

Education, Children and Families Committee

10.00, Tuesday, 8 October 2019

Lifelong Learning Plan

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the update on the Lifelong Learning Service Plan
 - 1.1.2 agree to receive a further update in October 2020.

Alistair Gaw

Executive Director for Communities and Families

Contact: Linda Lees, Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing)

E-mail: linda.lees@edinburgh.gov.uk | Tel: 0131 469 5956

Lifelong Learning Service Plan

2. Executive Summary

- 2.1 The first Lifelong Learning Service Plan was agreed by the Education Children and Families Committee in October 2018. The plan was developed because significant aspects of work were not otherwise captured or reported, and there was at that time no single coherent plan for Lifelong Learning.
- 2.2 This report updates members of the Education, Children and Families Committee on progress over Year 1 of the plan, from 1st July 2018 – 30th June 2019.
- 2.3 With collectively fewer staff and less budget than prior to the 2017 Organisational Review, the Lifelong Learning Service aspired to maintain a range of opportunities across all four localities and citywide services, and to strengthen links between national, city and local priorities.
- 2.4 In developing the Lifelong Learning Service Plan, 5 priorities were identified under which are arranged several outcomes for learners of all ages. The priorities link to the National Improvement Framework to ensure a strong alignment with research and evidence about what improves outcomes for learners whether formal or informal, in school or in the community.
- 2.5 Care was also taken to ensure that the Lifelong Learning Service Plan priorities contribute to other plans such as the Education Authority Improvement Plan, the Children's Services Plan and the Locality Improvement Plans.
- 2.6 Over the past year, progress has been made against each of those 5 priorities due to actions taken both strategically on a citywide level and in localities. In addition, the increasing focus on reducing and/or mitigating the impact of child poverty has helped inform the work of Lifelong Learning. In some cases, this has resulted in a shift of emphasis. Some workstreams that were new or emerging at the beginning of the year have become increasingly higher priority in response to identified and/or increased need, particularly linked to child poverty.
- 2.7 There has been progress in developing, brokering and delivering opportunities, courses, projects and programmes for learners, and delivering professional learning for staff and partners. This is further outlined in the main report with more detail on some aspects of the Lifelong Learning Service's work provided in the appendices and background links.

3. Background

- 3.1 Lifelong Learning is defined as *'The provision or use of both formal and informal learning opportunities throughout people's lives, to foster the continuous development and improvement of the knowledge and skills needed for employment and personal fulfilment'*. This definition has been used to focus activity and help define the unique aspects of Lifelong Learning in relation to education, learning, participation and engagement.
- 3.2 The Lifelong Learning Service was established in April 2017, following an Organisational Review. It is made up of the following thematic learning and participation areas:
- Arts and Creative Learning
 - Community Learning and Development (including Adult Education, Family Learning and Youth and Children's Work)
 - Community Partnerships and Planning
 - Health and Wellbeing
 - Library Services
 - Parent and Carer Support
 - Sport and Outdoor Learning
 - Youth Participation
- 3.3 The budget for Lifelong Learning is held by the Senior Education Manager (Lifelong Learning) with allocations devolved to localities for specific activity. The service is currently organised in a matrix structure, with 3 citywide service areas and 4 locality teams. Lifelong Learning is strategically led by teams with citywide responsibilities, managed until recently, by three (now two) Lifelong Learning Strategic Managers who report to the Senior Education Manager (Lifelong Learning). They manage and guide the work of Lifelong Learning Strategic Development Officers. The citywide strategic areas are:
- CLD and Libraries (Youth work and youth participation, Adult Education, Family Learning and ESOL (English for Speakers of Other Languages), Syrian Refugee Programme, Central Library and strategic aspects of Library Services).
- Creativity, Health and Wellbeing (Arts and Creative Learning, Instrumental Music Service (IMS), Youth Music Initiative (YMI), Screen Education Edinburgh (SEE), Dance Development, 1 in 5, Child Poverty, Mental Health and Wellbeing, Global Citizenship, Rights Respecting Schools).
- Sport and Physical Activity (Active Schools, Sport Development and Clubs, Outdoor Learning and Residential Centres, The Risk Factory, Curriculum PE).
- 3.4 In localities, the service is operationally managed by 8 Lifelong Learning Service Managers, who report to Locality Managers and oversee the work of Lifelong Learning Development Officers and Library staff (including school libraries). Lifelong

Learning staff in localities organise a range of activity, often delivered by partners or in partnership with other organisations. They have operational management of libraries and an overview of community centre management committees.

- 3.5 During early Lifelong Learning staff development days, vision and values were discussed. These were distilled into common themes and underpin the plan. This approach links closely with the National Performance Framework (NPF) where values are central to an outcomes-based approach, based on the kind of Scotland people said they would like to live in.
- 3.6 The values established by Lifelong Learning staff are core to the successful delivery of an aspirational service and are:
- *We will strive for equity and equality for learners of all ages*
 - *We are honest and act with integrity*
 - *Our responsive attitude meets the need of the communities and individuals with whom we work*
 - *We will be fair and trustworthy in our work with partners and citizens*
 - *We are intrinsically motivated and empowered to make a difference to people's lives*
 - *Creativity and a solution focussed approach is woven through our work*
- 3.7 The Lifelong Learning priorities for Edinburgh are closely related to the four NIF (National Improvement Framework) priorities and were agreed and refined by staff through discussion and workshop activities. They are
1. Reduce inequalities, improve equity
 2. Reduce the attainment and achievement gap between those learners (of all ages) facing the greatest and least disadvantage
 3. Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages
 4. Improve health and wellbeing and reduce social isolation
- The 5 Lifelong Learning priority will ensure the workforce is supported and better equipped to achieve its aims and to deliver better outcomes. It underpins the other four priorities and is:
5. Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages
- 3.8 Each locality has set its own workstreams under the 5 priorities based on local need, local partnerships and staff skills and expertise. This has resulted in some differences in emphasis given to each priority in the plan, and to varying emphasis on different aspects of lifelong learning from locality to locality.

- 3.9 Citywide, the strategic Lifelong Learning teams address each of the 5 priorities, again with different emphasis (although citywide for each), depending on the different work portfolios and specialisms of the strategic teams.
- 3.10 Only on the **Discover!** programme, (Holiday Hunger) has the entire Lifelong Learning Service worked together to deliver a citywide programme that is strategically led and managed and delivered in all 4 localities. Rigorous citywide evaluation of **Discover!** has demonstrated that the same issues prevail when people are living in poverty, no matter what their postcode. This supports the model for **Discover!** as a Lifelong Learning Service citywide programme, meeting consistent needs with a consistent approach.
- 3.11 Where the same activity is potentially reported in other plans, such as the CLD Plan, Locality Improvement Plans (LIPs), Children's Services Plan or Education Authority Improvement Plan, care is taken to gather information (see Collated Baselines in Appendix 1) that will simultaneously support as many reporting requirements as possible.

4. Main report

Lifelong Learning Service Plan, Year 1, 1st July 2018 – 30th June 2019

- 4.1 The progress outlined in this report is a summary of activity, and more detail on the past year of Lifelong Learning Service's work (3 strategic citywide teams and 4 locality teams) can be found in the appendices and background links.
- 4.2 The first priority in the Lifelong Learning Service Plan is **Reduce inequalities, improve equity**. The agreed outcomes are strategic, linked to leadership, joint planning and making better connections. They are:
- Leadership across Schools and Lifelong Learning is cohesive with shared purpose*
- Joint planning and evaluation across schools and lifelong learning is targeted and effective*
- The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity*
- 4.3 This priority focuses on developing more strategic approaches and better use of data and evaluation for joint planning, particularly around reducing inequalities and improving equity for learners of all ages. The examples below illustrate some examples of progress:
- 4.3.1 A programme of self-evaluation training with supporting resources and materials was delivered across strategic and locality teams. For the first time a baseline of Lifelong Learning activity was developed and completed in 2018 with targets now being set for 2019/20. This is used to align activity with the Lifelong Learning priorities and to help inform how resources could be prioritised. The baseline returns are considered in conjunction with

qualitative feedback to demonstrate the impact of lifelong learning across the city. Work continues to develop and strengthen this approach.

- 4.3.2 The Lifelong Learning Service is becoming better connected with schools. In the past year, one of the Lifelong Learning Strategic Managers has joined the Edinburgh Learns Equity Group and the South East Improvement Collaborative (SEIC) Equity Group. Other examples include officer and manager participation in Strategic Outcome (SO) Groups 4 and 5 and the newly established Improvement and Performance Group. These actions ensure leadership and synergies are better joined up across Schools and Lifelong Learning, and with wider council colleagues and partners. While progress has been made, further work will strengthen a good start.
- 4.3.3 The strategic Lifelong Learning teams continue to develop stronger citywide relationships with central and school-based colleagues. These relationships are developing practice and leadership around jointly planning learning, both in and out of school.
- 4.3.4 The Adult Learning Service now has four Partnership Agreements with schools to deliver Pupil Equity Fund (PEF) funded Family Learning for targeted families in localities. Participation levels within adult learning programmes including literacies, ESOL, Family Learning, Syrian Resettlement Programme and Outlook (adult mental health) programmes are collated by the strategic Adult Education Team to inform planning and evaluation across all 4 localities and when planning with school colleagues.
- 4.3.5 **1 in 5: Raising Awareness of Child Poverty** continues to be rolled out in schools and with other partners. In the past year 385 staff attended training, raising awareness sessions and a conference. Discussions are underway to roll out 1 in 5 training for social workers and across the council more widely, much of which will further support the child poverty work carried out by schools and lifelong learning.
- 4.3.6 The Instrumental Music Service (IMS) annually establishes the equity profile of all IMS pupils, and for some years has been using this to plan and evaluate. This information informs Career Long Professional Learning (CLPL) and in-service training for staff. As a result, the IMS equity profile has shifted and is now more even across the SIMD (Scottish Index of Multiple Deprivation) deciles, at the same time with an increase in learner numbers. The Youth Music Initiative (YMI) gathers participation data by SIMD, Additional Support Needs (ASN) and Free Meal Entitlement (FME). This information is shared with schools to help identify and target more children who would benefit from free YMI tuition. YMI works with special schools and all primary schools with provision for all P2 – S5 pupils.
- 4.3.7 Since the Lifelong Learning Plan was developed the Outdoor Learning Team has created a new data dashboard to capture information that is used to inform planning. An example of success is the increase in the number of pupils who face greater disadvantage starting a Duke of Edinburgh Award.

The Active Schools Team now collates information on every distinct participant and last year identified the greatest growth in participation being in SIMD 3.

- 4.4 Lifelong Learning's second priority is **Reduce the attainment and achievement gap between those learners (of all ages) facing the greatest and least disadvantage**. The agreed outcomes are:

Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier

A culture of Getting It Right is in place in all learning settings and establishments

Our looked After Children and Young people are supported to achieve

- 4.5 Good progress against this priority and associated outcomes has been made by citywide strategic teams and locality teams. The examples below is not an exhaustive list and more detail is in the appendices:

4.5.1 The **Discover!** programme has worked across the city and with a range of partners. It is the only example of a Lifelong Learning service-wide programme that has involved all strategic teams *and* all locality teams. The 3 aims of **Discover!** combine to improve outcomes for families living in poverty, particularly taking account of the difficulties school holidays can present and the impact on children's learning. Since December 2018, the programme has worked with a total of 156 families, serving around 10,000 meals, offering around 650 fun learning activity sessions and 36 trips. Families report cost of living savings, income maximisation, less stress and better family relationships.

4.5.2 1,010 adults and 627 children (1,637 people including 115 Syrian Refugees) participated in English Speakers of Other Languages (ESOL) and Family learning ESOL 87% of parents reported more effective interaction with school/nursery and 90% felt more integrated within their community. 49% of participants progressed onto next level classes.

'I am new in the country and my first child is going to her first school. I now understand what my children are learning'

4.5.3 Physical Activity and Sports grants and a Bursary Scheme support people facing greatest disadvantage and who struggle financially, to access clubs, sport specific equipment and kit. Active Schools activities are free for all pupils registered for free school meals. Primary curricular swimming has been increased in the schools with the highest number of weak or non-swimmers.

4.5.4 The IMS currently teaches 5,108 pupils, of whom 1349 are in receipt of free school meals and are/or on an SQA programme or course.

4.5.5 *Young Edinburgh Action*, *What Kind of Edinburgh?* and *Youth Talk* have developed meaningful engagement with children and young people from a

wide range of backgrounds. These projects have given young people opportunities to share their views, concerns and ideas about a variety of issues what are considered and acted upon by senior staff. The data gathered from *What Kind of Edinburgh?* will form the basis of the new Children's Services plan and is regarded as sector leading work.

4.5.6 Across all 4 localities a wide range of free learning opportunities is offered in community centres and libraries, some universal and some targeted. Libraries offer easily accessible reading for pleasure opportunities for all ages including older people and families with pre-school children. Literacy and numeracy, office skills, parenting and childcare classes and courses computing (some accredited) are offered in all 4 localities. Projects that support pupil transitions from pre-school to P1 and from P7 – S1 are delivered by Lifelong Learning Development Officers (LLDO), schools and partners, supporting attainment and achievement for pupils identified as facing some of the greatest disadvantage.

4.6 Lifelong Learning's third priority is ***Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages***. The agreed outcomes are:

Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps

Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills

4.7 Progress against this priority includes, but is not limited to:

4.7.1 Three 5th/6th year pupils on the 2-year Career Ready programme are mentored by Strategic Development Officers in the citywide Arts and Creative, Health and Wellbeing and Sport and Physical Activity Teams. The previous Career Ready cohorts mentored by the above teams have or are about to graduate from Career Ready and/or have achieved a positive and sustained destination.

4.7.2 756 adults benefitted from one-to-one guidance with a qualified Adult Learning practitioner, many then linking into a range of appropriate learning opportunities. 115 Syrian adults participated in 620 ESOL classes in 7 community centres across all localities.

4.7.3 The Sports Unit offered a Leadership Academy, introducing young people to the world of work via volunteering. The next step is the opportunity to gain a sports qualification. 53 pupils participated in the Leadership Academy in 2018/19.

4.7.4 In each locality a variety of adult learning, parenting and youth opportunities were delivered, developing skills for learning, life, work and personal fulfilment. These range from bikeability to stress management, creative and sporting opportunities to *Youth Talk* consultation and engagement. In

Southbridge Resource Centre a total of 51 people (4 withdrew) engaged with a range of opportunities which included CV and Letter Writing, Goal Setting and Action Planning and Interview Techniques, with many then going on to request and/or access further support, volunteering opportunities and employment. At Craigroyston High School, Lifelong Learning Development Officers worked with the school and 17 pupils to engage positively with the Activity Hub. Many of the young people face significant disadvantage and 5 went on to achieve sustained progression.

4.8 Lifelong Learning's fourth priority is **Improve health and wellbeing and reduce social isolation**. The agreed outcomes are

Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing

Visually and hearing-impaired adults are less socially isolated

Visually and hearing-impaired children and young people are less socially isolated

Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity

Children and young people enjoy improved physical health through engaging in outdoor and adventure activity

Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity Children and young people learn effectively in healthy outdoor environments

4.9 Very good progress against this priority has been made over the past year with several highlights outlined below and more detail in the appendices.

4.9.1 The **Discover!** programme simultaneously contributes to several of the Lifelong Learning Service Plan priorities. Following the pilots in Summer and October 2018, the rollout and evaluation of the programme in a systematic citywide approach, identified unexpectedly high numbers of people who are socially isolated. At the point of recommendation, families are asked what local activities and provision they access. They are also asked as part of the evaluation what they would be doing if not at **Discover!** Many people say they are not engaged with local activity, and that they 'stay at home' or 'go to the park because its free'. Families also report being socially isolated due to factors such as adult and child mental ill health, disability in the family, low income, caring responsibilities and because one or sometimes more, children in the family have an additional support need. This has helped inform adaptations to the programme which include inviting local organisations to attend a third sector market place on the last day of **Discover!** summer 2019 and the establishment of a pilot 'working together' (working title). This group meets to look at how the third sector can be involved in **Discover!** and how families attending **Discover!** can be supported to access local community provision throughout the year. The

Jack Kane Centre reported 3 families now attend their provision because one of their part time youth workers also works at **Discover!**

4.9.2 Led by the Health and Wellbeing strategic team, over 700 pupils benefitted from the Turn Your Life Around (TYLA) Programme in which volunteers with lived experience of childhood adversity are trained to tell their stories, raising awareness, building hope and encouraging children and young people to ask for help. The team also consulted 450 children and young people on how schools and families can better support their mental health and wellbeing and the collated feedback informed new Top Tips Documents which have been shared widely. Over 10,000 primary school children are accessing curriculum resources that promote positive mental health and wellbeing through the Building Resilience programme developed by the team. 829 staff benefitted from Adverse Childhood Experiences (ACE) /Trauma training or TYLA inputs and 35 schools and settings have been supported to host a Resilience (ACEs) film screening. 1,260 parents/carers attended and benefitted from training programmes, courses and support sessions that promote positive wellbeing and better relationships. Much of this simultaneously links with other Lifelong Learning priorities such as closing the attainment/achievement gap (priority 2) and workforce development (priority 5).

4.9.3 The Outdoor Learning strategic team staff at Lagganlia Outdoor Centre undertook the resilience training (outlined above) and are working with school colleagues to consolidate and extend the Building Resilience programme within a residential setting. The Active Schools Team has a dedicated co-ordinator whose role is to work in partnership and ensure children in mainstream and special schools can access sports opportunities across the city, helping improve their physical health. The Physical Activity and Sport Strategy has working groups in place providing increased opportunities for people with a disability to participate in sport at any level, whether recreational or on a sports pathway.

4.10 Lifelong Learning's fifth priority is **Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages**. The agreed outcomes are:

Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes

Lifelong Learning staff share good practice and expertise and embed the learning in their own practice

4.11 Each of the strategic teams and the locality teams have made progress towards ensuring staff are professionally skilled and knowledgeable, with opportunities to share practice.

4.11.1 The first Lifelong Learning in-service training was held May at the City Chambers. The same session ran twice to give all staff the opportunity to

attend. The session focussed on Child Poverty making links between poverty, education and employment. There was input on future skills and employability from the Education Programme Lead with Skills Development Scotland (SDS), Edinburgh's Attainment Advisor and 1 in 5 Raising Awareness of Child Poverty. Feedback was positive with several attendees intending to follow up with SDS, although this is still to happen.

- 4.11.2 Youth Talk in localities has engaged high numbers of young people, giving opportunities for them to have a say on issues that are important to them. When feedback is shared, staff and partners are better able to ensure that young people influence decisions about services.
- 4.11.3 The Health and Wellbeing Team provides training and resources for staff and partners at in-service, CLPL sessions, conferences and at team meetings. This covers a range of topics including all the Growing Confidence Programmes, 1 in 5 Raising Awareness of Child poverty, ACES, Resilience and mental health and wellbeing. Many hundreds of staff and partners have benefitted, and their professional learning increasingly is applied and embedded across schools and lifelong learning provision. The Health and Wellbeing team delivers training nationally as well as locally, is seen as sector leading and the work is making a tangible impact.
- 4.11.4 Creative Conversations, acknowledged as sector leading and run by the Arts and Creative Learning team have connected over 1,000 school leaders, teachers, partners and other colleagues with inspiring thinkers, leaders and experts in a range of themes, all highlighting the importance of creative thinking. The YMI team delivered training on its Early Years, First Level and Second Level Resources to primary teachers with excellent feedback and practitioners saying they feel more confident to use the resources in class as a result. Expressive Arts courses have been very well received by school practitioners and the Visual Elements course was particularly impactful. The team worked with Education Scotland to develop and deliver national conferences designed to develop staff and share practice. These include the BEST conference for primary and another for secondary practitioners, the National Creative Learning Networks national conference and co-ordinator training days. The team delivered Creativity CLPL to all sectors including Early Learning and Childcare Foundation Apprentices. SEE delivered media and film-making training across schools supporting media studies teachers develop their skills and knowledge. The IMS effectively shares practice and is upskilled through in-service days and mandatory CLPL.
- 4.11.5 Sport and Outdoor Learning delivered a range of CLPL sessions to staff across sectors, including an input to all Probationer Teachers. The team also delivered training on the Excursions Policy to staff across the council and approved 3,032 Communities and Families excursions (Category 3 and 4) involving 24,376 participants, a 20.5% increase since 2014/15. This

ensures staff are aware of policy and good practice meaning that young people safely experience a vast range of day and residential activity within and beyond Edinburgh, and some overseas.

