

## **Edinburgh Community Learning and Development Plan 2021 – 2024**

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

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

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

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

## CLD Plan One

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## Section One: background and context

### Introduction

#### 1. Introduction

Under the powers of the 1980 Education (Scotland) Act, the Council has a duty to fulfil the Requirements for [Community Learning and Development \(Scotland\) Regulations](#) 2013 and to produce a plan which sets out how the Council will co-ordinate with partners to provide community learning and development (CLD) over the next three years. The CLD Plan for the City doesn't try to capture *all* CLD activity but focuses instead on areas where the CLD Partnership could *add value* to community learning and development delivery, by identifying fresh thinking and collaborative effort to make a difference and improve outcomes.

The new plan for 2021 – 24 is informed by learning from the 2018-21 Plan, by how CLD has responded to Covid 19, by evidence of need and the outcomes and ambition of several other key plans and strategic developments in the city.

The new plan identifies some key themes:

##### 1. Adult Learning: integrated learning provision

Theme 1: Maximising the use of the learning space

Theme 2: Maximising routes on the learner journey

Theme 3: Improving digital literacies

##### 2. Youth Work

Theme 1: Develop a citywide youth work recovery plan

Theme 2: Create a new Edinburgh youth and children's work strategy

3. Capacity building

Theme 1: Improve engagement with the community

**2. Covid 19**

Everyone has been touched in some way by the defining public health emergency of our times. The response of community learning and development in Scotland has been recognised as 'phenomenal' by Richard Lochhead, former Minister for Further Education, Higher Education and Science. Although there have been some frustrations in Edinburgh at the closing down of many buildings used for CLD services and the pace of service resumption, there have been creative responses particularly in the areas of food security, digital and online learning and engagement, home based learning supported by physical doorstep resources. The pandemic has brought into sharp focus the 'digital divide' where those with no means of access are cut off from many of the learning innovations. Even where access exists, adapting to online learning has been a challenge for citizens and staff. This has led to productive regional collaboration and on training and good practice sharing in areas such as family learning, adult learning and youth work.

The link between public health outcomes and inequality and the likely impact of Covid 19 is set out in the public health information in **CLD Plan Two**: 'early analysis highlights that the pandemic has exacerbated existing health and social inequalities. Those in insecure employment, unable to work from home, experiencing digital exclusion, lacking financial and other resources such as their own transport, are worst equipped to follow isolation and distancing guidelines. In turn this means they are both more exposed to and more susceptible to the negative social and health impacts associated with COVID-19'.

The pandemic has highlighted that collaboration across community learning and development is more important than ever in meeting the needs of vulnerable learners. **CLD Plan Two** provides more detail on the link between learning and wellbeing in [Five Ways to Wellbeing](#) and information on a fresh approach to public health in the City [Thrive Collaboration](#)

### **3. What is Community Learning and Development (CLD)?**

CLD empowers people of all ages to work individually or collectively to make positive changes in their lives, and in their communities, through learning, personal development and active citizenship. The focus of community learning and development in Scotland is:

1. improved life chances for people of all ages, through learning, personal development and active citizenship
2. stronger, more resilient, supportive, influential and inclusive communities.

### **4. What is Community Planning?**

Community planning is about how public bodies work together with local communities, to design and deliver better services that make a real difference to people's lives. [The Edinburgh Partnership](#) is the community planning partnership for the city. It brings together public agencies, third and private sectors with local communities to improve the city, its services and the lives of people who live and work here.

### *The planning context*

### **5. What other plans does the CLD Plan link into? (more detail in CLD Plan Two)**

In addition to the [Thrive Collaboration](#), there is a rich tapestry of local and national plans which have a bearing the shape and thrust as well as many of the outcomes and actions of the CLD plan for Edinburgh.

### 5 a. Edinburgh Partnership Plan

The actions in the CLD Plan 2021-24, by linking closely to the **Edinburgh Partnership** Plan, will contribute to achieving three priority outcomes.

- Enough money to live on
- Access to work, learning and training opportunities
- Good place to live

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

- Best Start in Life (early years)
- Bridging the Gap (child poverty):
- Be Everything You Can Be (achievement and attainment):

### 5 c. Edinburgh Poverty Commission

The findings of the [Edinburgh Poverty Commission](#), which reported in September 2020, will also inform the new CLD Plan.

