

Edinburgh Community Learning and Development Plan 2021 – 2024

For ease of reading, the Edinburgh CLD Plan is written in three separate (but related) documents - CLD Plan One, CLD Plan Two, CLD Plan Three.

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

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

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

CLD Plan Two

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Review of Current Plan 2018 - 2021

Broad review of the current plan 2018 - 2021

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

- Coronavirus brought with it an unplanned requirement for an immediate response from all partners in specific and immediate support responses from their organisation and this (understandably) reactive approach has at times mitigated against the full potential of partnership working to address some of the effects of Coronavirus. This is linked in part to some staff being redeployed into other roles or furloughed.
- Partners including the Council, Edinburgh Voluntary Organisations Council and Lothian Association of Youth Clubs have met with Management Committees of Council-owned community centres across the city to explore how all parties can collaborate to adapt and renew services within the Scottish Government guidance and resources challenge.

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

What worked

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

What didn't work

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

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

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

What worked

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

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

What didn't work

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

Challenges

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

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

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

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

2. Edinburgh Children's Partnership

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

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

3. Edinburgh Poverty Commission

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

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

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

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

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

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

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

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

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

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

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

The main ones are:

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

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

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

Covid and wellbeing

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

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

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

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

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

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

Public health and inequality

Factors that influence population health and inequalities

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

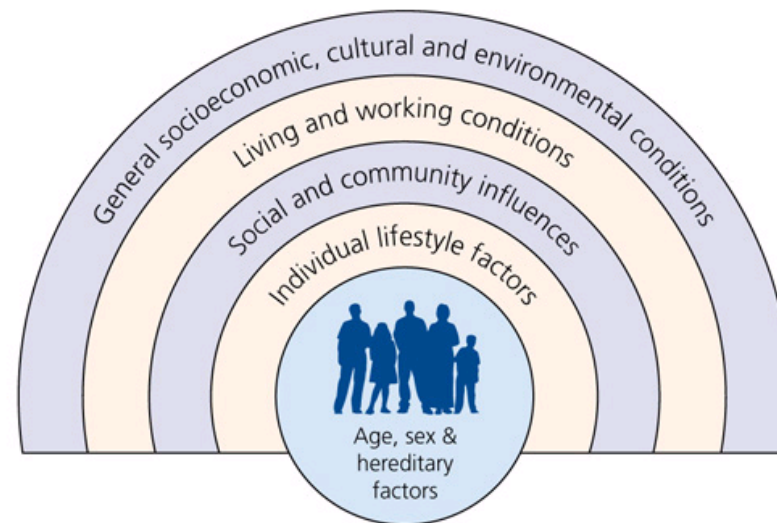


Figure 1: Dahlgren and Whitehead: the social determinants of health

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