4.11.6 The Youth Participation Team's ***What Kind of Edinburgh?*** project is sector leading and has been highly effective in informing and training council, third sector and NHS staff and elected members.

4.11.7 The North West locality led on Train the Trainer Child Protection Training which was delivered to 8 lifelong learning Development Officers (LLDO) who are currently delivering the training to staff across several establishments including libraries. The North West locality LLDOs delivered training to 34 facilitators from a range of services including Family learning, Family and household Support, Psychological Services and NHS.

4.11.8 All Lifelong Learning staff engage with mandatory training and additional role-specific training. Staff are more aware of the impact of child poverty and ACES and are using this knowledge to plan and deliver services. Lifelong Learning staff across localities and the citywide teams participated in training on self-evaluation with follow up sessions delivered by the citywide Lifelong Learning Strategic Officer for Continuous Improvement in each of the 4 localities. A number of accredited and non-accredited training and parenting programmes were delivered in localities (some centrally funded) with consistently good feedback from participants.

5. Next Steps

- 5.1 The Lifelong Learning Service will continue to work closely with communities to identify and (as far as possible) address local and citywide needs
- 5.2 Lifelong Learning strategic and locality teams will continue to meet regularly to discuss and develop Lifelong Learning in Edinburgh

6. Financial impact

- 6.1 There are no financial impacts to the Council arising from this report

7. Stakeholder/Community Impact

- 7.1 All Lifelong Learning teams, whether locality or citywide engage in wide-ranging engagement with learners, citizens and stakeholders.
- 7.2 Lifelong Learning teams engaged with people with lived experience, for example; of poverty (e.g. Child Poverty Action Unit and Edinburgh Poverty Commission); are care experienced; live with mental ill-health / trauma / ACEs (e.g. Turn Your life Around), and/or protected characteristics.

- 7.3 Initiatives and programmes such as **Youth Talk**, **What Kind of Edinburgh? Turn Your life Around**, **1 in 5: Raising Awareness of Child Poverty** and **Discover!** have and continue to engage with communities and families

8. Background reading/external references

- 8.1 The following papers provide background to the report and provide more detail on the citywide strategic Lifelong Learning Service areas.
- 8.1.1 Lifelong learning Plan Report to Education, Children and Families, Tuesday 9th October 2018, Item 7.4
<https://democracy.edinburgh.gov.uk/CeListDocuments.aspx?Committeed=143&MeetingId=2084&DF=09%2f10%2f2018&Ver=2>
- 8.1.2 Arts and Creative Learning Annual Update Report to Education, Children and Families, Tuesday 9th October 2018, Item 7.5
<https://democracy.edinburgh.gov.uk/CeListDocuments.aspx?Committeed=143&MeetingId=2084&DF=09%2f10%2f2018&Ver=2>
- 8.1.3 Sport and Outdoor Learning Annual Update Report to Education, Children and Families, Tuesday 14th August 2018, Item 7.9
<https://democracy.edinburgh.gov.uk/CeListDocuments.aspx?Committeed=143&MeetingId=2083&DF=14%2f08%2f2018&Ver=2>
- 8.1.4 Mental Health and Wellbeing Report to Education, Children and Families, Tuesday 6th March 2018
[Item 7.11 - Supporting Children and Young People's Mental Health and Wellbeing in School.pdf](#) - Reports, 336.61 KB
Tuesday 9th October 2018
[Item 7.10 - Update on Supporting Children and Young People's Mental Health and Wellbeing in School](#) - Reports, 347.7 KB
Tuesday 21st May 2019
[Item 7.13 - Supporting Children and Young People's Mental Health and Wellbeing in School](#) - Reports, 779.5 KB
- 8.1.5 **What Kind of Edinburgh?** Report to Education, Children and Families, 21 May 2019, item 7.1
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20190521/Agenda/item_71_-_what_kind_of_edinburgh_-_outcomes_and_next_steps.pdf
- 8.1.6 Edinburgh Community Learning and Development Partnership Plan, Report to Education, Children and Families, Tuesday 14th august 2019, Item 7.11

<https://democracy.edinburgh.gov.uk/CeListDocuments.aspx?CommitteeId=143&MeetingId=2083&DF=14%2f08%2f2018&Ver=2>

- 8.1.7 Child poverty Action Unit Report – referral from the Culture and Communities Committee, Tuesday 9th October 2018, Item 7.11(b):
http://www.edinburgh.gov.uk/meetings/meeting/4553/education_children_and_families_committee

9. Appendices

- 9.1 Appendix 1 Lifelong Learning Participation Tables (collated) 2018/19
- 9.2 Appendix 2 Lifelong Learning Priorities and Outcomes (Arts and Creative Learning -Strategic)
- 9.3 Appendix 3 Lifelong Learning Priorities and Outcomes (Health and Wellbeing - Strategic)
- 9.4 Appendix 4 Lifelong Learning Priorities and Outcomes (Youth and Children’s Work | Adult and Family Learning – Strategic)
- 9.5 Appendix 5 Lifelong Learning Priorities and Outcomes (Libraries – Strategic)
- 9.6 Appendix 6 Lifelong Learning Priorities and Outcomes (Active Schools, Sport and Outdoor Learning – Strategic)
- 9.7 Appendix 7 Lifelong learning Priorities and Outcomes (North East Locality)
- 9.8 Appendix 8 Lifelong learning Priorities and Outcomes (South East Locality)
- 9.9 Appendix 9 Lifelong Learning Priorities and Outcomes (South West locality)
- 9.10 Appendix 10 Lifelong Learning priorities and Outcomes (North West Locality)
- Appendix 10A Lifelong Learning priorities and Outcomes (North West Locality - Stockbridge Library)

Lifelong Learning participation: July 2018 – end June 2019 (based on July 2019 Returns)

Figures were collected from each locality and from each strategic team. Effort was taken to ensure minimal double-count, but it is likely that some element of double-count remains.

Where the locality figures do not add up to the same as the citywide figures, please treat the citywide as correct (some locality information is missing or reflects the number who signed up rather than completed courses. This generally applies to adult education, ESOL (English for Speakers of Other languages), parenting programmes and libraries. The figures that are collected and collated by the strategic teams and those in the far-right column are correct.

Not all the locality teams' work is delivered and/or directly funded by Lifelong Learning:

- some work was brokered by Lifelong learning but delivered and/or funded by partners
- some work was directly funded by Lifelong Learning but delivered by partners
- some work was both funded and delivered by lifelong learning

The strategic lifelong learning teams' work is funded centrally and delivered using lifelong learning budget, external funding or generated income.

The tables below represent:

- the **number of unique learners** engaged in Lifelong Learning courses and programmes (**TABLE 1 below**)
- the support lifelong learning provides to staff and partners support better outcomes and estimated learners who benefit (TABLE 2 – not available)
- the **number of participants** benefitting from the wide variety of lifelong learning activities not captured in either of the above and where the **main benefit is social** (**TABLE 3 below**)

NB – this is a work in progress and not all figures are fully collated for July 2018 – July 2019, so should be treated as such and may be further updated/amended

TABLE 1 – unique learners		Delivered & reported in Localities				Delivered and/or reported on citywide basis						
Description of Activity		PARENTING PROGRAMMES										
Number of <i>Individual Learners</i> undertaking a regular programme or course of learning (formal / informal)		NW total	SW total	NE total	SE total	CLD	Libs	Arts & CL	H & WB	Sport	OL	Total
GROWING CONFIDENCE (0–11): Raising Children with Confidence (by locality as provided)		Figures collated centrally							92			92
NW												
SW												
NE	5 groups, 1 with Circle for Dads only (?)											
SE												
Growing Confidence Raising Teens with Confidence (citywide total)												
GROWING CONFIDENCE (12+): Raising Teens with Confidence (by locality as provided)		Figures collated centrally							80			80
NW												
SW												
NE												
SE	Southside CC Stress and the Teenage Brain (18)											
Other parenting courses /groups (by locality as provided)					44							52
NW	Circle Haven Parent Group (7), Trinity Cluster	7										
SW												
NE												
SE	Valley Park Mindful Parenting (20) Goodtrees Mindful Parenting (14 / 10), Goodtrees Self-harm (26)											

Description of Activity		NW total	SW total	NE total	SE total	CLD	Libs	Arts & CL	H & WB	Sport	OL	Total
PEEP Learning Together Programme (by locality as provided)		Figures collated centrally							162			162
NW												
SW												
NE												
SE	Cameron House Nursery Peep 2s Term 1 (23), Term 2 (12), JGPS Peep 3s (13), Liberton PS Peep 1s/2s (12), Prestonfield PS Peep 3s/4s (16), Royal Mile PS Peep 3s Term 1 (12), Peep 4s Term 3 (16), Southside CC Peep Babies Term 1,2&3 (28), The Spinney Lane Peep Babies (24: 12A & 12C), Viewforth EYC Peep Babies (6: 3A & 3 C)											
POPP (Psychology of Parenting Programmes): Triple P (Primary): and Incredible Years (by locality as provided)		Figures collated centrally							156			156
NW	Triple P 2 in Forth Ward (11), another (7), Incredible Years Helena Reid (12), Pirniehall PS (5), The Haven (9)											
SW												
NE												
SE	Triple P Royal Mile PS (11 & 9), Tollcross CC (9), Southside CC (6), Incredible Years Southside CC (6)											

Description of Activity		NW total	SW total	NE total	SE total	CLD	Libs	Arts & CL	H & WB	Sport	OL	Total
POPP (Psychology of Parenting Programmes): Teen Triple P (by locality as provided)		Figures collated centrally							86			86
NW												
SW												
NE												
SE	Southside CC (6)											
TOTALS		51							576			627
<u>Total no. of people</u> participating in a range of <u>parenting programmes</u> organised and/or delivered by Lifelong learning												627

Description of Activity		ADULT LEARNERS										
		NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	Total
Adult Literacies including Outlook and SQA accredited learners (by locality as provided)		Figures collected centrally										
NW	2 groups (23) Outlook (46)											
SW												
NE	Fort CC Literacy Group (5), Whitehouse Craigmillar Literacy (6), Adult Literacy at Forth Sector (7)	69		18	88	855					855	
SE	Valley Park CC (12), Gilmerton CC Literacies Support (6), Southbridge Literacy and Numeracy Groups: several groups – no breakdown (70)											
Adult Education Programme: day, evening and weekend courses strategically managed citywide (citywide total)					13,789						13,789	
Adult Numeracy Support (by locality as provided)												
NW				6	7						13	
SW												
NE	Macdonald Road Library Numeracy (6)											
SE	Tollcross CC Football Literacies (7)											
Computing and Office Skills (by locality as provided)												
NW	Beginners Computing (12)	12			8						20	
SW												
NE												
SE	Gilmerton CC IT beginners (8)											
Get Online strategically managed citywide - basic tuition, rotating libraries (total)						190					190	

Description of Activity		NW total	SW total	NE total	SE total	CLD	Libs	Arts & CL	H & WB	Sport	OL	Total	
ESOL (English for Speakers of Other languages): (by locality as provided)		Centrally organised and figures collected centrally											
NW	Edin College (80), St. David's PS (8)												
SW													
NE	Leith CC Upper Intermediate (28), Conversation Connect (12), Sandy's CC Pre-intermediate (11), Literacies (6), Craigentinny CC Element Eng (8)	88		65	652	882						882	
SE	Valley Park Absolute Begin (10), Beg in (4), Goodtrees CC Beginners (10), Southbridge Term 1 (202), Term 2 (230), Term 3 (178), Braidwood Centre (6), Valley Park (12 (12)												
ESOL Syrian Resettlement programme – strategically managed citywide (total)						115						115	
Citizenship, Confidence Building and Democracy (by locality)													
NW	Life Skills Course (6)												
SW													
NE	Leith CC Yamama: Her Stories for Women from Diverse Backgrounds (16)	6		16	95							117	
SE	Southside CC Wishes Women's Group (8), Local Economy Group LIP (9), Tollcross CC Democracy Group (11), Goodtrees Being Confident in Myself (14), Southbridge Confidence Building for Adults (41), Goodtrees Next Steps for Women out of the Workplace (12)												

Description of Activity		NW total	SW total	NE total	SE total	CLD	Libs	Arts & CL	H & WB	Sport	OL	Total
<u>SQA Early Education</u> (by locality as provided)												
NW	SQA Level 4 Early Education (6)	6										6
SW												
NE												
SE												
<u>Adult Arts and Creative Programmes</u> (by locality as provided)												
NW	St. David's RCPS Storytelling Course (4), Drumbrae Hub book group and creative writing for people over 65 (8)											112
SW												
NE	Craigentiny CC Friday Adult Art (12)	12		12	88							
SE	Tollcross CC Writers Group (8), Gilmerton CC Creative Writing (7), Southside CC Creative Writing (20), Drawing and Painting (10), 16+ Drama (15), Southbridge Scribblers Creative Writing (16),											
Screen Education Edinburgh Adult Learning programme – strategically managed citywide (citywide total)								34				34
<u>Deaf Learners Service</u> (by locality as provided)												
NW												52
SW					52							
NE												
SE	Southbridge CC Deaf Literacy (10), Lip Reading (24), Managing Hearing Loss (18)											

Description of Activity		NW total	SW total	NE total	SE total	CLD	Libs	Arts & CL	H & WB	Sport	OL	Total
Adult Exercise and Sport Programmes (by locality as provided)					25							25
<i>NW</i>												
<i>SW</i>												
<i>NE</i>												
<i>SE</i>	Southside CC Gentle Exercise (25)											
TOTALS		193		117	1,015	15,641	190	34				16,210
Total no. of people participating in a range of adult learning courses/programmes organised and/or delivered by Lifelong learning												16,210

Description of Activity		FAMILY LEARNING										
		NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	Total
Family Learning in schools and nurseries (by locality)		A&C	A&C	A&C	A&C							
NW	Holy Cross RCPS PEF (5), Holy Cross RCPS PEF (4) (same as previous??), Holy Cross RCPS PEF Time for a Story (30), Craigroyston PS Family Connect Course (11: 6A & 5C), Craigroyston PS Play and Stay Nursery Sessions (15), School? Transition to P1 sessions (80 – Table 3??), Several Schools and Nurseries Bookbug read, write, count (72 – Libraries reporting – check??), Lyceum drama group (3 – families or individuals?),	65 80 72 3			31							
SW												
NE												
SE	Goodtrees ESOL Homework Club for parents and children (31)											
ESOL Family Learning strategically managed citywide (citywide total)						200						200
Family Learning Courses and Activities strategically managed citywide (citywide total 935: 450 Adults and 485 Children)						935						935
Syrian Refugee Programme (by locality)		A&C	A&C	A&C	A&C							
NW												
SW												
NE	Leith CC Syrian Family Learning and English (8)			8								
SE												
Family Learning Syrian Refugee Project strategically managed citywide						253						253

Description of Activity		NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	Total
Family Learning in schools and nurseries (by locality)		A&C	A&C	A&C	A&C							
NW	Holy Cross RCPS PEF (5), Holy Cross RCPS PEF (4) (same as previous??), Holy Cross RCPS PEF Time for a Story (30), Craigroyston PS Family Connect Course (11: 6A & 5C), Craigroyston PS Play and Stay Nursery Sessions (15), School? Transition to P1 sessions (80 – Table 3??), Several Schools and Nurseries Bookbug read, write, count (72 – Libraries reporting – check??), Lyceum drama group (3 – families or individuals?),	65 80 72 3		29	31							
SW	Clovenston Family Club,											
NE	Northfield CC Saturday Drop in for families with children with ASN											
SE												
Pregnancy / new or young mums / families (by locality)		A&C	A&C	A&C	A&C							
NW	Fort Pregnancy Café: referred by midwives (24), West Pilton Neighbourhood Centre Pregnancy Café: referred by midwives (33 – 18A and 15C), Bump to Buggy: referred by NHS (61 - 27A and 34 C)	118	14	30								
SW	Gate 55 young Mums Tuesday group (14)											
NE	Leith CC Play and Connect for under 5's and carers (30)											

SE												
Description of Activity		NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	Total
Family Learning – Arts, Sports and Exercise (by locality)		A&C	A&C	A&C	A&C							
NW												
SW												
NE												
SE	Tollcross CC Family Crafts (13), St John Vianney book making 2 sessions (48) table 3?? , Craigour Family Sport with Active Schools (30) has Active schools counted this?				91					Jude		
Holiday Hunger (by locality)												
NW												
SW												
NE												
SE												
xx (citywide totals)												
TOTALS												
Total no. of people participating in a range of family learning courses/programmes organised and/or delivered by Lifelong learning												

Description of Activity		CHILDREN AND YOUNG PEOPLE										
		NW total	SW total	NE total	SE total	CLD	Libs	Arts & CL	H & WB	Sport	OL	Total
School Based Youth and Children's Work (by locality)												
NW	Firrhill (11), WHEC (27), Tynecastle (11), Balerno (8)	57			47							104
SW												
NE												
SE	Boroughmuir (?), St. Thomas of Aquin's RC (7), JGHS (6), Goodtrees/Craigour Park PS Buddy club (30), Liberton/Gilmerton P7 Transition Group (4)											
Arts and Creative Youth Groups (by locality)		18			215							233
NW												197 if SEE has counted
SW	Carrickvale EY&C clubs Youth Art (18),				179 if SEE has counted							
NE												
SE	Gracemount Mansion @ Valley Park Creative Hub (17), Southbridge Totally Sound Reel Youth Media (37) Summer Sound 4 days (40), Youth Drama 7-11 yrs (45), Youth Drama 12+ (24), Goodtrees P4-7 Art club (16), Media Project - Screen Education Edinburgh and Carnival in the Community (36) check not double counted with SEE											
Screen Education Edinburgh (citywide) SEE and Strangetown Youth Theatre: Film-making and Acting for Film (31), EIFF Youth (8), FANS Youth Film Festival (12), Next Steps (advanced) Film SIMD 1&2 (8)								59				59

Description of Activity		NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	Total
Youth Clubs (by locality)												
NW												
SW	Carrickvale EY&C clubs –1 st step club (19), Next Step club (27), Senior (19), Sat drop in (14), Gorgie Friday (20), Gate 55 Tues (18), Senior drop in (20), Area 55 (18), Girls Group (13), Pentlands P1-3 Club (26), P4-7 Club (24), S1+ Club (11), Friends Group for YP with (5), Ratho Mon (15), Tues (24), Junior (20), Thur (24), Wester Hailes Library Group (20), Streetwork Saughton Group (??), Longstone Club (28), Buckstone Club (30), Clovenstone clubs: 9 clubs (207), Juniper Green Club (25),		627	542	371							1,540
NE	Northfield club P1-4 (30), P5-7 (12), Bambies for Girls P1-5 (23), Jack Kane Centre Children’s Drop In (127), Group work for young women (13), for young men (12), P4-6 group (56), St Francis RC EXCEL (269),											
SE	Valley Park Club P1-3 (15), P4-6 (28), P7-S2 (25), Craigentenny Clubs: 5-8 yrs (16), 8-10 yrs (24), 11-15 yrs (12), Goodtrees S1+ (30), P5-7 (30), P1-4 (26), Girl’s Nurture Group (10), Community Champion’s Group (46), Gilmerton After School P1-4 (10), After School P4-7 (25), Bridgend											

Description of Activity		NW total	SW total	NE total	SE total	CLD	Libs	Arts & CL	H & WB	Sport	OL	Total
	Farmhouse Senior club S1-4 (15), Tollcross CC Club (13), Homework Club (6), 3 M's youth club (8), Liberton/Gilmerton Streetwork (30), Gracemount Mansion @ Valley Park Youth Drop In (19), Give it a Go (7)											
Open All Hours (by locality)												
NW												
SW	WHEC (20), Craiglockhart (30)		30	194	109							333
NE	Jack Kane Sport Centre (194)											
SE	Warrender (29), Gracemount (40), Commonwealth Pool (40),											
Citizenship, Democracy and Youth Voice (by locality)												
NW												
SW												
NE	Jack Kane Centre Agents for Change delivered in cluster primaries (160), Revolting Youth (79)			239	11							250
SE	Liberton Gilberton Youth Forum: emerging from Youth Talk (8)											
Screen Education Edinburgh: strategically managed citywide SEE Youth committee (22), SEE with The Junction (6), Youth Talk NW Film making project (10)								38				38
Youth Participation: strategically managed citywide (citywide) Young Edinburgh Action: Leaders for Change (24), The Gathering (?), Action Research Group 1 (12), Group 2 (16), Group 3 (16), Scottish Youth Parliament (12), What Kind of Edinburgh? (40)						120						120