It identifies seven areas of action needed to end poverty in Edinburgh. CLD has a contribution to make to most of these actions, which resonate strongly with the two national priorities for CLD and with the priorities in the Local Outcome Improvement Plan and Children's Services plan.

Specific areas supported by the CLD Plan are:

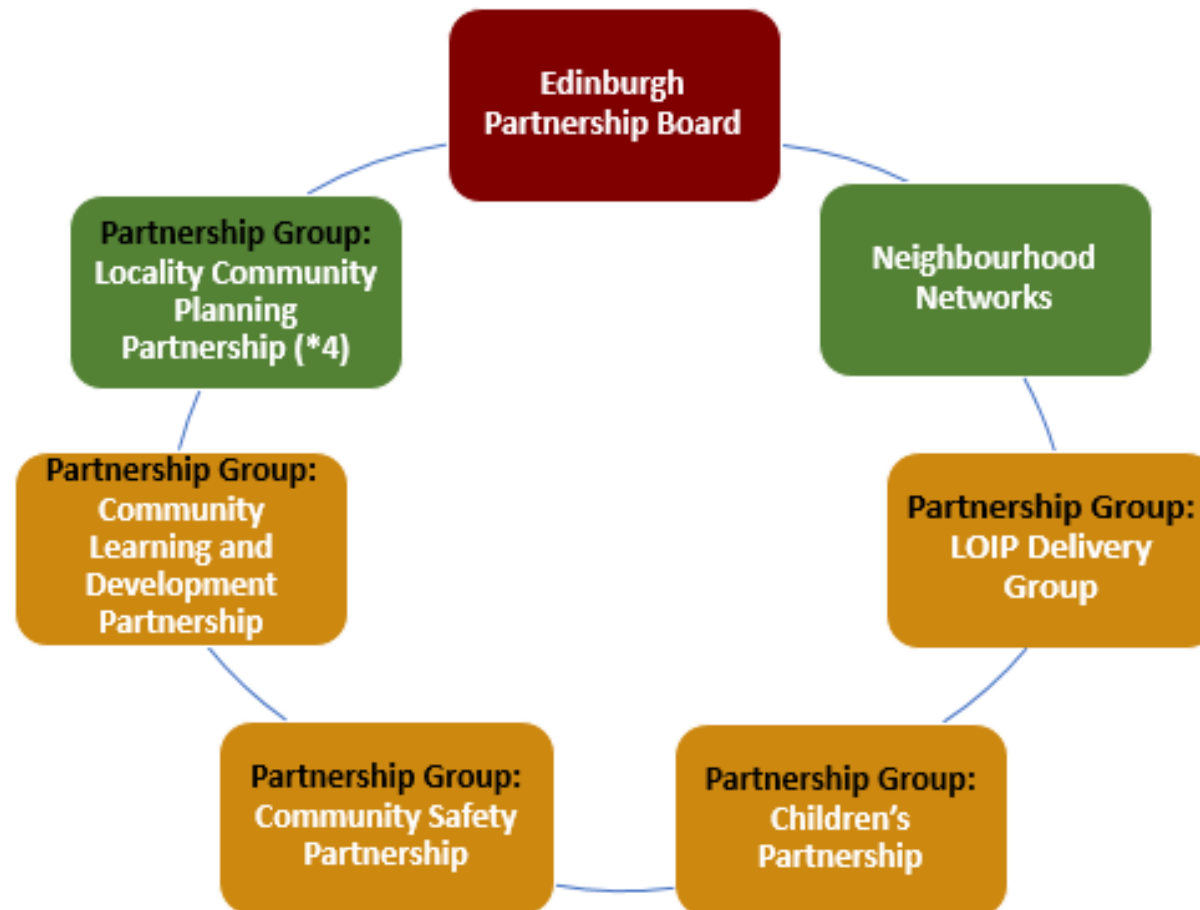
- The right support in the places we live and work

- Connections in a city that belongs to us
- Equality in our health and wellbeing
- Opportunities that drive justice and boost prospects
- Income security that offers a real lifeline

**5 d.** The [Council Business Plan](#) sets out how the city will achieve the Council's priorities and how it will drive forward the aims set out in Edinburgh's Community Plan. It will focus on three priorities:

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

6. The word '**Governance**' refers to the structures and processes by which people are held to account. The CLD Partnership is accountable to the Edinburgh Partnership (EP) in respect of leading, delivering and progress on the CLD Plan. The diagram illustrates this governance arrangement.