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

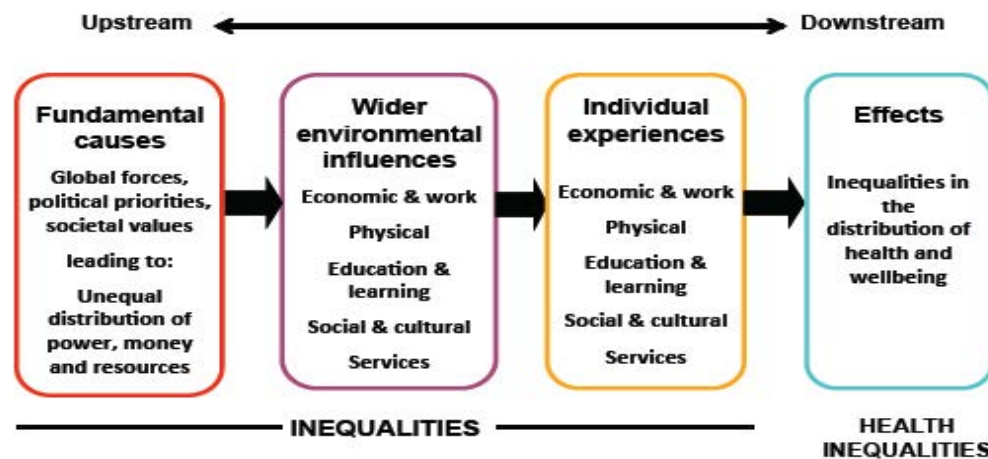


Figure 2: Fundamental Causes of Health Inequalities

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

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

COVID 19

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

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

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

Early Years and Health Inequalities

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

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

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

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

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

Example of how needs can be identified

Granton Waterfront // Learning Strategy Community Consultation

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

Context

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

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

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

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

Approach

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

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

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

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

Stakeholders

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

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

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

CLDP terms of reference

Terms of Reference for the Community Learning and Development Partnership (CLDP)

1. Introduction

1.1 The Community Learning and Development Partnership (CLDP) is a strategic group responsible for co-ordinating a multi-agency response to promote Community Learning and Development (CLD) which supports primarily disadvantaged and vulnerable groups and individuals to engage in learning, personal development and active citizenship, bringing about changes in their lives and communities.

1.2 Effective CLD depends on a complex, multi-agency and multi-sector approach to the delivery of a wide range of both universal and specialist services.

1.3 The governance arrangements of the CLDP comprise a CLDP Board and CLDP Delivery Group.

2. CLD's specific focus is:

2.1 Improved life chances for people of all ages, through learning, personal development and active citizenship

2.2 Stronger, more resilient, supportive, influential and inclusive communities.

3. Plan

3.1 The City of Edinburgh Council has a statutory obligation to produce a three-year plan, outlining priorities for, and how it will secure 'adequate and efficient' provision of, CLD across Edinburgh.

3.2 The Council has worked with partner organisations to create a refreshed CLD Partnership. This CLDP has produced a three-year plan, reflecting city priorities and a shared ambition to make a positive difference for local people.

4. Priorities

4.1 The focus of the partnership is to deliver priorities in the CLD Plan 2018-2021:

- Planning for Improvement – this will include creating a culture of self-evaluation and improvement, and improved use of data.
- Improving life chances for people of all ages – this will include workforce development for CLD staff.
- Building stronger, more resilient communities – this will include improved engagement with people and communities
- Monitoring and reporting – this will include a better understanding of the impact of CLD

5. Remit of the CLDP Board

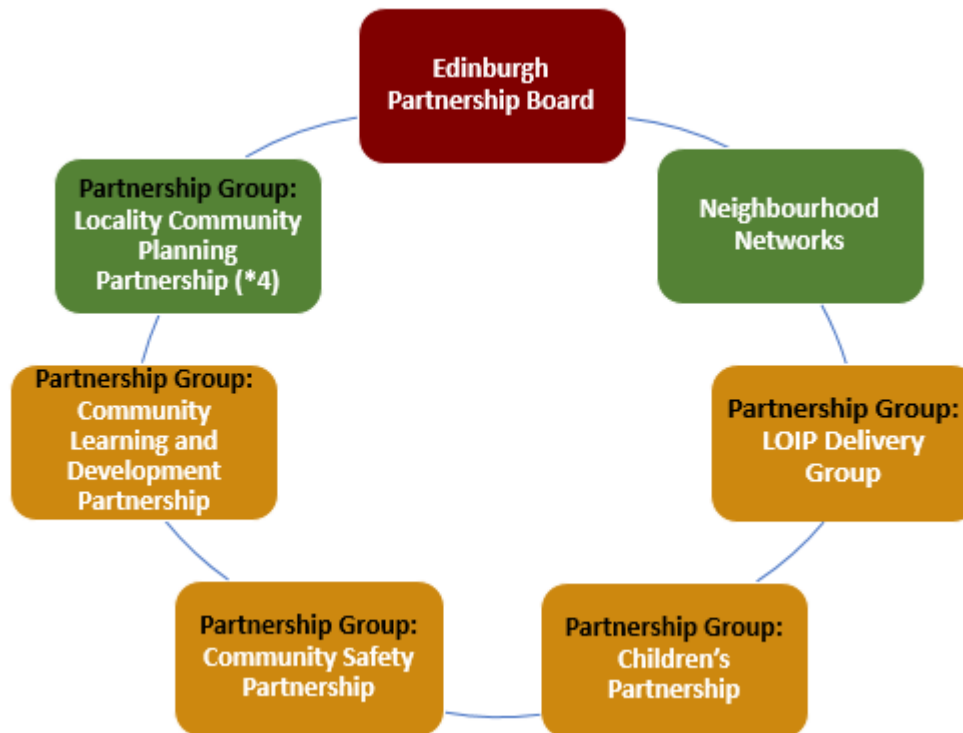
In relation to developing and improving CLD, the purpose of the Board is to:

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

- Put in place delivery group arrangements to support the delivery of the role and remit as appropriate, recognising and utilising existing partnership working arrangements to maximise opportunities whilst minimising the additional resource requirements placed on partners.
- Receive quarterly progress update at Board meeting from one of the delivery groups (e.g. Adult Learning, Youth Work, Community Capacity) and explore any challenges or barriers to achieving the agreed outcomes and possible solutions.
- Identify, agree and contribute the resources needed to achieve shared outcomes
- Hold each other to account for the delivery of outcomes through constructive challenge and effective performance reporting
- Analyse service gaps, duplication and overlap to ensure priorities are addressed as efficiently as possible
- Ensure that strategic priorities are aligned with other strategic plans.
- Agree priorities for service development and seek, where appropriate, funding opportunities to progress priorities
- Ensure the participation of communities in relation to planning and delivering community learning and development
- Ensure the effective management of performance and risk in relation to the delivery of the CLD Plan and report progress to the Edinburgh Partnership.
- Identify and share examples of best practice

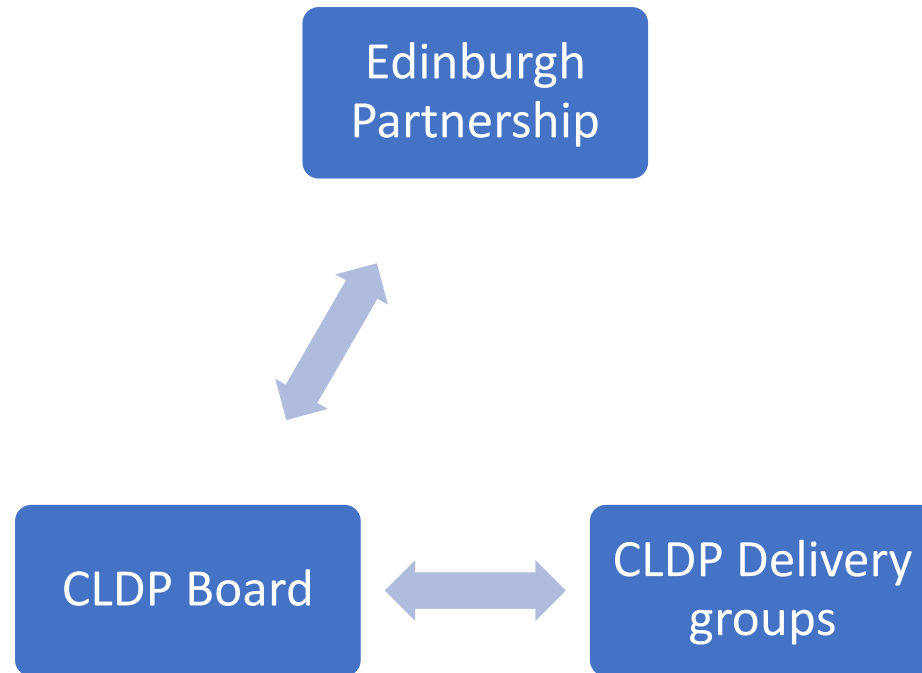
6. Governance and performance reporting arrangements

The diagram below sets out the governance arrangements for community planning in Edinburgh



The CLD Partnership is accountable to the Edinburgh Partnership in respect of leading, delivering and progress on the CLD Plan. It reports to the Edinburgh Partnership on the strategic priorities, reporting annually on Plan progress.