Description of Activity		NW total	SW total	NE total	SE total	CLD	Libs	Arts & CL	H & WB	Sport	OL	Total
Sexual Health and Relationships (by locality as provided)												
NW												
SW												
NE	Health Opportunities Team Portobello Library: Sexual and Emotional Health Drop in (48)			48	6							54
SE	Health Opportunities Team Gilmerton CC: Sexual Health Drop in (6)											
Skills and Employability programmes, SQA (in school) and Wider Achievement Awards (by locality as provided)												
NW												
SW												
NE												
SE	Gracemount Mansion @ Valley Park with Dunedin Canmore – Activity Agreement Hub (35), Duke of Edinburgh (8) (check Sport /Outdoor learning for double count)				43						Dof E in SE? ?	
Screen Education Edinburgh (SEE): (citywide) BFI Film Academy and Residential (52), Moving Image Arts A Level (12), High Schools (9 schools) Meia Studies Programme (120), Cashback for Creativity (114).								298				298
Career Ready: S4-6 student mentees – 2-year programme (citywide)								1	1	1		3
Outdoor Education and Outdoor Learning (citywide) School Residential Visits Benmore (?) and Laganlia (?), Duke of Edinburgh Award											?	
Instrumental Music Service P4–S6 weekly lessons in all mainstream schools								5,108				5,108
Youth Music Initiative (pre-school – P7 and Special Schools) Youth Music Initiative (P1 – P5 in school, pre-school, P5,6,7 in and out of school)								18,718				18,718

Description of Activity		NW total	SW total	NE total	SE total	CLD	Libs	Arts &CL	H & WB	Sport	OL	Total
Sport, Exercise and Outdoor Youth and Children's Work (by locality)												
NW												
SW												
NE	Jack Kane Centre Smooth Moves P7 transition (74)			74	64							138
SE	Inch P 5-7 Sports Hub (15), Goodtrees CC Football Fridays (25), Tuesday Sports Hub (24), Bike-ability Preston Street PS (15) St Catherine's PS (20) Gracemount PS (10) Royal Mile PS (15)											
xx (citywide totals)												
TOTALS												
<i>Total no. of people</i> participating in a range of <i>learning, youth and children's work</i> organised and/or delivered by Lifelong learning												

	NW	SW	NE	SE	CLD	Lib	A&CL	H&W B	Sport	OL	Total
Liberton High School / Gracemount High School 1:1 Stand Alone				12							
RUTS Partnership project				24							
P7 Transition Group Liberton/Gilmerton (4)				4							

HGIO Support to Parents and Carers – toolkit (or should this be in table 3?) (by locality)											
NW 7											
SW											
NE											
SE											

Youth Talk Focus Groups (Table 3)				300							
Southbridge Summer School (adults??) Table 3				80							
Leith Community Centre - Mandala for Meditation (one off art project) adult mental health (table 3)			9								

Table 3 - participation Description of Activity Number of <i>participants</i> at one-off events (single or recurring where there is no clear and measurable <i>learning</i> activity taking place or where the activity has primarily social outcomes (e.g. audiences at concerts, attendance at exhibitions or footfall at libraries, supporters at sporting events etc.)	Delivered & reported in Localities				Delivered and (or reported) on citywide basis						
	NW	SW	NE	SE	CLD	Libs	Arts & CL	H & WB	Sport	OL	Total
OLDER PEOPLE											
NE Edinburgh Local Opportunities for Older People (LOOPS) third sector delivered with Piershill Library (eg EVOC, Pilmeny, Health & Mind) – Piershill Library venue – 2 sessions. No longer operating			3 adults								
Older People’s Tea Dances – Jack Kane Centre – 4 sessions. (Footfall 215)			60 individuals								
PARENTING PROGRAMMES: All captured in table 1											
ADULT/ADULT LEARNERS											
Adult activities in Libraries including Loops for other people, Knit and Natter, Games Clubs, Book Groups, Italian Circle etc						29,831					

Book Group; Piershill Library- meets fortnightly. Some double count may occur. (23 sessions - average attendance 9)			200 adult attenda nces									
Knitting Group; Piershill Library – meets weekly. Some double count may occur (51 sessions - average attendance 10)			503 adult attenda nces									
NE Event; Know your Neighbourhood. Jack Kane Centre.			120									
Medical Centre/LL practitioner Fair. Jack Kane Centre			60									
Intercultural Parliamentary Debate and report launch:Jack Kane Centre (2 sessions)			10 indivua ls 50 footfall									
Scottish Opera Outreach Session: Jack Kane Centre (1 occurrence)			32									
Gup Shup Women's Group			15									
ESOL Guidance					320							
Royston Wardieburn CC & Pilton Community Health Project: Arts and Crafts Group (5 sessions)	10											
Screen Education Write, Shoot, Cut (for independent film makers)							184					
City wide Library issues						1,645, 575						
City wide Library members						102098						
Library eBook drop-in						83						
Library Heritage drop-in						26						
Library Heritage Conservation Group						287						
Portobello Library Book Festival:18 adult events.			847 adults									

Portobello Library monthly Adult Book Groups (12 sessions)			98 adults									
Portobello Library Link (49 sessions delivered)			211									
McMillan Cancer Support drop-in at Portobello Library (97 sessions)			186									
Portobello Library Writers' Group (9 sessions)			47									
Visually impaired iPad Group Portobello Library (48 sessions)			214									
Local History Wikipedia Workshop; Portobello Library (1 session) in partnership with Portobello Heritage Trust.			4									

FAMILY LEARNING, EVENTS & ACTIVITIES												
Goodtrees NC 2 day Xmas Programme 2018				80								
Goodtrees NC Summer Fair 2018				416								
Goodtrees NC Summer family (4 trips)				186								
Moredun Festival of Cycling: one off fam. event				50								
Mordedun Library Local Services one off drop in				16								
Braidwood CC Employability Fair				12								
Royston Wardieburn Community Ceilidh: 4 planning meetings, 1day event.	250											
Puppet Animation Festival April 19 (4 venues)	38 adults 96 children											
Licketyspit Drama Play Sessions July 18	34 adults 61 children											
Leith CC: Jabuti Theatre Workshops (2 days of children's workshops for refugee families.	10 adults 12 children											

Bookbug Rhymetime: Piershill Library (52 sessions) Double count may occur: 23 children, 25 adults.			1,297 (attendances - Child 1,210 attendances - adult)								
Polish Bookbug Rhymetime: Piershill Library (14 sessions) Double count may occur – average attendance: 3 children, 3 adults.			43 Attendances - child 39 (attendances, - adult)								
Children’s Storytime: Piershill Library (48 sessions) Double count may occur – average attendance: 9 children, 6 adults.			400 (attendances child) 296 (adults)								
Bookbug sessions by locality: <i>Includes Bookbug sessions in a range of different languages and cultures.</i>						NW 697					
Bookbug sessions by locality: <i>Includes Bookbug sessions in a range of different languages and cultures.</i>						SW 707					
Bookbug sessions by locality: <i>Includes Bookbug sessions in a range of different languages and cultures.</i>						NE 469					
Bookbug sessions by locality: <i>Includes Bookbug sessions in a range of different languages and cultures.</i>						SE 372					
Bookbug sessions centrally: <i>Includes Bookbug sessions in a range of different languages and cultures.</i>						Central library 102					
Story Telling Sessions in Libraries by locality						NW 97					
Story Telling Sessions in Libraries by locality						SW 313					

Story Telling Sessions in Libraries by locality						NE 120						
Story Telling Sessions in Libraries by locality						SE 54						
Family Learning Film Clubs in Libraries by locality						NW 10						
Family Learning Film Clubs in Libraries by locality						SW 45						
Family Learning Film Clubs in Libraries by locality						NE 24						
Family Learning Film Clubs in Libraries by locality						SE 2						
Family Learning Film Clubs in Libraries by locality						-						
Edinburgh Internat. Book Festival Chairing Event							97					
Bookbug/Rhymetime (Wed)			2462 children 2270 adults									
Bookbug/Rhymetime (Sat)			846 children 802 adults									
Children's Story Time			555 children 321 Adults									

YOUTH AND CHILDREN											
Youth Talk Youth Gathering (Liberton/Gilmerton area March 19)				140 inc. 60 Y/P							
Christmas Grotto – Jack Kane Centre (4 occurrences)			273								
Postcode Matters? Youth Beatz – Jack Kane Centre (1 interactive workshop)			46 individu als.								
Castlebrae HS Health Fair. Promo of LL service. (1 occurrence)			32 individ 70 footfall								
Goodtrees NC Halloween Party 2018				130							
Goodtrees NC Xmas Disco 2018				120							
Goodtrees NC Summer 2018 (4 weeks)				172							
Goodtrees NC October 2018 (3 sessions)				88							
Goodtrees NC February 2019 (6 sessions)				84							
Goodtrees NC Easter 2019 (11 sessions)				92							
Almond Youth Arts Project 18 (consultation & digital art)				36							
Almond Y/P Film Project 2018	7										
Corstorphine Festival (June 18)	100 musicia ns audienc e 170										
Edin. & Lothians Schools Film Competition (4 screenings)							320				
FANS Youth Film Festival (weekend)							356				
International Youth Film Festival Screenings (made on SEE Programmes)							410				

Sounds Like Friday Youth Music Initiative (7 centres across Edinburgh)							300 (pupils) 600 (audience)				
Sounds Like Saturday Youth Music Initiative (1 centre)							200 (pupils) 400 (audience)				
Generation Creative Youth Music Initiative (13 venues, ten sessions each)							100 (pupils) 780 (audience)				
Piping Hot Youth Music Initiative (30 weeks in total)							40 (pupils) 80 (audience)				
Scottish Learning Festival. (single performance)							18 (pupils) 2,250 Footfall				
Duke of Edinburgh's Award (DofE) Participation started Gold, Silver, Bronze) Non Disadvantaged. JUDE's Figures									1015 started 415 completed		
Duke of Edinburgh's Award (DofE) Participation started Gold, Silver, Bronze) Disadvantaged. Jude's Figure's									188 started 41 completed		
Duke of Edinburgh's Award (DofE) Participation started Gold, Silver, Bronze) Non Disadvantaged Andrew's Figures									1148 started 607 completed		

Duke of Edinburgh's Award (DofE) Participation started Gold, Silver, Bronze) Disadvantaged. Andrew's Figures									326 started 116 comple ted		
Beach Games (multi-sport event for S1 – 3)									400 (pupils) 300 (audien ce)		
Games at the Hub (multi sports for primary schools)									1700		
Fortnightly Book Groups 7 – 12 years by locality						NW 93					
Fortnightly Book Groups 7 – 12 years by locality						SW 149					
Fortnightly Book Groups 7 – 12 years by locality						NE 9					
Fortnightly Book Groups 7 – 12 years by locality						SW 4					
Fortnightly Book Groups 7 – 12 years by locality						Central Library 11					
Children's activity sessions in Libraries: Reading, Literacy, Learning & Creativity by locality.						NW 925					
Children's activity sessions in Libraries: Reading, Literacy, Learning & Creativity by locality.						SW 700					
Children's activity sessions in Libraries: Reading, Literacy, Learning & Creativity by locality.						NE 392					
Children's activity sessions in Libraries: Reading, Literacy, Learning & Creativity by locality.						SW 288					

Children's activity sessions in Libraries: Reading, Literacy, Learning & Creativity by locality.						Central library 72						
Nursery/Primary Class Library visits by locality						NW 132						
Nursery/Primary Class Library visits by locality						SW 462						
Nursery/Primary Class Library visits by locality						NE 67						
Nursery/Primary Class Library visits by locality						SE 60						
Nursery/Primary Class Library visits by locality						Central library 8						
Teenage Groups /activities in the Library designed to promote Reading, Literacy, Learning and Creativity by locality.						NW 126						
Teenage Groups /activities in the Library designed to promote Reading, Literacy, Learning and Creativity by locality.						SW 220						
Teenage Groups /activities in the Library designed to promote Reading, Literacy, Learning and Creativity by locality.						NE 68						
Teenage Groups /activities in the Library designed to promote Reading, Literacy, Learning and Creativity by locality.						SE 7						
Summer Reading Challenge (Libraries) by locality						NW 134						
Summer Reading Challenge (Libraries) by locality						SW 217						
Summer Reading Challenge (Libraries) by locality						NE 105						
Summer Reading Challenge (Libraries) by locality						SE 63						
Summer Reading Challenge (Libraries) by locality						Central library						

						7					
Green Pencil Award (Libraries): Annual themed writing competition for P4 – S3: 29 schools						1245 entries					
Green Pencil Award Event (Libraries)						40 children 30 adults 8 Authors					
Teen Titles Magazine (Libraries) 12 Author interviews.						12 Authors					
Teen Titles Special Event (Libraries)						35 teenagers 12 adults 8 Authors					
World Book Day Activities Portobello Library (2 sessions)			25 children 9 adults								
Portobello Library Book Festival: 3 children's events (run in local primary schools)			215 children								
Book Launch in Portobello Library.			31 children 6 adults								
Young Carers' Book Group Portobello Library from children aged 7 – 10yrs. (4 monthly sessions). In partnership with Edinburgh Young Carers.			16 children								
Last Friday of the Month Crafts: Piershill Library. Double count may occur. (10 sessions: average attendance 8 children and 4 adults).			75 (attendances – childr)								

			38 (attendances adults)									
Holiday Craft: Piershill Library. Double count may occur. (19 sessions: average attendance 11 children, 4 adults)			209 (childr attendances) 84 (adult attendances)									
Nursery Visits for RHPS(NC) visit and story time: Piershill Library. Double count may occur. (5 sessions: average attendance 13 children and 4 adults)			67 (attendances – childr) 22 (attendances adults)									
Primary School Library Orientation visits: Piershill Library. (5 sessions: average attendance 22 children and 3 adults)			106 Attendances: children 14 attendances adults									
High School Class Visits: Piershill Library (4 sessions.			6 children per session 5 lib. link members									
Children’s activity events: Piershill Library event 1: Love your Parks (with Park Rangers)			18 children 8 adults.									

Children's activity events: Piershill Library event 2: SRC medal ceremony			11 children 7 adults									
Children's activity events: Piershill Library event 3: Puppet Animation Ceremony			12 children 9 adults.									
Primary School class visits: Portobello (8 visits) Library orientation, stories and rhymes.			227 children									
School Assembly visits from Libraries to promote Summer Reading Challenge (6 sessions).			Approx 1538 pupils									
Afterschool Friday Lego activity: Portobello Library.			438 children 1621 adults									
Fortnightly Afterschool Friday Craft Activity for children 5 – 12: Portobello Library			328 children 161 adults									
Holiday craft for children 5 – 12: Portobello Library			10 children 6 adults									
Summer Reading Challenge: Portobello Library			111 children 54 adults									

Family & Community events/support											
First Minister's Question Time: Jack Kane Centre. City wide politics and youth participation. National event.			100								
Community event; Fun event Jack Kane Centre			150								
Community Football Tournament; Jack Kane Centre (1 occurrence)			49								
Happy Hibby sporting events Jack Kane Centre (19 occurrences)			73 individs 245 footfall								
Garden Challenge; Get the garden ready; Jack Kane Centre (4 sessions)			22 individs 68 footfall								
Bonfire Night Excursion (Diversionary work)			53								
Family Summer Excursion (Blair Drummond)			138								
Leith Gala – Adult Learning Promotion			70 footfall								
EID Art Project and Event to launch art piece and celebrate EID (five organisations collaborated to deliver 6 workshops and event)			250 attende es.72 worksho p participa nts								
Local and Family History drop-in: Portobello Library (2 sessions)			12								
Portobello Library Home delivery Service in partnership with RVS			66 deliveri es								

Appendix 2: Arts and Creative Learning (Creativity, Health and Wellbeing)

Update: Lifelong Learning Plan Year 1 (1st July 2018 – 30th June 2019)

- Expressive Arts Education
- Creative Learning/Creativity Across Learning
- Instrumental Music Service (IMS)
- Youth Music Initiative (YMI)
- Screen Education Edinburgh (SEE)
- Dance Development
- Discover

Contact:

Martin Hutchison, Lifelong Learning Strategic Development Officer

Lorna Macdonald, Lifelong Learning Strategic Development Officer

Linda Lees, Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing)

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>Schools and Lifelong Learning is becoming better connected although is not yet consistent across the entire service. The Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing) is a member of the Edinburgh Learns Equity Board and the SEIC (South East Improvement collaborative) Equity Group. This helps connect Lifelong Learning with school leaders around equity, inequality and child poverty.</p> <p>Individual lifelong learning teams/officers jointly plan some activity with schools although this tends to be for discreet areas of work. Not all Lifelong Learning Teams hold an equity profile of learners and use this information to plan and evaluate learning.</p> <p>The Instrumental Music Service (IMS) works closely with schools and school leaders. The IMS carries out a census each year, creating an annual equity profile of its learners – data on free school meals, ASN, SQA, wider achievement awards and SIMD is used to plan learning, develop instructors' skills and knowledge and support their Peer PRD process. The Youth Music Initiative (YMI) gathers SIMD data and liaises with schools to encourage more up-take in the out of school offer and to help plan learning in school. Screen Education Edinburgh (SEE) uses equity information for all the pupils with whom the team works to plan and evaluate programmes and support learner progression.</p>
Joint planning and evaluation across schools and lifelong learning is targeted and effective	
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	

Priority 2:

Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage

Outcome	Self-evaluation
Food anxiety, hunger and learning loss during school holidays is reduced	<p>Discover! is a strategically led partnership approach to poverty proofing the school holidays and builds on <i>1 in 5 Raising Awareness of Child Poverty</i>. It offers opportunities for increasing numbers of families affected by poverty. There is a Discover! Hub in each of the localities during all school holidays. A consistent citywide programme offers fun learning opportunities such as music, sport, storytelling, with support and advice for parents and carers (income maximisation with CHAI, Home Energy Scotland, Transactions Team and Skills Development Scotland). There are also cookery classes and trips with breakfast, lunch and transport provided. The School Uniform Bank and Hey Girls (free sanitary products and discussion/workshops) also contribute to Discover! where ever possible with relaxation and wellbeing (such as yoga, head and hand massage) also offered. Schools and other professionals recommend Discover! to families and parents/carers must attend with their children.</p> <p>The Arts and Creative Learning team makes a significant contribution to the Discover! (Holiday Hunger) programme. Staff are involved in design, planning, managing, delivering and evaluating Discover! as well as significant input from YMI (Youth Music Initiative), SEE (Screen Education Edinburgh) and other artforms. Feedback shows that the programme is having a positive impact on children and parents/carers, specifically around improving family relationships and reducing social isolation, cost of living savings, income maximisations, wellbeing and learning new skills. Over 320 parents/carers and around 680 children have benefitted from attending over 114 days to date (from Christmas 2018/19 to Summer 2019).</p> <p>Recommendations for families being made by:</p> <ul style="list-style-type: none">- 54 primary schools- 8 high schools- 31 nursery schools/early years centres and- 7 special schools.
Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier	<p>All work developed and delivered by the Arts and Creative Learning team is <u>free</u> to all schools and all pupils. Every school in the city benefits from one or more aspects of the team's work.</p> <p>Youth Music Initiative (YMI) tuition is free to all pupils in and out of school and should not incur direct or indirect costs to families. In school, YMI offers free weekly blocks of music tuition to all P2,3,4 and 5 pupils. Feedback from pupils, staff and</p>

parents/carers is positive, with YMI provision helping prepare pupils for IMS and/or other musical opportunities. Increasingly YMI in schools covers much of the primary music curriculum and in many cases is the only specialist input. YMI contracts Drake Music who deliver free specialist music in all Special Schools. Tinderbox is one of the YMI delivery partners providing free music in Howdenhall School (Secure Services). Resources developed by YMI for Early Years, First Level and Second Level are given to all nurseries and schools with accompanying CLPL for staff. Feedback is consistently good.

The **Instrumental Music Service (IMS)** offered weekly free music lessons to 5,109 pupils in 2018/19 in all mainstream schools from p4/5 – S6. IMS helps prepare pupils for national qualifications and wider achievement awards as well as developing a love of and proficiency in music. IMS organises all the city's central school bands and orchestras with instructors often supporting school and cluster bands and choirs. Young people regularly play in public at concerts and a range of events such as conferences and award ceremonies. Pupils gain confidence and skills and are excellent young ambassadors for their schools and the city. Attainment in music continues to be good with pupils gaining national qualifications in music represented across all SIMD deciles.