### 7. How will we make sure we track and report on progress of the plan?

The CLDP recognises that further work is required to set benchmarks, to define the measures of success, both qualitative and quantitative and this will be a focus in the first 3 – 6 months. The CLDP needs to be confident that the Plan is as outcomes focused as it can be. The Plan is iterative and requires of the CLDP to review regularly, not least because we are emerging from a pandemic the impact of which is not yet fully known. The CLDP Delivery Group and the CLD Board will move from quarterly to bimonthly meetings in the first year, in order to closely monitor plan progress and have a degree of agility to respond to changes in the CLD social environment.

- Each delivery group will report bimonthly on progress to the ECLDP Board
- Development of case studies to illustrate impact of the workstreams on citizens and staff
- Use of joint self-evaluation for improvement
- Collection of data to show levels of participation and trends
- Use this data to drive improvement and inform progress
- Report to Edinburgh Partnership every six months
- Develop ways of reporting back to learners and communities on progress and to seek their ongoing involvement in shaping the plan

The terms of reference in **CLD Plan Two** outline how the delivery groups will report on progress to the CLDP Board and explore any challenges or barriers to achieving the agreed outcomes and possible solutions

*Where the themes come from***8. How do we know what the key themes and actions should be in the Plan?****8 a. Adult Learning:**

There are strategy documents including:

- Adult ESOL Strategy for Scotland – [Welcoming our learners](#)
- An updated [strategy](#) out for consultation
- [Adult Literacies](#)
- **Granton Recovery Programme:** One such example of partner response to the pandemic was the Granton Recovery Programme. From May - August 2020 the Council's Adult Education Programme staff worked closely with other key adult learning partners within Edinburgh's CLD Partnership to develop a 'recovery' programme for adults living in Granton/Muirhouse area. The results of a local survey identified emerging themes around 'health and wellbeing and employability' for local adults.

The initial plan was to deliver face to face classes within Edinburgh College, Granton campus. Following college closures in September 2020, the free programme was moved online and delivered by AEP to 304 adults between October – December 2020. Key partners included Edinburgh College, Stepping Stones and the Council North West Lifelong Learning and Adult Education Programme teams, demonstrating collegiate and responsive partnership working to address the emerging needs of a local community.

In terms of local evidence:

- Meetings between community partners (online and in person) and the college including onsite visits to Granton Campus

- Granton Recovery plan – copy of Granton Recovery Programme and participant data (298 adults registered and breakdown of the



Granton Recovery  
Online Autumn Cours



October 2020  
Feedback.docx



GRP in numbers.docx

same)

- Survey monkey reports and feedback from adult learners collated over the past year 2019/20

Home learning was a challenge for many families during lockdowns. For parents and children whose main language was not English additional barriers were faced through lack of devices or access to school portal leaving some families distressed that their children were being left behind. Family Learning workers from The Resettlement Programme engaged directly with EAL and school staff to address issues relating to lack of devices and with interpreters helped parents to set up email accounts and get onto TEAMS. In collaboration with EAL staff, Family Learning workers set up home learning sessions with parents and children based using and adapting materials from school portal, with Arabic speaking support. These sessions proved successful. Following a survey conducted by Parent & Carer Support Team with over 2,000 parents, Family Learning staff delivered training to other Lifelong Learning Development Officer who then co-delivered 8 sessions to families within their locality. Some of these sessions were targeted at ESOL families.

#### Digital Skills development:

- anecdotal evidence from learners of lack of devices
- Additional Business Support staff time required for adults to access online classes
- Parent and Carer survey from over 2,000 parents regarding Home Learning and Family Learning report on family learning sessions

delivered to BAME families to support them with home learning during lockdowns



Parental Consultation  
Report V10.docx



FL Supporting  
Families Learning Tog

- Resettlement Programme report which will detail number of families and support offered in helping them to obtain devices, set up email accounts to access online learning and take of the same in online classes
- Ten devices distributed to adults in adult learning from the Council's application to Communities Fund.

### **8 b. Youth Work:**

A range of research undertaken during the pandemic helps us to understand how young people are experiencing and responding to the COVID-19 crisis. Some key national and local evidence is listed below. The Youth Work section will also draw on national YW priorities.

