and optimistic for the future.	* Adult learners are confident, resilient and optimistic for the future.	* Communities are confident, resilient and optimistic for the future.
* Young people manage personal, social and formal relationships.	* Adult learners develop positive networks and social connections.	* Communities manage links within communities and to other communities and networks.
* Young people create, describe and apply their knowledge and skills.	* Adult learners apply their skills, knowledge and understanding across the four areas of life.	* Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs.
* Young people participate safely and effectively in groups	* Adult learners participate equally, inclusively and effectively.	* Community members form and participate equally, inclusively and effectively in accountable groups.
* Young people consider risk, make reasoned decisions and take control.	* Adult learners are equipped to meet key challenges and transitions in their lives.	* Communities consider risk, make reasoned decisions and take control of agendas.
* Young people express their voice and demonstrate social commitment.	* Adult learners express their voices, co design their learning and influence local and national policy.	* Communities express their voice and demonstrate commitment to social justice and action to achieve it.
* Young people's perspectives are broadened through new experiences and thinking.	* Adult learners critically reflect on their experiences and make positive changes for themselves and their communities.	* Community members' perspectives are broadened through new diverse experiences and connections.







HAPPY TO TRANSLATE

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MOŻEMY PRZETŁUMACZYĆ আনন্দের সঙ্গে অনুবাদ করব

You can get this document on tape, in Braille, **large print** and various computer formats if you ask us. Please contact the Interpretation and Translation Service (ITS) on 0131 242 8181 and quote reference number 18-3971. The ITS can also give information on community language translations.



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