Screen Education Edinburgh (SEE) works with pupils across the city, many from some of Edinburgh's most disadvantaged communities. In the academic year 2018/2019 SEE worked with 711 young people age 10 - 25 years. The programme of courses gave young people the opportunity, personal and technical support to progress along an educational pathway. Beginner courses (funded by Cashback for Creativity) worked with 156 children and young people living in SIMD 1 & 2, at risk of exclusion and/or involved in anti-social/criminal behaviour. Many have progressed to more advanced film-making courses with feedback from almost all participants being very positive.

SEE delivered, film making education through the Discover! programme, to 42 individuals through the 1 in 5 child poverty initiative. As part of the Discover! programme, 9 young people progressed onto and completed a more advanced course in film making. Strategically, SEE has taken a pivotal role in developing Film Access Scotland, a strategic partnership of 6 film and media organisations across Scotland, Film Access Scotland, led by SEE supports and develops the film education sector and diversity in the film industry. In 2018/19, as part of this work SEE created and hosted a Scotland wide youth led film festival, part of which involved 12 young people gaining training and experience in to successfully design and deliver a three-day youth film festival (mix of screenings, masterclasses and workshops) to 300 young people across Scotland. Led by SEE (in partnership with other organisations), Film Access Scotland in 2019 secured funding as a stand-alone organisation.

	<p>Creative Learning projects for schools (developed in partnership between the Arts & Creative Learning Team and a wide range of local and national arts/cultural/heritage/science organisations), are fully funded and carry no cost to schools or pupils. Where there is a number limit, a strategic overview is used to select those schools whose improvement plans best fits the offer. Feedback from a range of projects points to creative learning contributing to achievement and attainment, skills development and increased confidence.</p> <p>Staff in all High School Art Departments and all special schools are invited to nominate S4-6 pupils each year for the prestigious Paolozzi Prize for Art. Because the categories are very inclusive, nominations for pupils who are Looked After are actively sought and in the 2019 award an S4 pupil from Howdenhall School was awarded the overall prize, winning £500 and tangibly increasing her pride and self-confidence.</p>
<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	<p>Increasingly Discover! is part of Child Planning Meetings as schools recognise its contribution to getting it right and helping improve outcomes for pupils.</p>
<p>Our looked After Children and Young People are supported to achieve</p>	<p>Several LAC children attend Discover! and in some cases is considered a safe environment for parents to have unsupervised access and to spend quality time with their children. The parents and their children report better relationships, increasing confidence, making new friends and learning new skills together.</p>
<p><u>Priority 3:</u> Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages</p>	
<p>Outcomes</p>	<p>Self-evaluation</p>
<p>Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps</p>	<p>In the academic year 2018/2019 SEE worked with 711 young people age 10 - 25 years who participated on a pathway from beginner to advanced courses. 76 young people participated in advanced courses including A Level in Moving Image Arts of whom 15% receive free school meals, 19% BAME, a 50% gender split and 8% with a disability. These latter courses are the providing young people the bridge from school to industry/further/higher education in film.</p> <p>The most advanced course offered by SEE is the Moving Image A Level with some pupils gaining this award as their only qualification, such is the success of SEE's programmes and support for young people to make informed choices. All SEE's work is delivered using external funding and no charges are made to schools or pupils.</p> <p>SEE runs British Film Academy courses in which 76 young people have participated, with 15% receiving free school meals, 19% BAME, a 50% gender split and 8% with a disability. These latter</p>

	<p>courses are at the level that progresses young people into the industry, further/higher education.</p> <p>The IMS teaches over 5,109 pupils per week from beginner to Advanced Higher. As they progress, pupils make subject choices and those studying SQA music programmes and courses are supported by IMS instructors. In addition to SQA qualifications, the IMS teaches pupils to Grade 8 standard and supports those applying to study music at FE and HE level</p> <p>YMI develops musical interests from pre-school and provides a good pathway to IMS for those pupils interested in pursuing music education. Each June all YMI pupils transferring from P7 – S1 are shared with high schools so they can be considered for IMS and encouraged to join high school bands and choirs.</p> <p>All S4-6 pupils nominated for the Paolozzi Prize for Art are invited to the Award Ceremony with their teachers and parent/carers where they hear from industry professionals about the importance and relevance of art/design in a range of careers. The inspiring input and opportunity to meet and talk with judges from the National Gallery of Scotland and Edinburgh College of Art, in 2019 gave 38 pupils unique insights to career pathways. Many pupils nominated for the Paolozzi Prize go on to secure places at college and university to study art/design and being nominated/winning is often included in application forms and personal statements.</p> <p>In partnership with Edinburgh College of Art and the National Gallery of Scotland, a two-day Creative Careers event was planned and run free for senior pupils, their parents / carers and teachers. It attracted 165 attendees. This exposed young people to career options within the creative industries and opportunities to discuss pathways with individuals working in creative fields. Feedback was very positive and this will become a bi-annual event.</p>
<p>Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills</p>	<p>The Creativity Skills Framework is available in schools and for the Arts and Creative Learning team to plan learning and to have discussions with pupils about skills, interests and strengths.</p> <p>Screen Education Edinburgh has successfully worked with young people from some of the Edinburgh’s most disadvantaged communities taking them from beginner level to higher/further education and into industry. Many of the young people identify film making as a potential career option and of those, some have gained their only qualifications (some up to up to A-Level) in film.</p> <p>The Paolozzi Prize for Art is an annual award for pupils from S4 – S6 including Special Schools. It is a highly inclusive award with teachers nominating pupils in 4 categories and judging weighted differently for each category. Winners have been selected from many schools across the city with the 2019 overall winner being an S4 pupil from Howdenhall School. The award gives pupils</p>

	confidence and pride in their work and is used by many wishing to pursue a career in Art as part of their portfolio and personal statement for university/art college applications. Many of the nominated pupils were awarded a place at art college.
<u>Priority 4:</u> <i>Improve health and wellbeing and reduce social isolation</i>	
Outcomes	Self-evaluation
Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing	YMI offered blocks of tuition which involved music, dance, singing games and rhymes in every primary school in 2018/19. These consciously build upon the known health and wellbeing benefits of music, dance and song and are offered as combined arts and wellbeing.
The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning	IMS in partnership with the University of Edinburgh delivered staff training (selected IMS and school staff) and lesson resources on music and dyslexia, designed to support pupil wellbeing. The IMS instructors, including voice instructors teach a range of techniques designed to build good health – both mental and physical.
Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles	Visual art opportunities and competitions offered by Arts & Creative Learning often include public displays, launch events and high-profile events. In 2018/19 these included the annual Winter Windows competition, Paolozzi Prize for Art and Meadowbank intergenerational arts project and hoardings displays. These encourage and foster connections, relationships and positive feedback to and about young people, enabling their parents/carers to witness this first hand. Feedback consistently suggests these events have a positive impact on pride, building friendships and self-confidence.
Children, young people and their families enjoy positive nurturing relationships that support their wellbeing Young people are more aware of the impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.	
Adults enjoy good mental health though opportunities to participate in activities and be active	
Visually and hearing-impaired adults are less socially isolated	

Visually and hearing-impaired children and young people are less socially isolated	
Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity	
Children and young people enjoy improved physical health through engaging in outdoor and adventure activity	
Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity	
Children and young people learn effectively in healthy outdoor environments	

Priority 5:

Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

Outcomes	Self-evaluation
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	In-service
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	<p>Arts and Creative Learning develops and delivers a wide range of professional learning and practice sharing opportunities locally and nationally.</p> <p>Pupils benefit from CLPL (Career Long Professional Learning) for primary teachers, delivered by Arts and Creative Learning (YMI staff), using resources and materials developed and produced by the team. These address Early Level, 1st and 2nd Level across a range of curriculum areas and cross cutting themes through the lens of music and song. The resources are being used by schools to good effect and help develop literacy, numeracy, health and wellbeing and creativity; Wonder of Music introduces coding through music, sustainability, global citizenship and entrepreneurship; and Power of Music is science based, extending coding through music, STEAM, creating and</p>

composing and enterprise skills through a science fair. Feedback from staff about the CLPL is excellent and staff report good success using the resources in class with pupils.

Two Creativity Skills professional learning courses are offered to teachers in all sectors each year: Introduction to Creativity Skills and Developing Learners' Creativity Skills both build knowledge and creative approaches to teaching, to benefit teachers and their pupils. They provide opportunities for professional dialogue, practical ideas and practice sharing. Feedback suggests that participating staff are more aware of creativity skills and plan learning accordingly.

Creative Conversations are highly successful, described by Education Scotland and Creative Scotland as sector leading. In 2018/19 a further 6 were delivered with planning now underway for the 50th Creative Conversation. Over 1,000 teachers, arts partners and other professionals have attended with feedback consistently excellent. Creative Conversations have covered a range of themes and in 2018/19 looked at BAME, ACEs, Poverty and inclusion, learning and teaching, outdoor learning, music and the brain, attainment, wellbeing and happiness.

In 2019, one of the highly successful **Creative Exchange** events (Arts and Creative Learning and National Galleries partnership) focussed on Creativity and Outdoor learning. The Arts and Creative Learning team worked with colleagues in the Outdoor Learning team to plan and deliver the session which aimed to develop teachers' skills and knowledge to use the outdoors creatively across the curriculum.

C 60 teachers attended (with a waiting list of another 60) leading to a second session planned for November 2019. Feedback confirmed that the session was useful and informative with teachers confirming they will use the practical and imaginative ideas in class

A series of 7 x two-hour **Visual Elements** sessions address the lack of visual arts training in initial teacher education. Many primary staff lack confidence, knowledge and skills to effectively teach art. The Visual Elements sessions were delivered to 14 staff in 2019, building confidence by working with a professional artist educator. Hands-on sessions explored the basics of art with a workshop on each visual element supported by discussion of theory and application. These sessions resulted in teachers gaining confidence and understanding the relevance and use of visual art across the curriculum as well as skills development. Each reported success when teaching using the new techniques, ideas and knowledge.

Arts & Creative Learning staff are on the steering group and involved in the design and delivery of the National Expressive Arts Conferences (BEST Conferences for primary and secondary practitioners). These have been run for 2 years with Education

	<p>Scotland. Delegates are invited from each local authority to learn new skills, engage with each other in dialogue and debate and then encouraged to take their learning forward across their school / cluster / authority as relevant. The 4 CEC delegates from the June 2019 primary conference are now working with ACL to progress their skills and share their learning across Edinburgh. Feedback from the last conference nationally was that delegates appreciated the practical input and hands on workshops and wanted to repeat the event to learn more.</p> <p>The National Creative Learning Network brings representatives from across Scotland's local authorities together twice a year to learn, share ideas, debate and discuss approaches to embedding creativity across learning. In learning, teaching and assessment. The Arts and Creative Learning team is a member of the National Strategic Group and contributes to national strategy, resources and conferences.</p>
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Appendix 3: Health and Wellbeing (Creativity, Health and Wellbeing)

Update: Lifelong Learning Plan Year 1 (1st July 2018 – 30th June 2019)

- Mental Health and Wellbeing (including Growing Confidence and Resilience)
- 1 in 5 Raising Awareness of Child Poverty and Discover!
- Rights Respecting Schools
- Global Citizenship
- Turn Your Life Around (TYLA) and Adverse Childhood Experiences (ACEs)

Contact:

Patricia Santelices, Lifelong learning Strategic Development Officer (Health and Wellbeing)

Linda Lees, Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing)

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>Schools and Lifelong Learning is becoming better connected. The Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing) is a member of the Edinburgh Learns Equity Board and the SEIC (South East Improvement collaborative) Equity Group. This helps connect Lifelong Learning with school leaders around equity and inequality.</p> <p>Individual teams and officers jointly plan some activity with schools although this is not consistent across all Lifelong Learning teams and with all schools yet.</p> <p>Not all Lifelong Learning Teams hold an equity profile of learners and use this information to plan and evaluate learning.</p> <p>The Health and Wellbeing is strategically very well connected with schools and school leaders and its work is impactful and highly regarded. 1 in 5 Raising Awareness of Child Poverty has a measurable impact across schools and lifelong learning, with actions becoming embedded and more consistent. The Growing Confidence and Resilience resources developed and delivered by the Health and Wellbeing team, along with Rights Respecting Schools and Global Citizenship work are well connected with school leadership and practice.</p> <p>The team plays a major role in developing and leading Discover! which increasingly is recognised by schools.</p> <p>Growing Confidence, 1 in 5, Global Citizenship and Rights Respecting Schools are all strategically linked to schools and</p>
Joint planning and evaluation across schools and lifelong learning is targeted and effective	
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	

	learning with consistently positive evaluation and good feedback from school staff.
<i>Priority 2:</i> <i>Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage</i>	
Outcome	Self-evaluation
Food anxiety, hunger and learning loss during school holidays is reduced	<p><i>Discover!</i> is a strategically led partnership approach to poverty proofing the school holidays and builds on <i>1 in 5 Raising Awareness of Child Poverty</i>. It offers opportunities for increasing numbers of families affected by poverty. There is a <i>Discover!</i> Hub in each of the localities during all school holidays. A consistent citywide programme offers fun learning opportunities such as music, sport, storytelling, with support and advice for parents and carers (income maximisation with CHAI, Home Energy Scotland, Transactions Team and Skills Development Scotland). There are also cookery classes and trips with breakfast, lunch and transport provided. The School Uniform Bank and Hey Girls (free sanitary products and discussion/workshops) also contribute to <i>Discover!</i> where ever possible with relaxation and wellbeing (such as yoga, head and hand massage) also offered. Schools and other professionals recommend <i>Discover!</i> to families and parents/carers must attend with their children.</p> <p>The Health and Wellbeing Team makes the major contribution to the design, planning, delivery and evaluation of <i>Discover!</i>. Staff are involved in planning, managing, delivering and evaluating <i>Discover!</i> Feedback shows that the programme is having a positive impact on children and parents/carers, specifically around improving family relationships and reducing social isolation, cost of living savings, income maximisations, wellbeing and learning new skills. Over 320 parents/carers and around 680 children have benefitted from attending over 114 days to date (from Christmas 2018/19 to Summer 2019).</p> <p>Recommendations for families being made by:</p> <ul style="list-style-type: none"> - 54 primary schools - 8 high schools - 31 nursery schools/early years centres and - 7 special schools. <p>385 staff attended 1 in 5 Child Poverty training, awareness raising sessions and the 1 in 5 Conference. The roll out of 1 in 5 ensures schools are more aware of the impact of poverty when planning learning and as a result many schools have removed barriers and introduced more equitable opportunities for all learners.</p>
Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier	

A culture of Getting It Right is in place in all learning settings and establishments	Increasingly Discover! is part of Child Planning Meetings as schools recognise its contribution to getting it right and helping improve outcomes for pupils.
Our looked After child and Young people are supported to achieve	Several LAC children attend Discover! and in some cases is considered a safe environment for parents to have unsupervised access and to spend quality time with their children. The parents and their children report better relationships, increasing confidence, making new friends and learning new skills together.

Priority 3:

Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages

Outcomes	Self-evaluation
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	<p>709 pupils have benefited from the Turn Your Life Around (TYLA) programme which uses lived experience volunteers to raise awareness of childhood adversity, decrease social isolation and encourage children to ask for help. This is helping children and young people make more informed choices</p> <p>450 children and young people were consulted on how schools and families can better support their mental wellbeing and feedback collated and shared in Top Tips Documents</p>

Priority 4:

Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation
Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing	<p>450 children and young people were consulted on how schools and families can better support their mental wellbeing. The feedback received as collated and shared in Top Tips Documents.</p> <p>Over 10,000 primary school children are accessing curriculum resources that aim to promote positive mental health and wellbeing through the Building Resilience programme.</p>
The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning	<p>829 multi-agency staff benefited from ACE/trauma training or Turn Your Life Around inputs which raise awareness of childhood adversity and resilience.</p>

<p>Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles</p>	<p>35 schools and settings have been supported to host a Resilience (ACEs) film screening. The Health and Wellbeing Team developed guidance and discussion points for use at Resilience Film Screenings which have been well used.</p> <p>Over 10,000 primary school children are accessing curriculum resources that aim to promote positive mental health and wellbeing through the Building Resilience programme.</p> <p>1,260 parents/carers have benefitted from training programmes, courses and support sessions that promote positive emotional wellbeing and better relationships with their children. Feedback is consistently positive with many reporting that they feel more confident in developing better relationships with their children.</p>
<p>Children, young people and their families enjoy positive nurturing relationships that support their wellbeing Young people are more aware of the impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.</p>	
<p>Adults enjoy good mental health though opportunities to participate in activities and be active</p>	
<p>Visually and hearing-impaired adults are less socially isolated</p>	
<p>Visually and hearing-impaired children and young people are less socially isolated</p>	
<p>Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity</p>	
<p>Children and young people enjoy improved physical health through engaging in outdoor and adventure activity</p>	
<p>Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity</p>	
<p>Children and young people learn effectively in healthy outdoor environments</p>	

Priority 5:

Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

Outcomes	Self-evaluation
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	The Health and Wellbeing team attended (and delivered a 1 in 5 input) at the first lifelong learning in service.
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	<p>The Health and Wellbeing Team supports over 90 schools to progress through the Rights Respecting School Award.</p> <p>The team has delivered training to 1,475 staff helping increase understanding of how best to support positive mental health and wellbeing in ourselves and the children we work with.</p> <p>Coordinated and supported 35 groups of international educational visitors looking to learn from our schools and settings.</p> <p>621 staff attended training opportunities to help them in their role to better support parents and carers.</p> <p>The Health and Wellbeing team co-designed a session for Primary Heads on looking after their own wellbeing and managing stress in a school setting. A request has been received from Secondary Heads for a similar input as as result of very positive feedback from primary heads.</p>

Appendix 4: Youth and Children’s Work Team Adult and Family Learning Team CLD and Libraries

Update: Lifelong Learning Plan Year 1 (1st July 2018 – 30th June 2019)

- Youth Participation
- Youth and Children’s Work
- Family Learning
- ESOL (English for Speakers of Other Languages)
- Adult Education Programme
- Adult Learning
- Syrian Refugee Resettlement programme

Contact:

John Heywood, Lifelong Learning Strategic Development Officer (Youth and Children’s Work)

Sheila Duncan, Lifelong Learning Strategic Development Officer (Adult and Family Learning)

Paul McCloskey, Lifelong Learning Strategic Manager (CLD and Libraries)

<u>Priority 1:</u>	
<i>Reduce inequalities, improve equity</i>	
Outcomes	Self-evaluation
Leadership across Schools and Lifelong learning is cohesive with shared purpose	The Strategic Youth and Children’s Team (SYCT) is increasingly linked with other service areas, especially schools, to improve joint planning and evaluation. The SYCT is increasingly seen as the lead for youth participation work.
Joint planning and evaluation across schools and lifelong learning is targeted and effective	Partnerships Agreements are in place between 4 primary schools and Strategic Adult Learning Team to deliver Family Learning programmes for targeted families in localities, funded through PEF (Pupil Equity Fund) funding.
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	Participation levels of adults and children within adult learning programmes including Literacies, ESOL, Family Learning, Syrian Resettlement Programme - ESOL offer and Outlook programmes are collated and shared by Strategic Adult Learning Team to support and inform planning and evaluation processes across 4 localities.
<u>Priority 2:</u>	
<i>Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage</i>	
Outcome	Self-evaluation

Food anxiety, hunger and learning loss during school holidays is reduced	The Holiday Activity Fund which is distributed to a range of third sector providers at Easter and summer, allows children from SIMD areas 1 and 2 to take part in structured activities during school holiday time.
Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier	Youth work provision across the city offers a wide range of activities for children and young people at no cost throughout the year, particularly those from areas of socio-economic deprivation. Youth work makes an important contribution to improving attainment and achievement, health and wellbeing, and personal development.
A culture of Getting It Right is in place in all learning settings and establishments	LAC (Looked After Children) access youth work opportunities across the city. 1,010 adults and 627 children participated in ESOL classes and Family Learning ESOL provision across Edinburgh including 115 Syrian Refugees. Outcomes for learners include: 87% of parents reported more effective interaction with school/nurse; 49% progressed onto next level classes; 29% started volunteering or upskilled in the workplace; 90% felt more integrated within their local community and able to access support services
Our Looked After children and young people are supported to achieve	<p>ESOL Learner quotes about Family Learning:</p> <p><i>'I am new in the country and my first child is going to her first school. I now understand what my children is learning'</i></p> <p><i>'I've learned to listen to my son, and interesting ideas for spending time with him, which helps make him more confident'</i></p>
<p><u>Priority 3:</u> <i>Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages</i></p>	
<p>Outcomes</p>	<p>Self-evaluation</p>
<p>Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps</p>	<p>756 adults benefited from a one to one guidance session with a qualified Adult Learning practitioner and linked into first/next step literacy, literacy, ESOL, Family Learning, Outlook and supported learning options, including mainstream Adult Education Programme.</p> <p><i>'Mental ill health impacts on the lives of people from all communities across the City and this can limit participation in educational activities'</i></p> <p>115 Syrian adults participated in 620 ESOL classes in 7 community venues across 4 localities. Creches are provided for local classes for all and Home Tuition provided for students who are unable to attend classes due to long term ill health or disability. 30% Syrian Refugees attending CEC – ESOL classes progressed onto Edinburgh College</p> <p><i>'Many of our Syrian learners have experienced recent trauma in their life which makes learning more difficult. In response to</i></p>