Children and Coronavirus: [How are you doing? survey](#) and [Corona Times Journal](#)

[To Lockdown and Back](#): Young people's lived experiences of the COVID-19 pandemic

[Lockdown Lowdown](#), YouthLink Scotland

Secondary Student Covid Consultation, City of Edinburgh Council

[Build Back Fairer](#): The COVID-19 Marmot Review

### **8 c. Capacity building:**

Edinburgh Voluntary Organisations Council hosted a webinar in August to include CLD Plan themes and a workshop on 'seldom heard' voices. This highlighted need for more deliberate efforts from the CLDP to engage groups and communities in the content and further development of the Plan.

South Lanarkshire [Community Engagement Framework](#)

[Physical Activity Health Alliance \(PAHA\)](#):

Scottish Government [Care Services Planning with People](#)

[Review of 1<sup>st</sup> Generation Participatory Budgeting](#) in Scotland

[Health Improvement Scotland Community Engagement Perspectives](#):

[‘Hard to reach’ or ‘easy to ignore’?](#) Promoting equality in community engagement – Evidence review

### **Granton Waterfront // Learning Strategy Community Consultation – more detail in CLD Plan 2**

There are plans to implement a learning consultation in the Granton area with schools and the local community. In order to make the process as engaging and creative as possible artists will be utilised to help with that process. It will give a robust baseline of the learning needs of the community which will help us, and our partners plan our provision and be able to work more collaboratively to meet the needs of the community. Some CLDP partners are involved in this Learning Strategy and the information gathered will hopefully be very useful for the CLDP plan and we will draw on it to learn lessons and inform the development of the CLDP plan.

### **Unmet need**

The CLD Partnership will seek to identify new and emerging needs and in the process of prioritising those needs, will uncover needs which will not be met in the lifetime of the Plan. This will be a focus in the first year of the plan.

### **Integrated Impact Assessment**

The Integrated Impact Assessment sets out how the Plan will concentrate resources and focus on the needs of specific communities of interest and has identified some areas of unmet need which the CLDP will consider. Indications so far from the Integrated Impact Assessment are that demand for English to Speakers of Other Languages (ESOL) exceeds supply.

## Section Two: the new plan for 2021 – 24

### The new plan and key themes

The new plan for 2021- 2024 is in three sections with themes within each:

1. Adult Learning: integrated learning provision

Theme 1: Maximising the use of the learning space

Theme 2: Maximising routes on the learner journey

Theme 3: Improving digital literacies

2. Youth Work

Theme 1: Develop a citywide youth work recovery plan

Theme 2: Create a new Edinburgh youth and children's work strategy

3. Capacity building

Theme 1: Improve engagement with the community

### 1. Adult Learning: Integrated learning provision

**Theme 1: Maximising use of the learning space** we will utilise learning spaces more strategically to improve accessibility thereby enabling those students furthest from education to feel more comfortable and confident in progressing their 'learning journey'. These spaces include those in community centres, libraries, colleges and voluntary sector organisations.

Action	Lead	Timescale	Measure of Success
Covid Recovery Phase: Pilot delivery of face-to-face community-based adult learning classes within Edinburgh College Granton Campus and Sighthill campus over the summer period for most vulnerable groups e.g. literacies, English to Speakers of Other Languages ESOL and Outlook learners and some Adult Education Programme classes with health and wellbeing focus	Edinburgh College/City of Edinburgh Council	September 2021	<ul style="list-style-type: none"> <li>• Number and description of key projects designed to maximise use of the learning estate</li> <li>• Numbers of learners / service users accessing learning as a result of key projects</li> <li>• Feedback from learners accessing key projects</li> </ul>
Covid Recovery Phase: Pilot delivery of face to face Lifelong Learning service locality provision North West (Granton campus) and South West (Sighthill campus) over July and autumn term to see viability of provision long term. Focus on courses with potential for College progression.	Edinburgh College/City of Edinburgh Council	September 2022	<ul style="list-style-type: none"> <li>• Number and description of key projects designed to maximise use of the learning estate</li> <li>• Numbers of learners / service users accessing learning as a result of key projects</li> </ul>

			<ul style="list-style-type: none"> <li>• Feedback from learners accessing key projects</li> </ul>
<p>In line with 20-minute neighbourhood, utilise spaces in community centres, libraries and voluntary sector, maximising use of the learning estate.</p> <p>As we are in recovery from Pandemic and minimal venues are currently available for adult learning use journey to maximise these spaces will be dependent on Covid related constraints.</p>	<p>Edinburgh College/City of Edinburgh Council</p>	<p>March 2024</p>	<ul style="list-style-type: none"> <li>• Pilots been run in new venues in year one (numbers given)</li> <li>• Using learner evaluation implementation plan developed for use of sites in year 2 and 3</li> <li>• Further metrics to be developed after year 1</li> </ul>



**Theme 2: Maximising routes on the learner journey.**

We will support those furthest from education and work with partners to facilitate progression along learning routes into College and onto employment if applicable.