It will report annually on progress to the Council Education, Children and Families Committee, Culture and Communities Committee and to other partner organisations as appropriate.



7. Delivery groups

7.1 The Partnership will establish delivery groups to support its work programme. The focus of these groups may change over time, in response to changing policy or service imperatives. Each delivery group will have an identified lead organisation.

7.2 The remit of the delivery groups:

- Develop and implement specific pieces of work to support the outcomes in the CLD Plan
- Involve stakeholders, partners, statutory and third sector organisations and individuals as appropriate in the work of the group
- Implement strategic direction and advice from the Board to address priorities/actions
- Present quarterly progress update at Board meeting from one of the delivery groups (e.g. Adult Learning, Youth Work, Community Capacity) and explore any challenges or barriers to achieving the agreed outcomes and possible solutions.
- Report to the Board any barriers which could hinder completion of the work
- Report to the Board on progress and completion of the work
- Create, shape and actively contribute to the content of the CLD plan
- Organise learning and development opportunities to improve professional practice across partners

The delivery groups will report directly to the Board, which will guide their work.

8. CLDP Meetings and chairing arrangements

8.1 The Partnership will meet quarterly.

8.2 Members will require to be nominated by their constituent organisation based on their authority and ability to fulfil the remit and to:

- represent the strategic views of their organisation;

- support the vision and aims of the CLDP; and
- contribute to the delivery of the outcomes of the CLDP as defined in its strategic plan

8.3 Changes to existing positions, and requests for new members, should be notified in writing to the Chair and will be considered at a Partnership meeting.

8.4 Each member is an equal partner. The values of shared priorities, collaborative action, collective responsibility and shared accountability apply to each member and all CLDP business.

8.5 CLDP will work towards achieving a consensus in making decisions. If this cannot be reached a vote of members in attendance will be taken. In an equal number of votes the Chair will have the casting vote. In the event of the Chair not using their casting vote, the decision will be reached by lot.

8.6 From time to time, individuals from other organisations and individuals may be invited to attend to address specific matters under discussion. They shall have no voting rights.

9. Chair and Vice Chair

9.1 The roles of Chair and Vice Chair will be appointed from within the membership of the CLDP every two years. They can't both be from the same organisation.

10. Meetings

10.1 The Partnership will meet a minimum of four times per year and agree an annual schedule of meeting dates and a forward work programme. Additional meetings will be arranged as required.

10.2 The quorum for the meetings is not less than one third of the membership and provided at least 3 partner organisations are present.

10.3 Every meeting of the Partnership will be minuted and these will be presented to the following meeting for approval.

10.4 Group members will declare an interest in items of business where appropriate. Declarations will be noted in the minutes of meetings.

10.5 The Board will provide reports to the Edinburgh Partnership on the delivery of the CLD Plan in accordance with the approved performance framework.

11. Membership:

To be agreed

12. Documents, reports and minutes

Papers will be published on the Edinburgh Partnership Website.

Supporting Officer

The Lifelong Learning Strategic Manager (Community Learning & Development and Libraries) is responsible for planning the agenda in close cooperation with the chair and others as required. Meeting support to be identified from within the CLDP member organisations

CLDP Members

(August 2021)

National Health Service Lothian, Edinburgh University, Edinburgh College, Edinburgh Health & Social Care Partnership, Scottish Fire and Rescue service, Edinburgh Voluntary Organisations Council, Lothian Association of Youth Clubs, Edinburgh Leisure, Skills Development Scotland, Volunteer Edinburgh, Workers' Education Association, Council Lifelong Learning Service & Strategy and Insight teams.

Board members

(August 2021)

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