	<i>specific learning difficulties of health conditions, we have worked closely with partner agencies.'</i>
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	<p>Young Edinburgh Action, What Kind of Edinburgh? and Youth Talk have developed meaningful engagement with children and young people from a wide range of backgrounds and enabled their views and concerns about a variety of issues to be considered and acted on by senior staff from differing service areas and organisations. The data gathered from What Kind of Edinburgh? for example, will form the basis of the new Children's Services Plan and is seen as a sector-leading piece of work.</p> <p>Choose Youth Work involved young people throughout to make sure that the projects which received funding were the ones that best met their priorities. This approach will be adopted with the Youth Participation Fund.</p> <p>The Edinburgh Members of the Scottish Youth Parliament are supported to represent their constituents across the city and to enable its identified priorities (this session it will be environmental justice) to be taken forward.</p>

Priority 4:

Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation
Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing	<p>Mentors in Violence Prevention now operates in most secondary schools and plays an important role in developing and challenging young people's attitudes to violence and their ability to respond to it constructively in a range of situations.</p> <p>Young Edinburgh Action, together with the Health and Wellbeing team, has produced a Top Tips Document for Schools along with complementary Top Tips for Parents/Carers and Top Tips for Children and Young People on how others could better support young people's mental health and wellbeing. The Top Tips documents were launched by young people, schools and staff at the Children's Conference Mental Health & Wellbeing in February</p>
The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning	
Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles	<p>190 adults who have lived experience of mental health including carers/support workers looking for activities to support adults back in to mainstream adult learning provision received one to one guidance into adult learning at Mental Health Work Station. 69% learners reported improved relationships with providers and 74% progressed into other opportunities</p>
Children, young people and their families enjoy positive nurturing relationships that support their wellbeing Young people are more aware of the	<p><i>'Mental ill health impacts on the lives of people from all communities across the City and this can limit participation in educational activities</i></p>

impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.	13,789 adults participated in 460 daytime, evening and weekend courses within the mainstream Adult Education Programme. 83% of students reported the programme good to excellent and 79.5% students returned from previous year to take up further learning. Numbers of learners are down 10% from previous year (17/18). Further reductions in number of participants are anticipated due to 25% increase in Standard and Concession fees.
Adults enjoy good mental health though opportunities to participate in activities and be active	<i>Adult Learning has a transformative effect, enables people to build, skills, knowledge and confidence to participate and make informed choices (Adult Education Matters -A Framework for Adult Learning in Edinburgh 2014)</i>
Visually and hearing-impaired adults are less socially isolated	
Visually and hearing-impaired children and young people are less socially isolated	
Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity	
Children and young people enjoy improved physical health through engaging in outdoor and adventure activity	
Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity	
Children and young people learn effectively in healthy outdoor environments	
<u>Priority 5:</u> <i>Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages</i>	
Outcomes	Self-evaluation
Lifelong Learning staff are aware of relevant policy developments and use this	The SYCT is currently building links with Developing the Young Workforce with a view to increasing and improving the contribution of youth work to this area.

<p>knowledge to improve learner outcomes</p>	
<p>Lifelong Learning staff share good practice and expertise and embed the learning in their own practice</p>	<p>The work and outcomes of What Kind of Edinburgh? have been shared with all Council staff, Elected Members, the Scottish Government, NHS and the third sector.</p> <p>28 training sessions for 354 adult learning practitioners focused on upskilling staff to improve educational guidance, dyslexia and inclusive practice, PDA Level 6 award in supporting literacy learners. shared practice events for tutors engaged across all specialisms</p> <p><i>'Tutors are supported to deliver high quality courses and programmes responsive to the needs of learners'</i></p>

Appendix 5: Libraries (strategic)

CLD and Libraries

Update: Lifelong Learning Plan Year 1 (1st July 2018 – 30th June 2019)

- Central Library
- Public Libraries
- School Libraries

Contact:

Cleo Jones, Lifelong Learning Strategic Development Officer (Libraries)

Paul McCloskey, Lifelong Learning Strategic Manager (CLD and Libraries)

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>Schools and Lifelong Learning is becoming better connected although is not yet consistent across the entire service. The Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing) is a member of the Edinburgh Learns Equity Board and the SEIC (South East Improvement collaborative) Equity Group. This helps connect Lifelong Learning with school leaders around equity, inequality and child poverty.</p> <p>Individual lifelong learning teams/officers jointly plan some activity with schools although this tends to be for discreet areas of work. Not all Lifelong Learning Teams hold an equity profile of learners and use this information to plan and evaluate learning.</p> <p>All libraries are given targets to improve their performance in the Summer Reading Challenge and across all areas of CYP, training has been undertaken in these areas. Feedback is given to Services and Locality managers.</p> <p>Strategic Team record performance in some depth.</p>
Joint planning and evaluation across schools and lifelong learning is targeted and effective	
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	

Priority 2:

Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage

Outcome	Self-evaluation
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<p>Food anxiety, hunger and learning loss during school holidays is reduced</p>	<p>Discover! is a strategically led partnership approach to poverty proofing the school holidays and builds on <i>1 in 5 Raising Awareness of Child Poverty</i>. It offers opportunities for increasing numbers of families affected by poverty. There is a Discover! Hub in each of the localities during all school holidays. A consistent citywide programme offers fun learning opportunities such as music, sport, storytelling, with support and advice for parents and carers (income maximisation with CHAI, Home Energy Scotland, Transactions Team and Skills Development Scotland). There are also cookery classes and trips with breakfast, lunch and transport provided. The School Uniform Bank and Hey Girls (free sanitary products and discussion/workshops) also contribute to Discover! where ever possible with relaxation and wellbeing (such as yoga, head and hand massage) also offered. Schools and other professionals recommend Discover! to families and parents/carers must attend with their children.</p> <p>26,319 children and 8,166 adults took part in 2,377 children’s Reading, Literacy and creativity free sessions across all libraries in the city.</p> <p>1,418 Children and 459 adults took part in 266 free Chatterbooks sessions available in 16 libraries across the city.</p> <p>783 children, 124 Teens and 333 adults attended free film clubs in 4 libraries across the city. This includes 57 film screenings, 19 Introduction to film making and 5 animation sessions.</p> <p>3,239 Teens and 418 adults attended 421 Teenage activities across 14 libraries in the city.</p> <p>4,482 children participated in the Summer Reading Challenge across all libraries in the city, there were 526 activities run to support the challenge.</p>
<p>Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier</p>	
<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	<p>Increasingly Discover! is part of Child Planning Meetings as schools recognise its contribution to getting it right and helping improve outcomes for pupils.</p>
<p>Our looked After child and Young people are supported to achieve</p>	<p>Several LAC children attend Discover! and in some cases is considered a safe environment for parents to have unsupervised access and to spend quality time with their children. The parents and their children report better relationships, increasing confidence, making new friends and learning new skills together.</p>
<p>Priority 3: Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages</p>	
<p>Outcomes</p>	<p>Self-evaluation</p>

Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	
<p><u>Priority 4:</u> <i>Improve health and wellbeing and reduce social isolation</i></p>	
Outcomes	Self-evaluation
Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing	Library staff in all 23 of our High School Libraries have been trained in Mental Health First Aid for teenagers. A SLIF Project Escape, Connect, Relate has been running across all 23 High school libraries, training both staff and Escape, Connect, Relate Mentors in Bibliotherapy. All schools have received a collection of books to help young people with their mental health and wellbeing.
The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning	
Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles	
Children, young people and their families enjoy positive nurturing relationships that support their wellbeing Young people are more aware of the impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.	
Adults enjoy good mental health though opportunities to	

participate in activities and be active	
Visually and hearing-impaired adults are less socially isolated	Our See Hear Project – Audible and Visible Cinema will be launching during Scottish Book week, in Stockbridge Library. There will be an audio described screening and a BSL Screening
Visually and hearing-impaired children and young people are less socially isolated	
Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity	
Children and young people enjoy improved physical health through engaging in outdoor and adventure activity	
Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity	
Children and young people learn effectively in healthy outdoor environments	
<i>Priority 5:</i>	
<i>Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages</i>	
Outcomes	Self-evaluation
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	Representatives from all libraries have taken part in work stream planning and training, with the aim of providing training advice and identifying good practice across a range of Children and young people's services including Chatterbooks, STEM, Read, Write, Count and Bookbug.

Appendix 6: Sport, Active Schools and Outdoor Learning (Sport and Physical Activity)

Update: Lifelong Learning Plan Year 1 (1st July 2018 – 30th June 2019)

- Active Schools
- Outdoor Learning
- Sport and Club Development
- Curriculum Swimming

Contact:

Andrew Bradshaw, Lifelong learning Strategic Development Officer (Outdoor Learning)

Mel Coutts, Lifelong learning Strategic Development Officer (Sports Development and Active Schools)

David Bruce, Senior Education manager (Lifelong Learning)

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>Following the data and self-evaluation training, the Outdoor Learning Team has created a new data dashboard. This is allowing key information to be regularly captured and reviewed; shared; inform decision making; and measure success. An example includes supporting the significant improvement in the number of disadvantaged young people starting a Duke of Edinburgh's Award in 2018/19.</p> <p>Active Schools is now also able to collate information on every distinct participant, identifying which decile they are from and where the growth of participants is from. It was confirmed last year that the decile with the most growth was Decile 3 and the majority of participants taking part in extra curricular activities is from decile 10.</p> <p>Active Schools and Outdoor Learning Teams contribute to <i>Discover!</i> with team members also sitting on the <i>Discover!</i> Planning Group. One member of the team is also a member of the Steering Group, providing advice and guidance on trips and excursions, ensuring that policy is followed and the relevant staff training in place and current.</p>
Joint planning and evaluation across schools and lifelong learning is targeted and effective	
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	

Priority 2:

Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage

Outcome	Self-evaluation

Food anxiety, hunger and learning loss during school holidays is reduced	<p>Number of staff and partners contributing to Discover! increased through collaborative working. For example, the Outdoor Learning Team is supporting more varied provision by including Bikeability and liaising with the Green Team to deliver bushcraft. Instructors reported some young people learning to ride a bike for the very first time. Feedback indicates this needs to continue and develop so progress can be sustained.</p> <p>Physical Activity and Sports grants are available and targeted to people living in more disadvantaged circumstances. A bursary scheme is available to support people who might struggle financially to be part of a sports club.</p> <p>See comments further down on letter to schools, kit hire, affordable provision e.g. Oxfords pilot, DofE provision, and Outdoor Learning Challenge.</p> <p>The primary curricular swimming programme has been reviewed and adapted. Based on annual statistics gathered from each school, the number of swimming lessons has been increased for the schools with the highest number of weak or non-swimmers. Additionally, the monitoring of pupils has been improved so that we can see the progression of each pupil rather than swimmer/non-swimmer.</p> <p>Active Schools continue to offer free activities to all pupils on uniform grant and are registered on Free School Meals. Referrals by school teachers and other school staff is encouraged to identify pupils who would benefit from taking part in physical activity, including pupils who are Care Experienced, may have mental health concerns, or inactive.</p>
Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier	
A culture of Getting It Right is in place in all learning settings and establishments	
Our looked After child and Young people are supported to achieve	

Priority 3:

Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages

Outcomes	Self-evaluation
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	The Sports Development team are running a targeted leadership and sports programme in the Wester Hailes cluster. This will directly link to free/affordable holiday programmes in the area.
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	The Sports unit continue to offer a Leadership Academy where learners have the opportunity to be introduced to the working environment by volunteering. Once the target volunteers has been achieved, the pupil will be offered the opportunity to gain a sports qualification which may lead to paid employment. There were 53 pupils who are put through the leadership programme last year and it is hoped that this will increase this year.

Priority 4:

Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation
Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing	Roll out of training across Lifelong Learning and Schools. For example, delivery of 1 in 5 Raising Awareness of Child Poverty; Building Resilience; and Mental Health training across the Outdoor Learning Team. This is having a significant impact on effective planning with colleagues across Lifelong Learning and Schools, and the quality of provision. For example, the Lagganlia Outdoor Centre staff are working with school colleagues to consolidate and extend the Building Resilience provision within a residential context.
The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning	As part of the Physical Activity and Sport Strategy, a female participation think tank is in place to tackle barriers facing women's participation in sport.
Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles	Active Schools are working in collaboration with Edinburgh Leisure to identify and work with any pupil with a physical or emotional disability, to encourage them to take part in the extra curricular programme offered in all schools. There is also a dedicated Active Schools Co-ordinator who focuses on ensuring there are opportunities across the city for those in special schools as well as those in main stream schools. We also work closely with Disability Sport.
Children, young people and their families enjoy positive nurturing relationships that support their wellbeing Young people are more aware of the impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.	Future plans include: Active Schools will be delivered the Mental Health 1 st aid training to better understand Mental Health issues and will be identifying those pupils who may have mental health issues to take part in the extra curricular physical activity programme.
Adults enjoy good mental health through opportunities to participate in activities and be active	
Visually and hearing-impaired adults are less socially isolated	
Visually and hearing-impaired children and young people are less socially isolated	
Housebound adults mobile-restricted individuals are more	As part of the Physical Activity and Sport Strategy, working groups are in place to provide ways to increase opportunity for

socially connected and through learning and leisure activity	people with a disability to participate in sport at any level, be it recreational or on a sporting pathway.
Children and young people enjoy improved physical health through engaging in outdoor and adventure activity	Targeted support and provision mapping resulted in a significant increase in the number of disadvantaged young people starting a Duke of Edinburgh's Award (DofE) in 2018/19. Figures indicate a 4-year high, plus a 29% increase from 2017/18 (April to March figures). Resources, including Sport and Outdoor Learning Development Officers; Duke of Edinburgh's Award Scotland; and the Friends of the Award (FOTA) – now based at our Risk Factory have been carefully targeted. This remains a key priority focusing on maintaining the increase in starters and ensuring more disadvantaged young people reach key milestones in their award. The latter will assist in closing the gap between disadvantaged and non-disadvantaged completions. The Sport and Outdoor Learning Team wish to introduce planning meetings with School Senior Leadership Teams to increase participation and completions.
Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity	
Children and young people learn effectively in healthy outdoor environments	<p>The total number of Duke of Edinburgh's Award starters and completions continue to rise to all-time highs, recording increases of 11% and 14% respectively. These improvements resulted in a 10% increase in the estimated value of participants and leaders' contributions to the Edinburgh community; totalling 212,438 voluntary hours; estimated by DofE Scotland to be worth £1,958,042. These figures indicate the significant value of the DofE programme to the Edinburgh community.</p> <p>Based on user feedback and demand, the Outdoor Learning Team continues to expand its direct-delivery outdoor learning programme and other provision so that more young people can participate and enjoy physical activity and outdoor learning, and learn about risk:</p> <ul style="list-style-type: none"> • The number of pupils visiting our Benmore, or Lagganlia Outdoor Centres from The City of Edinburgh schools continues to increase, with 3932 young people visiting in 2018/19. This is a 35% increase since 2015/16. Very high satisfaction rates reflect the high quality, wide ranging adventurous provision set within two Scottish National Parks. Delivering provision via our own centres allows us to directly manage quality and embed our schools' learning needs. Cheaper alternatives do not deliver the same outcomes and experiences; often via onsite / familiar activities. • The Outdoor Learning Challenge at Holyrood Park in September 2018, a new and unique offer of free provision to P6s, was to be delivered over two days to approximately 1800 young people. Due to significant weather concerns, one day had to be cancelled resulting in approximately 900 young people taking part on the other day. Based on feedback, the 2019 September offer

is even better, involving collaborative working with staff across Lifelong Learning; and approximately 40 outdoor learning providers. Consequently, approximately 2400 P6 pupils are expected to attend a half-day session over two days this year. A twilight CLPL workshop for Lifelong Learning and Schools staff, and the third sector will also be delivered. Media coverage from last year: [Edinburgh Evening News link](#)

- Staff working via our Bangholm Outdoor Centre in Edinburgh delivered affordable DofE expedition provision to 179 different participants, an increase from 46 in 2016/17, resulting in 9430 participant hours during 2018/19.
- During 2018/19, 97.7% of The City of Edinburgh schools attended their free practical scenario-based risk awareness session at The Risk Factory (P7 pupils). This involved 3918 young people and a 24% increase in pupils since 2015/16. Quality assurance feedback remains very high and volunteer recruitment, training and retention continues to be essential in delivering these sessions.
- A new pilot project was established in partnership with Oxfangs Primary School. The aim was to devise affordable day expeditions into the Pentlands so all P7 pupils can access and explore their surrounding area. This benefited approximately 70 pupils. The project was captured and featured by the BBC in June 2019; linked to affordable excursions. The project is continuing into 2020, with good practice shared across Edinburgh and beyond so that more young people get out for less.

The Outdoor Learning Team wrote to all schools in August 2019 to promote a new offer of visiting schools to support their financial planning of residentials to our Benmore and Lagganlia Outdoor Centres. Presentation sessions to families are also included. The Centres will provide a 'Top Tips' sheet based on good practice, identifying different support including Friends of Lagganlia and the new Benmore House charities; the Education Fund for Looked After Children; and access to free general clothing. This, combined with a dedicated webpage on the Council's experienceoutdoors.org.uk website, will increase support for families and colleagues across Lifelong Learning and Schools. From January 2020, the Outdoor Learning Team is planning to capture more information on young people who are not attending residentials so that more targeted support and advice can be planned and delivered.

The Bangholm Outdoor Centre, based in Edinburgh, maintains a kit store for participants and supervising adults. This provides a low-cost hire solution for specialist and general kit. The aim is to promote this resource more, including the possibility of hiring

online via experienceoutdoors.org.uk. Edinburgh-based staff are also exploring how to store and distribute general clothing for residential to families across Edinburgh. Feedback indicates there is a significant need, although more research is required on how best to collect, store and distribute the kit. The Friends of the Award (FOTA) also provides an affordable kit store at our Risk Factory centre.

The Outdoor Learning Team approved 3032 Communities and Families excursions (Categories 3 and 4), involving 24,376 participants; a 20.5% increase in the number of participants since 2014/15. This allows young people to safely experience a vast range of day and residential activity within Edinburgh and beyond. The approval of so many excursions, often involving significant adventurous activity and trips overseas, is achieved by maintaining a specialist workforce innovatively funded via the Outdoor Learning Team structure and operations.

The Outdoor Learning Team is currently finalising a Career Long Professional Learning (CLPL) offer for 2020. This is based on feedback and aims to build capacity and skills within Lifelong Learning and Schools, and beyond. It will include safety management; national governing body qualifications; supporting senior leaders in delivering change; workforce wellbeing; and literacy/English and numeracy/mathematics via the outdoors.

New and unique core CLPL outdoor learning provision for Primary and Secondary school probationers has been created and scheduled throughout 2019/20. Attendance is mandatory and includes cross-curricular delivery and safety management. Progress of Primary participants will be tracked by gap tasks and follow-up training in Spring 2020. This CLPL offer will support approximately 318 probationers during 2019/20, with feedback providing developments for 2020/21.

The Outdoor Learning Team delivered excursion/safety management training (Group Leader and Excursion Coordinator) to 781 participants. This represents 98 training hours or 1562 participant training hours. The mandatory training supports staff from across Communities and Families to coordinate, plan and deliver a vast array of safe excursions; ranging from regular local activity to adventurous activity in remote locations. In response to self-evaluation feedback, the delivery model has been altered to provide more site-based training to support local contexts. Feedback has been excellent.

Bernice Farmhouse at the Benmore Outdoor Centre is now available. Its use to support affordable provision, including DofE targeted work and community groups, will be marketed and developed from October 2019 onwards.