Action	Lead	Timescale	Measure of Success
As part of pilot initiative above, Edinburgh College (EC), City of Edinburgh Council (CEC) and voluntary partners will integrate positive introductions to college and support with college applications where necessary.	Edinburgh College/City of Edinburgh Council/WEA/VS	March 2023	<ul style="list-style-type: none"> <li>• Number of new learner journeys / progressions routes agreed for pilot initiative learners</li> <li>• Sample survey results from learners in North West and South West in pilot initiatives progressing to other / higher Scottish Credit and Qualifications Framework (SCQF) level courses</li> <li>• Evidence of collaboration between LL /VS and EC in planning to encourage</li> </ul>

			<p>progression onto College courses</p>
<p>Visits to college or session from Skills Development Scotland and Edinburgh College would be incorporated into relevant courses.</p>	<p>Edinburgh College/City of Edinburgh Council</p>	<p>Annually 2021-2024</p>	<ul style="list-style-type: none"> <li>• Number of new learner journeys / progressions routes agreed for learners</li> <li>• From baseline measurement, percentage increase in pre-Scottish Credit and Qualifications Framework (SCQF) courses aligned with SCQF courses</li> <li>• Sample survey results from learners in NW and SW progressing to other / higher SCQF level courses</li> <li>• Evidence of collaboration between Lifelong Learning Service, Voluntary Sector, Skills Development Scotland and Edinburgh College: --</li> </ul>

			<p>number of visits to colleges arranged</p> <p>-Proportion of relevant courses with SDS sessions incorporated</p>
Align VS and Lifelong Learning service pre SCQF level courses with SCQF level courses from employability providers to facilitate progression	Edinburgh College/City of Edinburgh Council	March 2022	<ul style="list-style-type: none"> <li>• Number of new learner journeys / progressions routes agreed for learners</li> <li>• Sample survey results from learners in NW and SW progressing to other / higher SCQF level courses</li> <li>• Evidence of collaboration between Lifelong Learning Service, Voluntary Sector, and Edinburgh College in planning to encourage progression onto College courses</li> </ul>
Organisations to produce potential progression maps for CLD provision		March 2022	Year 1 – progression maps produced – one for each organisation.

	<p>Edinburgh College/City of Edinburgh Council</p>		<p>Year 2 – Track increase in numbers through</p> <ul style="list-style-type: none"> <li>• Number of new learner journeys / progressions routes agreed for learners</li> <li>• Sample survey results from learners in NW and SW progressing to other / higher SCQF level courses</li> <li>• Evidence of collaboration between Lifelong Learning Service, Voluntary Sector, and Edinburgh College in planning to encourage progression onto College courses</li> </ul>
<p>Highlight progression opportunities to university by strengthening links with them and promoting University outreach initiatives e.g. Craigmillar Learning Centre</p>	<p>Edinburgh College/City of</p>	<p>March 2022</p>	<ul style="list-style-type: none"> <li>• Number of meetings/visits /events /activities involving Craigmillar Learning Centre</li> </ul>

	<p>Edinburgh Council</p>		<p>linking with Edinburgh College /Lifelong Learning students</p> <ul style="list-style-type: none"> <li>• Number of new learner journeys / progressions routes agreed for learners</li> <li>• Sample survey results from learners in NW and SW progressing to other / higher SCQF level courses</li> <li>• Evidence of collaboration between Lifelong Learning Service, Voluntary Sector and Edinburgh College in planning to encourage progression onto College courses</li> </ul>
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**Theme 3: Improving Digital Literacies**

We will maximise opportunities to improve the digital literacies skills of learners as well as improve access to internet and devices.