Priority 5:

Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

Outcomes	Self-evaluation
<p>Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes</p>	
<p>Lifelong Learning staff share good practice and expertise and embed the learning in their own practice</p>	<p>The Outdoor Learning Team was awarded approximately £26k in mid-2019 by the Scottish Natural Heritage, Outdoor Learning in Nature Fund. This is to develop a unique and innovative digital map and searchable database that allows Lifelong Learning and Schools staff, and the third sector to share good practice and expertise in Outdoor Learning. The map is being trialled with schools during Autumn 2019. 2020 development work will allow schools, groups and families to locate suitable provision, including affordable activity within and surrounding Edinburgh.</p>

Appendix 7: North East Locality

Update: Lifelong Learning Plan Year 1 (1st July 2018 – 30th June 2019)

Contact:

Caroline Lamond, Lifelong Learning Service Manager (North East Locality)

Scott Neill, Lifelong Learning Service Manager (North East Locality)

<u>Priority 1:</u>	
<i>Reduce inequalities, improve equity</i>	
Outcomes	Self-evaluation
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>Schools and Lifelong Learning is becoming better connected although is not yet consistent across the entire service. The Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing) is a member of the Edinburgh Learns Equity Board and the SEIC (South East Improvement collaborative) Equity Group. This helps connect Lifelong Learning with school leaders around equity, inequality and child poverty.</p> <p>Individual lifelong learning teams/officers jointly plan some activity with schools although this tends to be for discreet areas of work. Not all Lifelong Learning Teams hold an equity profile of learners and use this information to plan and evaluate learning.</p>
Joint planning and evaluation across schools and lifelong learning is targeted and effective	
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	
<u>Priority 2:</u>	
<i>Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage</i>	
Outcome	Self-evaluation
Food anxiety, hunger and learning loss during school holidays is reduced	<p><i>Discover!</i> is a strategically led partnership approach to poverty proofing the school holidays and builds on <i>1 in 5 Raising Awareness of Child Poverty</i>. It offers opportunities for increasing numbers of families affected by poverty. There is a <i>Discover!</i> Hub in each of the localities during all school holidays. A consistent citywide programme offers fun learning opportunities such as music, sport, storytelling, with support and advice for parents and carers (income maximisation with CHAI, Home Energy Scotland, Transactions Team and Skills Development Scotland). There are also cookery classes and trips with breakfast, lunch and transport provided. The School Uniform Bank and Hey Girls (free sanitary products and discussion/workshops) also contribute to <i>Discover!</i> where ever possible with relaxation and wellbeing (such as yoga, head and hand massage) also offered. Schools and other professionals</p>

	<p>recommend Discover! to families and parents/carers must attend with their children.</p> <p>Locality Lifelong Learning Development Officers (LLDOs) contribute to the delivery of Discover! at the locality hubs each holiday. One of the Lifelong Learning Service Managers (LLSM) from each locality sits on the Discover! Steering Group.</p> <p>Craigentenny Community Centre was used during the pilot phase in Summer 2018. Since the roll out of Discover! (from Christmas 2018/19 – present), Portobello High School has been the North East Discover! Hub.</p>
<p>Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier</p>	<p>Jack Kane Community Centre continues to work alongside partners developing and delivering EXCELL session during holiday periods. Partners include St Frances Primary School and Barnardo’s. The programme continues to hit all the right notes and consisted of nine super summer sessions all of which are carried out within the grounds of the primary school. As with every holiday programme all the activities are free, and the participating children were all nominated to take part from the school itself.</p> <p>Every Monday, Wednesday and Friday from 10am until noon, the programme ran from 22nd July - 9th August offering educational diversionary sessions focused on fun, increasing health and wellbeing, supporting individual learning whilst building positive relationships. The sessions also offered a gateway for children to get back in to school life so that they were ready for when the academic term began again. The activities ensured that the children were given the opportunity to take part in stimulating educational activities during the summer holiday period in a safe secure environment.</p> <p>To make sure the children had fuel in their bodies to get them through the activities, they were provided with a breakfast and lunch with additional fruit and water on hand for the extensive work. To finish off the sizzling summer programme, parents/carers were also invited along to a stay and play session giving the children and families the opportunity to take part in sessions with their child or sibling. In fact, one of the child’s siblings has now shown an interest in volunteering up at the centre with some of the children’s groups.</p> <p>Inclusive Story Time - Portobello Library. This project has been a partnership between the library, ASL team, family learning and volunteers. The sessions offer story/rhyme time for children with additional needs. The sessions regularly attract 27 parents and 25 children. Further plans are underway to train more library, staff to offer this programme in all the North East Libraries. This will offer more resources and support provided by Signalong.</p>

	<p>Family Learning and Syrian Family learning – LLL support groups in our main centres</p> <p>New work includes a Family ESOL homework club in the Leith, Craigmillar and Craigentiny/Lochend areas area to support families where English is a second language to support their children’s learning/assist in helping them feel more comfortable in a school setting /increasing confidence in both school and wider locality -running term time for 30 weeks – 2 hours per week for up to 20 attending.</p> <p>Cairntows Traveling Peoples Project – This project is supporting the traveling community to express there culture and traditions through creating a piece of art work. The training offered focuses on the tradition of working with tin to design, plan and deliver the project. Currently there is 6 traveling people involved with an experienced tutor, however interest continues to grow and the number will grow as other opportunities develop. This work is building up the confidence of the wider community and there has been request for reading groups to be set-up to support both the adults and young people</p>
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A culture of Getting It Right is in place in all learning settings and establishments	Increasingly Discover! is part of Child Planning Meetings as schools recognise its contribution to getting it right and helping improve outcomes for pupils.
Our looked After child and Young people are supported to achieve	Several LAC children attend Discover! and in some cases is considered a safe environment for parents to have unsupervised access and to spend quality time with their children. The parents and their children report better relationships, increasing confidence, making new friends and learning new skills together.

Priority 3:
Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages

Outcomes	Self-evaluation
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	Jack Kane Community centre is running the Revolting Youth project, used as a model of participation that is aimed at equipping young people (P7 in transition from primary to secondary school. 11-12-year olds) with certain skills, experiences and attributes whereby they can reflect on systems and structures within society. The young people will work towards the key theme of youth participation, focusing specifically on ensuring that a group of young people are involved in decision making on issues that affect them. It is also vital that parents and guardians are involved in supporting the child in this transition and as such the programme has inbuilt

	<p>mechanisms whereby they will play a more active role in this key developmental stage.</p> <p>The project will work towards the key themes of participation and democracy, focusing specifically upon engaging young people to be more politically active and bring about social change.</p> <p>The project will work towards 3 key strands;</p> <p>Phase 1:</p> <ul style="list-style-type: none"> •Research of need and consultation with young people •Establishment of steering group alongside young people •Establishment of baseline to measure learning and impact <p>Phase 2:</p> <ul style="list-style-type: none"> •Implement training for young people and key stakeholders •Deliver peer 4 led workshops on project theme within existing youth services to increase profile and attract wider cohort of young people into phase 3 <p>Phase 3:</p> <ul style="list-style-type: none"> •Establish a group of minimum of 8 young people to participate in Revolting Youth activist course •Delivery of a minimum of 26 group work sessions on the project theme •Evaluation of process and learning •Proposal for next stages and action after completion of course, for young people, by young people. <p>McDonald Road Library – Produced a piece of work to bringing people together in a way that was comfortable for them to build community and social connections. The work was to compile a storybook made up of recipes that carry important meanings and memories for people, reflecting the rich multicultural community in the neighbourhood. Work was facilitated through exploring partnership(s) with: Dr Bell’s; Saheliya; Sikh Sanjog; Multi-Cultural Family Base; and our ESOL class at McDonald Road Library.</p> <p>In all 25 individuals participated in our group project. The project plan allowed the people to come together and share favourite recipes, those which evoke memories, and personal associations. From this, the group shared their knowledge and skills by cooking some of dishes together, develop new skills, and learn more about healthy eating and budgeting. A project record allowed the journey to be tracked, with photographic and written evidence. The result was a storybook which formed the basis of a portable exhibition in the NE community libraries.</p>
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<p>Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills</p>	<p>Piershill Library – In partnership delivered the The Best Days of Your Life intergenerational project, bringing together members of Piershill Library’s Library Link groups and pupils at Holyrood RC High School. This was a reminiscence project where the 2 groups met and share experiences of school life and growing up. In all 32 young and elderly people were involved in the project. With sessions overseen by library staff, school staff, a reminiscence worker and poet Claire Askew. The work explored ways to pull together the “memories” for a Local History Folder in Piershill Library – scan photos, record conversations etc., contribute to “Our Town Stories [Edinburgh]” website. Claire Askew also worked with the group to produce some creative writing and record the results of this superb work.</p>
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Priority 4:

Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation
<p>Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing</p>	<p>Co-run and fund HOT team drop in in partnership with colleagues from Health – provision of a sexual health support drop in and youth club at Portobello Library – this provision runs weekly during term time and for 4 weeks of holidays and supports @ 20 young people on a weekly basis. The drop in is for 12 to 19-year olds however, the average age of attendance is 13 to 15. HOT carries out a SMART analysis each term quantifying the value of the service for continuation investment</p>
<p>The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning</p>	<p>At the Jack Kane Community Centre - have delivered the Feeling Fine programme to secure better health for Scotland’s infants, research shows that 28% are overweight or obese, storing up serious health problems for the future. 1 in 10 children starting school have social, emotional or behavioural difficulties and as many as 5 children in every class have additional support needs, all of which puts pressure on other services. Parents and families need support to make better life choices for themselves and their children.</p>
<p>Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles</p>	<p>Prevention and early intervention for children’s mental and physical health are crucial to prevent the serious results of illness. This approach means children enjoy better health and wellbeing now and grow up to be more resilient adults. By provide a wide range of activities and informal learning opportunities, through group activities and educational group work sessions, targeting children between the ages of 8-10years of age. With the overall aim of increasing children’s mental health and wellbeing as well as their levels of physical activity.</p>
<p>Children, young people and their families enjoy positive nurturing relationships that support their wellbeing Young people are more aware of the impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.</p>	<p>30 sessions will be provided throughout the year and target children aged 8-10 years of age, with an average of 15 children</p>

<p>Adults enjoy good mental health though opportunities to participate in activities and be active</p>	<p>per session all residing within the Greater Craigmillar area of Edinburgh, an area affected by multiple levels of deprivation.</p> <p>Jack Kane Community Centres Feed Forward Feb 2019</p> <ul style="list-style-type: none"> • 66% of 195 respondents stated that activities for children and young people are most important to them. • 53% of 195 respondents stated that the thing that concerned them in the area was that there was not enough for children and young people to do. <p>Recognising that the North East has the highest number of children living in low income households (Locality Improvement Plan 2017) participants live within an area of multiple deprivation and are affected by poverty, as such all the activities will be provided free of charge.</p> <ul style="list-style-type: none"> • To increase Children’s confidence in building positive relationships • To increase the mental health and wellbeing of children • To increase awareness to healthy options • To increase children’s levels of physical activity <p>Northfield & Willowbrae Community Centre have developed a women’s BME group, which formed out an art and creative learning project. There at 10 women in the group who get together to discuss everyday things and identify activities for future groups in a fun and interactive way. The group will be informed about other opportunities such as ESOL, literacy and adult education activities on offer and will identify one core support group to run over a 10-week period.</p> <p>This group will form a NE steering group to look at future community events and identify areas for action. The group is a platform for engagement with BME groups and will aid LIP consultation processes and planning.</p> <p>The outcomes for this group included;</p> <ul style="list-style-type: none"> • Feel more confident • Make an increased contribution to delivery • Develop new networks and contacts increasing social and community connectedness • Have a say in the planning of services to better meet their needs.
<p>Visually and hearing-impaired adults are less socially isolated</p>	<p>Hearing Impaired - specialist delivers a city-wide programme based in Southbridge Resource Centre. This includes facilitating a programme that includes – BSL courses, supporting parents of hearing-impaired children, deaf literacies provision and working alongside our parent and carers worker and youth work team to</p>
<p>Visually and hearing-impaired children and young people are less socially isolated</p>	

<p>Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity</p>	<p>develop embedded hearing impairment knowledge across our locality team.</p> <p>The North East are now working on delivering a localise programme at two community centres in the coming six months.</p> <p>Development of the after-School Club based in Sandy’s Community Centre mainly targeted at children from Castlevie Primary School, which is next door to the Centre. A range of activities are on offer including, arts and crafts, cooking, games and woodland play. The outdoor play allows the children to explore in a safe environment. This provision accommodates 24 local children have access to and participate in high quality community-based programmes and activities that promote personal and social development and well-being</p> <p>Portobello Library, Developed and delivered monthly audio book group, to date 20 people access this service. The group has access to Edinburgh libraries extensive online audiobook collection and provide a social space in which visually impaired residents can meet. The group engage with The Libraries Digital Service and Library Access Services to arrange training and information sessions where appropriate. Library staff promote the service on social media, in local community newspapers such as the Portobello Reporter and with relevant local and national groups (Edinburgh Libraries VIP services, Care Homes, Portobello Older People’s Project, RNIB, Macular Society. IThe group have taken the form of a typical book group – a discussion forum that meets monthly to discuss a particular title. This is key as The RNIB Scottish Vision Strategy states that Three out of four blind or partially sighted older people live in poverty or less than half the mean national income.</p> <p>Library initially work through established partner groups such as the Macular Society, that meets monthly in the library, and the local library services Visually Impaired Ipad group, that meets weekly in the library. Potential partners have also included national organisations such as the RNIB and local organisations such as Portobello Older Persons Project. Library staff also work closely with colleagues in Libraries Digital and Access Services.</p>
<p>Children and young people enjoy improved physical health through engaging in outdoor and adventure activity</p>	<p>LLDO with sports and outdoor lead delivers</p> <ul style="list-style-type: none"> - Bikeability courses for 7 primary schools in locality - delivering to full class groups of up to 30 in term time - Supports Duke of Edinburgh programme in three secondary school (75) - Junior, Pathway to DoE awards for children (24) - Support the Castlebrae HS Sailing, Kayaking and costal rowing club – (12) young people experiencing outdoor
<p>Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity</p>	

Children and young people learn effectively in healthy outdoor environments

education. Sessions are aimed at young people who would not normally experience this type of activity.

- Development of the JKC & Portobello Sports Hubs, linking with community group (10) and organisation who want to run their own sports clubs. Provide advice and support.

Northfield & Willowbrae Community Centre operates a youth club in informal setting weekly after school where young people can develop their social skills, develop friendships and new skills, explore issues relevant to them and have fun after school.

Young people take part in a range of activities including cooking, arts and crafts, issue-based discussions, quizzes, computer games and occasional trips out. The staff team encourage young people to mix with their peers and develop a range of skills and take on new responsibilities. This year the focus is on Healthy Eating and promoting healthy lifestyles one of the ways this will be promoted is by providing a healthy snack.

In addition, the young people have identified that they would like to have a theme around recycling and art over the coming terms. They are also keen to retain the relationship they have built up with the local care home. There is currently 10 young people involved, however this number will increase due to access to further service opportunities.

Similar youth clubs are delivered at the following community centres; Craigentenny, Leith Fort, Jack Kane, Magdalene, Leith and Sandy's

Jack Kane Community Centre - Delivery of targeted girls' group with a focus on Mental Health – in response to a number of welfare concerns coming via a SE centre in relation to self-harm, and depression

Group for up to 12 young women aged 12-16 years has run for 1 x 10-week term – currently being evaluated -key outcomes- increase of awareness of issues in relation to MH, increased resilience and coping mechanisms and support to engage in other services to provide a more specialist assistance

Leith Youth Talk – This has been an engagement process lasting over 6 months. The final event was delivered at Leith Community Centre and an action plan created will be developed by the newly forming Youth Engagement Partnership (YEP). This forum brings together a wide range of organisations in the Leith and surrounding area to deliver the actions identified by young people. Part of the YEP groups remit will be to keep the 650 young people informed how the actions are being addressed and delivered. In all the engagement process took place in schools, youth clubs, informal groups and involved street work to gather the raw data that provided the basis for the action plan. This process will be followed up in a three-year cycle and the LL Team will develop Youth Talk in Craigentenny and

	<p>Duddingston Neighbourhood Network due to roll out in late 2019 and into 2020.</p> <p>Craigmillar Library – Developed and deliver the Lego Club as a creative and educational playtime activity to support family literacy and numeracy, and digital literacy skills. The clubs will be delivers monthly at Craigmillar Library for school-age children (P1 – P5) and their siblings. Session last one hour. Children under 8 years must be accompanied by an adult.</p> <p>The aim of the club is to deliver a fun activity that helps develop STEM skills. Lego Club is engaging for kids of all ages, easy to manage from a staff perspective, and enjoyable for everyone involved. The research shows that Lego Clubs impact creativity, problem solving skills, memory, and language and can increase attention span among children.</p> <p>Jack Kane Community Centre are delivering the Good Hood programme which is about working together to Prevent Antisocial Behaviour in Scotland (2009) ‘Safer Scotland’. This community safety group work programme for children (8-12) improving and extending help and support at an early stage in order to take protective measures where required particularly in relation to children exhibiting risk-taking behaviours. The project will weave between universal and targeted children’s work. There will be referral routes in to this group through CEC social work, Police Scotland and other partners as well as staff referrals from cluster primaries alongside self-referrals.</p> <p>The project will weave between universal and targeted children’s work and as such referrals are taken from local cluster primaries.</p> <p>four pillars to this new Framework – prevention, integration, engagement and communication. This framework also works towards achieving national outcomes in relation to a safer and stronger Scotland with interventions being early and effective including putting in place measures that will help to address problems at the earliest opportunity both in relation to individuals and communities. There is also strong links to other relevant policies including; GIRFEC.</p> <p>The sessions are targeted to children aged 8-12 years old and will prioritise children whom attend 4 of the Positive Action Schools and will seek to develop a range of non-formal learning opportunities.</p>
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Priority 5:

Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

Outcomes	Self-evaluation
Lifelong Learning staff are aware of relevant policy	Craic on Space – Is a regular forum for the LLDO team, to reflect on matters such as policy, best practice, academic research and

<p>developments and use this knowledge to improve learner outcomes</p>	<p>professional development- it is a safe space to develop professional learning.</p>
<p>Lifelong Learning staff share good practice and expertise and embed the learning in their own practice</p>	<p>Delivery of training to tertiary staff</p> <ul style="list-style-type: none"> • Child Protection • Dealing with Challenging Behaviour • Monitoring and self -evaluation <p>Delivery of Dealing with Challenging behaviour to Library staff X 12</p>

Appendix 8: South East Locality

Update: Lifelong Learning Plan Year 1 (1st July 2018 – 30th June 2019)

Contact:

Jackie Stewart, Lifelong Learning Service Manager (South East Locality)

Andrew Gallacher, Lifelong Learning Service Manager (South East Locality)

<u>Priority 1:</u>	
<i>Reduce inequalities, improve equity</i>	
Outcomes	Self-evaluation
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>Schools and Lifelong Learning is becoming better connected although is not yet consistent across the entire service. The Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing) is a member of the Edinburgh Learns Equity Board and the SEIC (South East Improvement collaborative) Equity Group. This helps connect Lifelong Learning with school leaders around equity, inequality and child poverty.</p> <p>Individual lifelong learning teams/officers jointly plan some activity with schools although this tends to be for discreet areas of work. Not all Lifelong Learning Teams hold an equity profile of learners and use this information to plan and evaluate learning.</p>
Joint planning and evaluation across schools and lifelong learning is targeted and effective	
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	
<u>Priority 2:</u>	
<i>Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage</i>	
Outcome	Self-evaluation
Food anxiety, hunger and learning loss during school holidays is reduced	<p><i>Discover!</i> is a strategically led partnership approach to poverty proofing the school holidays and builds on <i>1 in 5 Raising Awareness of Child Poverty</i>. It offers opportunities for increasing numbers of families affected by poverty. There is a <i>Discover!</i> Hub in each of the localities during all school holidays. A consistent citywide programme offers fun learning opportunities such as music, sport, storytelling, with support and advice for parents and carers (income maximisation with CHAI, Home Energy Scotland, Transactions Team and Skills Development Scotland). There are also cookery classes and trips with breakfast, lunch and transport provided. The School Uniform Bank and Hey Girls (free sanitary products and discussion/workshops) also contribute to <i>Discover!</i> where ever possible with relaxation and wellbeing (such as yoga, head and hand massage) also offered. Schools and other professionals</p>

	<p>recommend Discover! to families and parents/carers must attend with their children.</p> <p>Locality Lifelong Learning Development Officers (LLDOs) contribute to the delivery of Discover! at the locality hubs each holiday. One of the Lifelong Learning Service Managers (LLSM) from each locality sits on the Discover! Steering Group.</p> <p>Goodtrees Community Centre was used during the pilot phase in Summer and October 2018. Since the roll out of Discover! (from Christmas 2018/19 – present), Liberton High School, Gracemount High School and Gilmerton Primary School have been the South East Discover! Hubs. Goodtrees continues to independently run holiday programmes.</p> <p>Family Fridays – summer 2019 – targeting families in Tollcross area x-8 families and Dumbiedykes/Braidwood area x 15 families[Fun, free summertime activities with an educational/social purpose- targeted at vulnerable families in these LIP priority areas -ran for 6 weeks of holidays – linking families in to other provision and term time options</p>
<p>Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier</p>	<p>Reading Dog -SE libraries organised a couple of reading dog sessions in school. planned this activity for 10 most vulnerable kids with learning difficulties and collected some qualitative data with a survey and an informal chat at the end of each session. 5/10 children participated to both sessions and, amongst them, all enjoyed the experience. In the survey, they expressed feeling an improvement in their confidence in reading, and therefore aware that with some tweaks to prevent the drop out, it is an activity that is beneficial to be repeated. This answers to the LLSP Priority 1, 3 and 4. also shared this knowledge with other members of LL and implemented similar activities during Family Fridays programme:[running in summer 2019] while run a storytelling in one community centre, also liaised with public libraries staff to run a BookBug session with a dog, which proves a good ability in knowledge sharing. This ties in with priority 1, 4 and 5. The BookBug with a dog proved particularly successful, with all the kids engaging with the songs while also playing with the dog. The dog owner reported a very good feedback from the participating families (around 15 members).</p> <p>Family Learning and Syrian Family learning –LLL support groups in our main centres New work includes a Family ESOL homework club in the Moredun area to support families where English is a second language to support their children’s learning/assist in helping them feel more comfortable in a school setting /increasing confidence in both school and wider locality -running term time for 30 weeks – 2 hours per week for up to 20 attending</p>

	<p>REEL Creative Hubs – Liberton/Gilmerton SIMD Areas – On-going</p> <p>Purpose: Working alongside strategic partners, Reel Creative Hub’s will provide free high-quality access to creative arts and digital media learning opportunities for young people aged 12-19yrs living in SIMD areas of Liberton/Gilmerton</p> <p>Reel Hub Learning Activities on offer include:</p> <ul style="list-style-type: none"> • Digital Photography • Digital Video Production • Digital Graphic Design • DJing and Beats Music Production • Urban Word Song Writing • Street Dance/Choreography (Dance Base Partner Provision) • REEL Creative Hub Programme established and delivered at Goodtrees Neighbourhood Centre (9 x 3hrs Sessions) and Valley Park Neighbourhood Centre in partnership with Dunedin Canmore Youth Projects (6 x 3hr Sessions – on-going) <p>Outcomes for Young People:</p> <ul style="list-style-type: none"> • Access to high quality digital creative arts activity supported by qualified/professional tutors • Access to new learning opportunities and the development of new skills/understanding/information/digital creative arts techniques • Access to high quality creative digital production equipment • Young people enjoy improved physical health through engaging in street style dance activity • Improved confidence and self-esteem through the production of collective digital arts activity with peers • Young people have increased access to new experiences through agency partnership/collaborative working and develop supportive relationships with support/tutor staff • Young people have increased/improved opportunities for learning through the provision and securing of external funding sources
<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	<p>Increasingly Discover! is part of Child Planning Meetings as schools recognise its contribution to getting it right and helping improve outcomes for pupils.</p> <p>Several LAC children attend Discover! and in some cases is considered a safe environment for parents to have unsupervised access and to spend quality time with their children. The parents and their children report better relationships, increasing confidence, making new friends and learning new skills together.</p>

	<p>six sessions of bike maintenance delivered by the Rural and Urban Training Scheme[RUTS] organised and supported by LLL - via Youth TAC -offered to local cluster secondary schools- Boroughmuir, James Gillespies, St Thomas of Aquins. Referrals were of young people who were at risk of not achieving at school through factors such as involvement in anti social behaviour, non attendance at school and low engagement in mainstream educational opportunities offered by these schools x 6 offering SQA qualification in bike maintenance and a personal development level one course,</p>
<p>Our looked After child and Young people are supported to achieve</p>	
<p><u>Priority 3:</u> <i>Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages</i></p>	
<p>Outcomes</p>	<p>Self-evaluation</p>
<p>Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps</p>	<p><u>Partnership Work SE Locality Lifelong Learning and Four Square Connected April 2018- March 2019</u> delivered 24 weeks (2 hours per week) of employability skills training across the SE Locality. Course 1 Building Confidence and Self esteem</p> <ul style="list-style-type: none"> • Stress busting tips and communication skills • Decision making and change • Goal setting and Action planning <p>Braidwood February 2019 – 2 weeks (7 learners) Central Library November/Dec 2018 – 4 weeks (5 learners) Braidwood October/Nov 2018 – 4 weeks (4 learners) Gilmerton April/May 2018 – 4 weeks (7 learners) Course2 included</p> <ul style="list-style-type: none"> • Introduction to Employment skills • CV and letter writing • Interview Techniques • Goal setting and Action Planning • visits from staff from Volunteer Edinburgh, EHAP, Smartwork and Grassroots <p>Southside Community Centre January/February 2019 – 4 weeks (6 learners) SouthBridge Resource Centre May/June 2018 – 6 weeks (12 learners) Learner info 51 in total 4 withdrew (1 moved house, 1 attained work) Referred by self, parent and carer officer (LLL), Volunteer Edinburgh, Route 2 and DWP, primary schools, Job Centre Learners up took offer of support from Smartworks(4) and Grassroots(1), learners enquired further about volunteering over the summer festival (4). 1 started volunteering at Bridgend.1 gained employment. 5 had help in course with Interview skills and gained interviews (outcome unknown) All participant registered with</p>

	<p>Foursquare for further support and some joined learners Forum. 3 joined a longer confidence building course. 4 joined Literacy provision</p>
<p>Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills</p>	<p>We offer a partnership service with Dunedin Canmore Youth Project who provide routes to training and employment for young people aged 16-21 years in Liberton Gilmerton area of SE [also deliver in SW]</p> <p>Having relocated our Activity Agreement Hub, Youth Café and Give-it-a-go to Valley Park Community Centre we've also recently added a Creative Hub to the mix in partnership with our Lifelong Learning colleagues who made this possible.</p> <p>Youth Café- in Valleypark CC We have 25 young people registered, with an average of 16 attending each week. Activities are varied and include trips, issue based work and involvement in wider initiatives like Youth Talk.</p> <p>Creative Hub We have 18 young people registered with an average of 13 attending each week. Recent activities include: photography, dance and digital art.</p> <p>Activity Agreement Hub We currently support 14 young people (aged 16-19) through our weekly AA Hub on Tuesdays. Our annual outcome targets are: 35 young people supported including 20 new engagements or clients. Our key outcomes or positive destinations covering the period August 2018 - September 2019 is as follows: employment 3, further education 7 and training 8.</p> <p>Give-it-a-go This is pre-employability group focussed on school leavers from Gracemount High School. These young people, who are often frequent 'non-attenders', benefit from an early intervention approach that helps them attend school more often whilst preparing them to move to our AA Hub on leaving school.</p> <p>Funding The above services are mainly supported through external funding e.g. Young Start and Capital City Partnership. This contributes significant added value to youth work service within our two localities i.e. South East and South West</p>
<p><u>Priority 4:</u> <i>Improve health and wellbeing and reduce social isolation</i></p>	
<p>Outcomes</p>	<p>Self-evaluation</p>
<p>Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing</p>	<p>Co run and fund HOT team drop in in partnership with colleagues from Health – provision of a sexual health support drop in and youth club in Liberton Gilmerton area – this provision runs weekly during term time and for 4 weeks of holidays and supports @ 20 young people on a weekly basis</p> <p>BIBLIOTHERAPY -mental health and mindfulness</p> <p>2 of our SE LLLDL (Schools) received funding from Scottish Libraries Information Council (SLIC) through their School Libraries Improvement Fund (SLIF) to create a resource Escape</p>

	<p>Connect Relate (ECR). ECR is based on Bibliotherapy and is designed for teens to access quality information and fiction.</p> <p>Our tag line is “Escape into a book, Connect with a story, Relate to the world”</p> <p>The funding enabled us to create a toolkit, purchase resources and deliver training to our ECR ambassadors (@15 pupils within each high school) on how to look after their own mental health and mindfulness. All school librarians have received Scottish Mental Health First Aid Training.</p> <p>Our toolkit highlights fiction books and websites which cover topics from anxiety to self harm to depression, offering positive messages for young people, their friends and families.</p> <p>The toolkit has had extremely positive feedback, this has been shared with Public Library service heads from around Scotland, a planned meeting with John Swinney at the SLIF launch in October and taking part, as a pop up stall, with South East Improvement Collaborative in October.</p>
<p>The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning</p>	<p>2 of SE LLL team are trained in ACE’s and have delivered sessions to partner organisations- this is captured in baseline training data</p> <p>SE – delivery of 2 referred group work programmes with a focus on ACE’s for parents and carers</p> <p>Living in SE -1 delivered in city centre 1 in Liberton Gilmerton - referrals via FAHST/health visitors</p> <p>8 women participated in each programme=16 participants</p> <p>Outcome- increased awareness of ACE’s in relation to own personal circumstances, increased resilience and coping strategies , referral on to other services -> future further groups</p>
<p>Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles</p>	<p>Delivery of targeted girls group with a focus on Mental Health – in response to a number of welfare concerns coming via a SE centre in relation to self harm, and depression</p> <p>Group for up to 12 young women aged 12-16 years has run for 1 x 10 week term – currently being evaluated -key outcomes- increase of awareness of issues in relation to MH, increased resilience and coping mechanisms and support to engage in other services to provide a more specialist assistance</p> <p>Offer 3 Open All Hours provisions in SE</p> <p>Gracemount LC[50 p/w], Warrender Swim Centre[40 p/w] and Royal commonwealth Pool[partnership with 3rd sector and EL]</p> <p>This includes accredited gym memberships and sports leader accreditation, new sports and promotion of healthy lifestyles</p> <p>YOUTH TALK -phase 1 delivered in Liberton Gilmerton</p>

	<p>6 months consultation x 75 sessions -establishment of youth Forumx12 involved, Youth Gathering with 125 attending, Youth Champions adult group-subset of SEEYA forum- key issues – feeling safe in locality, dealing with social media expectations and self esteem, future concerns @ employment and the environment, mental health and well being -action plans in development- themes embedded in term time programme- rollout in to city centre /Southside – autumn 2019</p>
<p>Children, young people and their families enjoy positive nurturing relationships that support their wellbeing Young people are more aware of the impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.</p>	<p>Bonfire Night intervention programme- delivered in autumn 2018 and to be repeated in 2019</p> <p>LLL team identified young people[13-18 yrs x 15] in a group at risk of harm to self and others due to firework night activities in Gilmerton and Moredun areas -programme of intervention leading to trip out of area on 5th Nov – follow up with group via outreach in library and streetwork – team have supported young people into training /employment/returned to school</p>
<p>Adults enjoy good mental health though opportunities to participate in activities and be active</p>	
<p>Visually and hearing-impaired adults are less socially isolated</p>	<p>Hearing Impaired - specialist Fiona Stewart delivers a city wide programme based in Southbridge Resource Centre</p>
<p>Visually and hearing-impaired children and young people are less socially isolated</p>	<p>This includes facilitating a programme that includes – BSL courses, supporting parents of hearing impaired children, deaf literacies provision and working alongside our parent and carers worker and youth work team to develop embedded hearing impairment knowledge across our locality team</p>
<p>Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity</p>	<p>Pilot multi generational project between children from Craigour PS and a local elderly care unit -ongoing – where children and support staff are paired up to participate in a range of activities/arts/music and gardening- one class of @ 20 children took part in pilot</p>
<p>Children and young people enjoy improved physical health through engaging in outdoor and adventure activity</p>	<p>LLL support a range of term time and holiday programmes in our centres and on streets and in parks</p> <p>Summer 2019 LLL team focussed on early intervention and existing contacts with vulnerable at risk young people already known to be disengaged from services -combining trips, streetwork ,groupwork</p> <p>1xstreetwork session p/w for 6 weeks-approx 12 contacts per week</p> <p>2x park session per week for 6 weeks -varied for 6 – 40 plus participants per week</p>

	<p>1 x centre based group/trip -with Dunedin Canmore 16+ group</p> <p>Transition p7 + small group of referred boys x4 – supported into secondary education over a pre and during summer groupwork programme-identified as at risk of not coping with transition to new schools</p>
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Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity	<p>LLDO with sports and outdoor lead delivers</p> <ul style="list-style-type: none"> - Bikeability courses for 7 primary schools in locality - delivering to full class groups of up to 30 in term time - Supports Duke of Edinburgh programme in one secondary school - Developed a Saturday family sports/activities programme in Craigour PS- with 24 attending for 30 weeks in term time -with the aim of increasing physical activity and health outcomes
Children and young people learn effectively in healthy outdoor environments	

Priority 5:

Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

Outcomes	Self-evaluation
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	<p>Delivery of training to tertiary staff</p> <ul style="list-style-type: none"> • Child Protection • Dealing with Challenging Behaviour • Monitoring and self evaluation <p>Delivery of Dealing with Challenging behaviour to Library staff X 15</p> <p>ACE's training delivered to -tertiary staff x10 external partners and school /health staff x 8 courses [@12 per group]</p>
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	

Appendix 9: South West Locality

Update: Lifelong Learning Plan Year 1 (1st July 2018 – 30th June 2019)

Contact:

Hana McKechnie, Acting Lifelong Learning Service Manager (South West Locality)

Christine Doherty, Lifelong Learning Service Manager (South West Locality)

<u>Priority 1:</u> <i>Reduce inequalities, improve equity</i>	
Outcomes	Self-evaluation
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>Schools and Lifelong Learning is becoming better connected although is not yet consistent across the entire service. The Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing) is a member of the Edinburgh Learns Equity Board and the SEIC (South East Improvement collaborative) Equity Group. This helps connect Lifelong Learning with school leaders around equity, inequality and child poverty.</p> <p>Individual lifelong learning teams/officers jointly plan some activity with schools although this tends to be for discreet areas of work. Not all Lifelong Learning Teams hold an equity profile of learners and use this information to plan and evaluate learning.</p> <p>South West Youth Talk Youth Talk is a process to consult with young people about their views on local facilities, activities and services. 300 young people (aged 11-18) across SW Edinburgh participated as Youth Talk rolled out between September 2018 – April 2019. Youth Talk is essentially based on four key Stages providing young people with several opportunities, and differing levels of input to engage in the process, as per their preference. These four key Stages are:</p> <ul style="list-style-type: none"> • A Flash Poll of young people to determine levels of satisfaction with local services and facilities. • Wider mapping and analysis with young people, of local services and support. • The Event brings young people and service providers together to further shape actions. • Pledges are developed, and changes identified by the service providers. <p>The results of the flash poll gave us topics to base the questions for the focus groups around, and the focus groups then informed the discussion topics for the Gathering event. The next step will be to work with a group of young people to identify</p>
Joint planning and evaluation across schools and lifelong learning is targeted and effective	
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	

	outcomes and actions and work with service providers to look at changes they can make based on these.
Priority 2: Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage	
Outcome	Self-evaluation
Food anxiety, hunger and learning loss during school holidays is reduced	Discover! is a strategically led partnership approach to poverty proofing the school holidays and builds on <i>1 in 5 Raising Awareness of Child Poverty</i> . It offers opportunities for increasing numbers of families affected by poverty. There is a Discover! Hub in each of the localities during all school holidays. A consistent citywide programme offers fun learning opportunities such as music, sport, storytelling, with support and advice for parents and carers (income maximisation with CHAI, Home Energy Scotland, Transactions Team and Skills Development Scotland). There are also cookery classes and trips with breakfast, lunch and transport provided. The School Uniform Bank and Hey Girls (free sanitary products and discussion/workshops) also contribute to Discover! where ever possible with relaxation and wellbeing (such as yoga, head and hand massage) also offered. Schools and other professionals recommend Discover! to families and parents/carers must attend with their children.
Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier	Building the Future In a joint project with Lifelong Learning, Balerno High School and Cyrenians a group of young people were identified through discussion with school staff as being within the 'One in Five' criteria & not fulfilling their potential academically. A programme was developed to raise attainment of a target group by keeping young people engaged until their formal leaving date, using an interagency and totally integrated approach. The young people engaged well with the coaching and found it gave them the focus on the future they were lacking. All progressed well through the school year and have secured work experience/training or volunteering opportunities. This has led to a more positive experience of education for these young people and an increase in their wider achievement.
A culture of Getting It Right is in place in all learning settings and establishments	Increasingly Discover! is part of Child Planning Meetings as schools recognise its contribution to getting it right and helping improve outcomes for pupils.
Our looked After child and Young people are supported to achieve	Several LAC children attend Discover! and in some cases is considered a safe environment for parents to have unsupervised access and to spend quality time with their children. The parents and their children report better relationships, increasing confidence, making new friends and learning new skills together.

Priority 3:

Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages

Outcomes	Self-evaluation
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	<p>Open Access Literacy and Numeracy Classes</p> <p>Adult literacy classes are one of the few opportunities students get to share their learning anxieties. Students consistently comment that attending these classes is the start of a whole new learning experience for them which increases their confidence and lets them value the skills they do have. They consider that attending classes lets them move forward in a way they didn't think was possible. We consistently review these classes so that they are relevant and meeting the needs of the local communities. Staff link in with other partners and organisations so that they are signposting learners on to further provision so that there is a clear path for progression.</p>
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	<p>Gate 55 Young Mum's Group</p> <p>A weekly group for young mums aged 16-25. Mums take part in a programme developed in partnership with staff.</p> <p>Activities include - cooking, parenting sessions, health & fitness, arts & crafts, family interaction etc. The group has developed so that the young mums are now identifying learning opportunities that they would like to engage in, and these are running as part of the sessions. Examples of these are taking part in PEEP and adding an accredited element of the programme - SCQF Level 4 & 5.</p> <p>Mums have all started their very own handbook, personal to them and have been setting goals, targets etc. The women have built up relationships/friendships with one another and are now meeting outwith group time, and have accessed other groups such as buggy gym, weaning, expecting something.</p> <p>The groups enables Mums to have a safe space to discuss issues that are affecting them. By using the handbook as a tool, they are all now looking at what they would like to achieve and how the young mums group can support them on their journey.</p>

Priority 4:

Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation
Young people and their families know how and where to access the information and support they need to look	<p>Girls Group @ Gate 55</p> <p>There are a number of projects and partnerships running in the South West in community centres and working with high schools</p>

<p>after their mental health and wellbeing</p>	<p>to tackle isolation amongst young people by providing opportunities for young people to talk, make friends and learn new skills. One example is Girls Group @ Gate 55, a girls only, person centred led programme in partnership with the youth workers.</p>
<p>The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning</p>	<p>YP take part in a variety of activities, which include issued based topics, cooking, confidence & self esteem sessions. Thirteen young women took part in the last term, with a range of outcomes achieved. YP learn through social contact, YP's opinions and views shared and listened to. Sharing views and developing social skills - via team building, issues based sessions etc. Health & well being improved, the girls tried new breakfast bars and fruits as snack. YP managing a range of relationships within the group.</p>
<p>Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles</p>	<p>ACES</p> <p>In the South West we have delivered a series of sessions across the locality to raise awareness of the importance of understanding the impact of ACEs. This has involved working with practitioners and community members to identify small changes that they can make in their organisation and to the way they work to become trauma informed. These sessions have involved a film screening then bespoke workshops where participants have been given the space to look at the way they work and importance of understanding reasons behind behaviours. Sessions have taken place across the locality including with library staff, local community forums and work streams leading on priorities for the Locality Improvement Plan. One example of good feedback has been from the work with Saughton prison, this involved staff from different levels and has led to work looking at how the prison can be more trauma informed.</p>
<p>Children, young people and their families enjoy positive nurturing relationships that support their wellbeing Young people are more aware of the impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.</p>	<p>International Women's Day</p> <p>An international women's day film event allowed women in South West Edinburgh to come together to celebrate IWD, with 27 women taking part. The event provided opportunities for women to discuss their views on their neighbourhoods. Moving forward, their views will influence the process of community engagement. The event created a safe place for women to meet and discuss issues which affect them and what they think about their neighbourhood.</p>
<p>Adults enjoy good mental health though opportunities to participate in activities and be active</p>	<p>The comments will be used to form themes for community engagement. This informal approach allowed them to speak their mind in a safe space. Childcare and transport allowed mothers with young children to attend and also get back for their children coming home from school. The next step for this is the women engaged in this event are going to be involved in planning and taking ownership for the next international</p>

	women's day event, with support from Lifelong Learning and partners in the locality.
Visually and hearing-impaired adults are less socially isolated	
Visually and hearing-impaired children and young people are less socially isolated	
Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity	
Children and young people enjoy improved physical health through engaging in outdoor and adventure activity	<p>Pentland's Youth Sports Club</p> <p>Free sport youth club provision at Pentland Community Centre from 2-4pm on Fridays. This involved a variety of activities on offer through the 8 week period, in a range of different sports. There were young people who had been excluded from other clubs, and the YWs made a special effort to make sure all who came along could get involved and feel engaged in the activities.</p>
Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity	
Children and young people learn effectively in healthy outdoor environments	
<p><u>Priority 5:</u></p> <p><i>Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages</i></p>	
Outcomes	Self-evaluation
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	<p>Connecting with Parents Motivation South West</p> <p>South West Lifelong Learning Development Officers delivered training to 34 facilitators from a range of services including: Lifelong Learning, Family and Household Support, Psychological Services, NHS.</p> <p>This was aimed at participants who are not involved in delivering evidence-based parenting groups but who are in regular contact with parents of children at high risk of poor outcomes on</p>