Action	Lead	Timescale	Measure of Success
Carry out a mapping citywide of provision of digital skills and next progression routes from college, LL, and voluntary sector	Edinburgh College/City of Edinburgh Council	September 2022	<ul style="list-style-type: none"> <li>- Mapping exercise completed of digital learning opportunities</li> <li>- Numbers of learners accessing provision identified in the mapping exercise</li> <li>- Evidence of Information sharing among partners identifying options to get funding, support and training</li> </ul>
Carry out a mapping of funding, organisational support and means to access devices/internet	Edinburgh College/City of Edinburgh Council	September 2022	<ul style="list-style-type: none"> <li>• Mapping exercise completed of digital learning opportunities</li> </ul>

			<ul style="list-style-type: none"> <li>• Amount of funding allocated / spent for digital skills development</li> <li>• Allocated Numbers of learners accessing provision identified in the mapping exercise</li> <li>• Evidence of Information sharing among partners identifying options to get funding, support and training</li> </ul>
Facilitate signposting/referral for learners and identify gaps in provision	Edinburgh College/City of Edinburgh Council	September 2022	<ul style="list-style-type: none"> <li>• Mapping exercise completed of digital learning opportunities</li> <li>• Number of referrals /signposts to digital learning opportunities</li> <li>• Plan developed to address any gaps identified</li> </ul>

			<ul style="list-style-type: none"> <li>• Numbers of learners accessing provision identified in the mapping exercise</li> <li>• Evidence of Information sharing among partners identifying options to get funding, support and training</li> </ul>
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### Youth Work – Year 1

#### Theme 1: Develop a citywide Youth Work Recovery Plan

Action	Lead	Timescale	Measure of Success
Produce a citywide Youth Work Recovery Plan	Lothian Association of Youth Clubs/ City of Edinburgh Council	Early 2022	<ul style="list-style-type: none"> <li>• Youth Work Recovery Plan launched.</li> </ul>



Re-start the Central Youth Work Strategy Group through LAYC/CEC with representation across localities, strategic partners and equalities representation	Lothian Association of Youth Clubs/ City of Edinburgh Council	September 2021	<ul style="list-style-type: none"> <li>• Central Youth Work Strategy Group re-convened post pandemic.</li> </ul>
Carry out a workforce development analysis to be included in the Youth Work Recovery Plan	Lothian Association of Youth Clubs/ City of Edinburgh Council	October 2021	<ul style="list-style-type: none"> <li>• Training needs analysis data produced and shared.</li> </ul>
Include the role of youth awards as part of the Youth Work Recovery Plan	Lothian Association of Youth Clubs/ City of Edinburgh Council	Early 2022	<ul style="list-style-type: none"> <li>• Milestone: Access to youth awards will be included in Youth Work Recovery Plan (will refocus on increased participation in coming years 2022 – 24).</li> <li>• To increase the participation in youth awards.</li> </ul>

Review and analyse recent consultation with children and young people to inform the Youth Work Recovery Plan	Lothian Association of Youth Clubs/ City of Edinburgh Council	September 2021	<ul style="list-style-type: none"> <li>Systematic review of seven relevant youth and children's consultations i.e. Lockdown Lowdown</li> </ul>
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### Youth Work – Year 2 and 3

#### Theme 2: Create a new Edinburgh Youth and Children's Work Strategy

- YW Recovery Plan will lead into an Edinburgh Youth and Children's Work Strategy, which will take a lead from, and align closely with, the priorities identified in the National Youth Work Strategy due to be launched autumn 2021.

### Capacity Building

#### Theme 1: Improve engagement with the community

Action	Lead	Timescale	Measure of Success
Develop a community of practice around community engagement, including a digital consultative platform aligning with the development of the LOIP.	CEC/ Edinburgh TSI/ Edinburgh Leisure	2021-23	<ul style="list-style-type: none"> <li>Identify consultation practice needs and potential for a platform</li> </ul>

			<ul style="list-style-type: none"> <li>• Offer two events in first 12 months: First event- Identify and Link with Partners. Second event: Two different Partners Co-host event.</li> <li>• Use electronic questionnaire to identify impact 12 weeks after event.</li> </ul>
<p>Reflect CLD Workforce survey findings (2020) and offer shared space for best practice – reflecting learning from COVID.</p>	<p>CEC/ Edinburgh Third Sector Interface/ Edinburgh Leisure</p>		<ul style="list-style-type: none"> <li>• Workshop in autumn/winter 21/22</li> <li>• Develop action plan to reflect the support requested</li> </ul>