	<p>account of their poorly developed self-regulatory capacities. CwPM aims to promote the use of strength-based communication and motivational interviewing skills when interacting with parents. Practicing these skills within the context of children with elevated behaviour problems can really help improve parent engagement.</p> <p>Participants feedback indicated the learning outcomes were met:</p> <ul style="list-style-type: none">• To have increased knowledge & skills of strength-based communication approaches• To have increased knowledge of PoPP aims and PoPP roll-out• To feel confident at feeding back an observation of a child's difficult behaviour to a parent using OARS• To feel confident at engaging and signposting parents in relation to parenting support/PoPP groups
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Appendix 10: North West Locality

Update: Lifelong Learning Plan Year 1 (1st July 2018 – 30th June 2019)

Contact:

Helen Bourquin, Lifelong Learning Service Manager (North West Locality)

Scott Donkin, Lifelong Learning Service Manager (North West Locality)

<u>Priority 1:</u> <i>Reduce inequalities, improve equity</i>	
Outcomes	Self-evaluation
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>Schools and Lifelong Learning is becoming better connected although is not yet consistent across the entire service. The Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing) is a member of the Edinburgh Learns Equity Board and the SEIC (South East Improvement collaborative) Equity Group. This helps connect Lifelong Learning with school leaders around equity, inequality and child poverty.</p> <p>Individual lifelong learning teams/officers jointly plan some activity with schools although this tends to be for discreet areas of work. Not all Lifelong Learning Teams hold an equity profile of learners and use this information to plan and evaluate learning.</p> <p>Family Activities</p> <ul style="list-style-type: none"> • LL partnership with Lickety Split to deliver workshop programme Aug 2018 free workshops included light healthy lunch/breakfast 61 children and 34 adults participated. Attracted a broader pool of families including those who wouldn't normally engage in this kind of play drama activity. Shy children gained in confidence. Parents had increased opportunities to engage in play time with their children • Lifelong Learning worked in partnership with ELREC and Craigroyston PS to deliver multicultural celebration for parents and children . Range of performances, music, quizzes for kids, multicultural foods shared. Opportunities for barriers to start to breakdown , more understanding of different cultures and sharing and celebration of other cultures. 250 participated. <p>Family Learning</p>
Joint planning and evaluation across schools and lifelong learning is targeted and effective	
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	

	<p>Range of Family Learning provision delivered in primary schools:</p> <ul style="list-style-type: none"> • Time for a Story and ESOL Family Learning (including bi-lingual support) • Primary 1/2/3 bookbug/read, write, count • Stay and Play nursery sessions • Transition to P1 • Storytelling sessions • Family Fortunes • Family Connect <p>Parents felt more integrated into their child's school, felt more able to support and/or be involved in their child's learning. Parents felt more comfortable in school setting . There were Increased opportunities to spend time with children and parents gained in skills to facilitate their child's learning. 340 participants</p> <p>Early Intervention</p> <ul style="list-style-type: none"> • 2x weekly Pregnancy Cafes plus 1: 1 health literacy support for referred parents <p>Partnership with voluntary sector. Parents referred by midwives, Health visitors, Family Nurse Partnership . Given range of pre and post natal support on a range of topics . Also provided opportunity for education opportunities for parents . Parents felt attendance improved their social situation, tackled isolation, gave them access a support system, enabled them to receive advocacy support e.g. with social services, improved their emotional well-being and enabled them to receive financial advice/ help getting home ready for baby. 123 adults +71 under 3's</p>
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Priority 2:

Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage

Outcome	Self-evaluation
<p>Food anxiety, hunger and learning loss during school holidays is reduced</p>	<p><i>Discover!</i> is a strategically led partnership approach to poverty proofing the school holidays and builds on <i>1 in 5 Raising Awareness of Child Poverty</i>. It offers opportunities for increasing numbers of families affected by poverty. There is a <i>Discover!</i> Hub in each of the localities during all school holidays. A consistent citywide programme offers fun learning opportunities such as music, sport, storytelling, with support and advice for parents and carers (income maximisation with CHAI, Home Energy Scotland, Transactions Team and Skills Development Scotland). There are also cookery classes and trips with breakfast, lunch and transport provided. The School Uniform Bank and Hey Girls (free sanitary products and discussion/workshops) also contribute to <i>Discover!</i> where ever possible with relaxation and wellbeing (such as yoga, head and hand massage) also offered. Schools and other professionals</p>

	<p>recommend Discover! to families and parents/carers must attend with their children.</p> <p>Locality Lifelong Learning Development Officers (LLDOs) contribute to the delivery of Discover! at the locality hubs each holiday. One of the Lifelong Learning Service Managers (LLSM) from each locality sits on the Discover! Steering Group.</p> <p>Royston Wardieburn Community Centre and West Pilton Neighbourhood Centre Community Centre were used during the pilot phase in Summer and Craigroyston High Schools was used during the pilot in October 2018. Since the roll out of Discover! (from Christmas 2018/19 – present), Forrester High School and Pirniehall/St. David’s Primary Schools have been the North West Discover! Hubs.</p>
<p>Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier</p>	<p>Family Activities</p> <ul style="list-style-type: none"> • Royston Wardieburn Community Ceilidh Feb 2019. 250 attendance Opportunity to socialise with families, friends and neighbours. Local children performed poetry. Very diverse attendance- Scottish and BAME and European. 6th year running and numbers increase each year. Joint planning and delivery with LL, vol sector and local community. Real feel good factor and opportunity to share cultures. • LL facilitated Puppet Animation Festival performances in NW venues April 2019. Affordable family activities for children, young people and families during school easter holidays. Tickers Free or £1. High quality sessions normally less accessible due to price/location. 56 adults, 70 children, 18 young people participated
<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	<p>Increasingly Discover! is part of Child Planning Meetings as schools recognise its contribution to getting it right and helping improve outcomes for pupils.</p> <p>Several LAC children attend Discover! and in some cases is considered a safe environment for parents to have unsupervised access and to spend quality time with their children. The parents and their children report better relationships, increasing confidence, making new friends and learning new skills together.</p>
<p>Our looked After child and Young people are supported to achieve</p>	
<p>Priority 3: Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages</p>	

Outcomes	Self-evaluation
<p>Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps</p>	<p>Youth Provision</p> <ul style="list-style-type: none"> • LL working in partnership with Active schools and youth projects during holiday programmes and through Discover, provided opportunities for disadvantaged to engage in activities, meet new friends, learn new skills, gain in confidence and sustain learning over holiday break. • Working in partnership with Craigoyston High and third sector partners to support 17 young people to positively engage with the Activity Hub seeking to secure positive destinations. Majority of these young people display significant social issues requiring dedicated support. 5 Young people achieved sustained progression. • LL Worked with primary and secondary schools, outdoor learning and youth projects to run and assist with outdoor learning programmes. Bikeability with 4 schools. D of E with 6 schools at Bronze/Silver/Gold. 4 cycling days on Discover. Cycling day at Glentress for young people with support needs. Young people gained in skills and confidence, made friendship and overcame fears. • Almond Youth Digital Art Project Feb -Sept 2018 6 young people from Queenferry HS worked with visual artist making digital artworks as part of community consultation, learned how to work as a team, creative consultation methods, photography and how to make digital art works. Exhibited their artworks and presented findings a Youth Talk sept 2018. Exhibition Kirkliston Library July 2019. At least 200 people will have seen their art works. <p>Adult Learning</p> <ul style="list-style-type: none"> • Adult Literacy provisions lead to Learners planning and achieved their learning goals including applying for volunteering opportunities and jobs. Some progressed onto a Creative Writing Course. Students described how, for the first time, they had been able to get ideas on the page. How exciting it was for them that what was in their head was finally able to reach the page. At the end of the third course they told us they felt more confident generally, that they were excited by what they had written, and amazed that they had gone from writing one or two lines per writing exercise to writing half a page. • Adult Learners note a significant increase in confidence and development in a range of skills and knowledge: writing formally for others (e.g housing dept), carrying

	<p>out research, reading books for the first time, taking on a role of responsibility in an organisation. 23 participants in total for all literacy groups</p> <ul style="list-style-type: none"> • SQA Level 4 Working in Early Education and Childcare delivered to 6 enabling opportunity to progress onto College • LL partnership with Edinburgh College to deliver ESOL provision. ESOL learners to gain in skills and confidence, were more easily able integrate into their community, support their children’s learning and access services more easily. 80 participants • Range of Outlook courses delivered. Participants felt less isolated and had opportunities to progress their learning 46 participants
<p>Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills</p>	
<p><i>Priority 4:</i> <i>Improve health and wellbeing and reduce social isolation</i></p>	
<p>Outcomes</p>	<p>Self-evaluation</p>
<p>Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing</p>	<p>LL provided access to cultural activities at little or no cost for those who wouldn’t normally access</p> <ul style="list-style-type: none"> • Opening Event EIF 2nd Aug 2019. Co-ordinated a group visit to the opening event Edinburgh International Festival in partnership EIF was offered, Free ticket and 36 free day bus passes were offered to members of the community 60 people participated. People attended in family and friend groupings. 15 were older people. Most had not been to an International Festival event before and verbal feedback has been that they really enjoyed the experience. Numbers offered tickets 14 under 16’s, 46 adults. (50 people attended) • Bilbao Choral Society Concert Queens Hall Oct 2018 Coordinated free tickets for 16 adults (mainly 60+ from the community to attend the event.) Feedback was very positive, they enjoyed the experience. Delivered in partnership EIF staff. <p>Older People</p>
<p>The impact of ACEs is known and taken account of when planning and delivering learning, projects and programmes across Schools and Lifelong learning</p>	
<p>Children and Young People enjoy good mental health through participation in hobbies and activities and increased friendship circles</p>	
<p>Children, young people and their families enjoy positive nurturing relationships that support their wellbeing Young people are more aware of the</p>	

impact of violence, are better equipped to avoid using violence, and more able to defuse potentially violent situations in which they find themselves.

Adults enjoy good mental health though opportunities to participate in activities and be active

- Creative writing group at Drumbrae for older people with transport provided enable social contact, overcame isolation, build to skills and confidence. Group felt they had made new friends, gained in confidence and skills, been able to share stories and get out of the house. 13 on register
- Spring Chicks weekly group at RWCC providing lunch, social contact, gentle exercise, adult education and program of trips through summer. All contribute to programme planning. Members felt social networks had increased, they had gained in confidence, had opportunity to learn and go on a range of trips throughout holiday so didn't feel so isolated. 25 on register

Young People

- The YouthTalk programme has been delivered in Queensferry / Kirkliston and Clermiston/Corstorphine/Drumbrae. This has involved around 1,800 young people having a say on issues that are important to them and subsequently helping re-design services. Key issues around mental health, exam related stress, feeling safe and employability have been raised and will form action plans.
- Delivering YouthTalk outcomes in Queensferry and Kirkliston included the development of two dedicated sports based programmes during the summer holidays. Young people highlighted access to a wide range of sports can help tackle isolation and improve active lifestyles. 3 activities per day over 6 days average 35 young people per session.
- Working with Queensferry high school, exam stress was supported by LLDO providing coaching and study tactics. This involved 30 young people who all reported the engagement and support as positive. LLDO works closely with school and whilst the school offer this, a slightly different approach was used.
- Supporting delivery of Healthy Respect (sexual health etc) initiative with Queensferry High nurse to provide dedicated support and advice to pupils as a drop in service. 3 sessions with an average of 30 young people at each session.
- Working in partnership with LGBT Scotland to support the creation of a dedicated LGBT youth

	<p>club as requested via YouthTalk – operational Oct 19.</p> <ul style="list-style-type: none"> • Drumbrae Open All Hours offering a Gym accreditation process with 11 young people completed the programme encouraging more use out with planned activity. • Based on feedback from young people, Open All Hours at Drumbrae Leisure centre is now offered 32 weeks and includes summer holidays. Average attendance 80 young people per session. Put in place sports based youth work specialists to help support improved delivery.
Visually and hearing-impaired adults are less socially isolated	
Visually and hearing-impaired children and young people are less socially isolated	
Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity	
Children and young people enjoy improved physical health through engaging in outdoor and adventure activity	
Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity	
Children and young people learn effectively in healthy outdoor environments	
<p><u>Priority 5:</u> <i>Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages</i></p>	
Outcomes	Self-evaluation
Lifelong Learning staff are aware of relevant policy	<ul style="list-style-type: none"> • Child Protection Training level 1/2 provided to in house to front line library staff – 90 attended

<p>developments and use this knowledge to improve learner outcomes</p>	<ul style="list-style-type: none"> • Train the Trainer Child Protection training delivered to 8 LLDO staff and they are in process of delivering training. • PEEP Learning together training delivered to 32 CEC staff • Connecting with Parents Motivation course delivered to 15 staff • PEEP Learning together Accreditation for practitioners City and Guilds 13
<p>Lifelong Learning staff share good practice and expertise and embed the learning in their own practice</p>	

APPENDIX 10A

Stockbridge Library Lifelong Learning Service Plan

Priority 1: Reduce inequalities, improve equity

Outcomes:

- Leadership across Schools and Lifelong learning is cohesive with shared purpose
- Joint planning and evaluation across schools and lifelong learning is targeted and effective
- The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity

Priority 2: Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage

Outcomes:

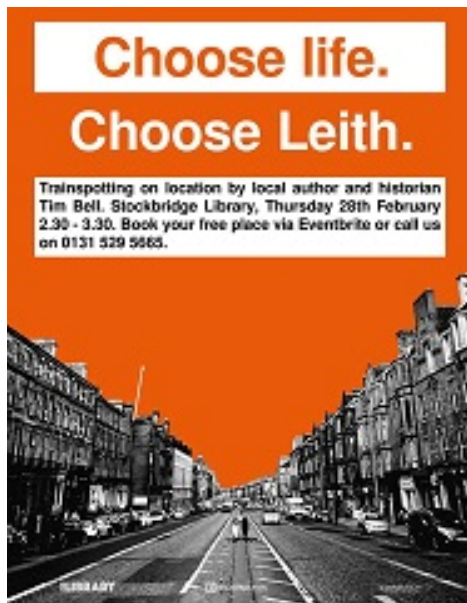
- Learners of all ages, regardless of their socio-economic situation, access all lifelong learning opportunities in school, out of school and in the community and affordability is not a barrier

	Evidence
<p>Key activities:</p> <p>Wide range of free learning activities focussing on reading for pleasure and discussion:</p> <ul style="list-style-type: none"> • Book discussion groups for adults • Audio book group for people who are visually impaired • Chatterbooks group for children ages 8-11 • Weekly Bookbug sessions and ad hoc outreach • Share-a-story – sharing stories with parents and under 5's (weekly) • Free author events throughout the year, with emphasis on National Events ie Book Week Scotland 	
<p>Key outcomes</p> <ul style="list-style-type: none"> • All events are free and open to all • Events are targeting at different age groups • Increased participation in the library, affecting book membership, visitor numbers and book borrowing. 	<p>Wide promotion of events on social media and through NW Newsletter and through partner organisations.</p> <p>Evidenced through monthly performance statistics, attendee numbers and book borrowing trends.</p>

Literary Laughs Book Quiz (in aid of Homeless Charity Crisis at Christmas) – we had 8 book groups attend this event.



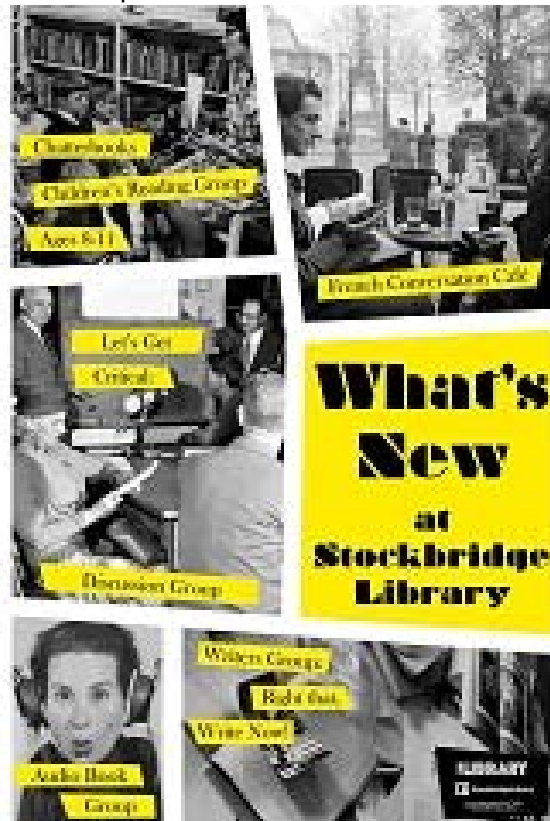
Author event with Tim Bell – talk and audience (30 in attendance) discussion about the socio-economic backdrop to Irvine Welsh’s *Trainspotting*.



Book Scotland Event _ Be More Pirate – author event run at Stockbridge Library in collaboration with the Scottish Book Trust. This was a free event. The local business community in Stockbridge was targeted as the main audience.



Poster promoting a range of different activities for children and adults, including: Chatterbooks reading group for kids; French Conversation Café, Writer’s Group; Discussion Group; Audio Book Group



Bookbug Week the big picnic– May 2019 (30 adults, 30 children). This was in collaboration with **The Yard**, George V Park.



Puppet Animation Festival – bringing arts to the heart of the community. Audience 40 (adults and children)



Muirhouse Library Breakfast Club

Created to support hungry young people over the summer holidays. Operated Monday to Friday delivering healthy option breakfast to around 25 young people each day for 6 weeks. Developed in partnership with Pilton Community Health Project and regeneration Contractors – Robertsons who provided funding for food.



- A culture of Getting It Right is in place in all learning settings and establishments


Staff Training and Development	Evidence
Key activities <ul style="list-style-type: none"> • Child Protection training for all staff, attendance at mandatory training • GIRFEC training - CECIL 	
Key outcomes <ul style="list-style-type: none"> • All staff are briefed and trained at appropriate level of Child Protection Training 	Recorded on MYPeople

- Our looked After child and Young people are supported to achieve

Priority 3: Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages

Outcomes:

- Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps
- Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills


Library User Education	Evidence
Key activities <ul style="list-style-type: none"> • Digital Education; Visually impaired IPAD group; Digital workshops for children and adults • Workplace training for young people – workplace training in collaboration with local secondary schools • Business Gateway Workshops • Codorjojo coding club for children 	 <p>Targeted at older adults, focussing on online safety. 10 attendees.</p>
Key outcomes <ul style="list-style-type: none"> • Digital Education, including awareness of online safety; learning new skills to overcome disability. Developing digital skills for children – includes building confidence and competence with new software. 	

	 <p>Digital skills workshop for children as part of this year's summer reading challenge. 10 attendees. Children's work was exhibited online on our facebook page.</p>
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Priority 4: Improve health and wellbeing and reduce social isolation



Outcomes:

- Young people and their families know how and where to access the information and support they need to look after their mental health and wellbeing

Library as information provider	Evidence
<p>Key Activities</p> <ul style="list-style-type: none"> • Community information – sharing and sign posting • Collaborative working with other organisations to promote and enhance access to local services • Collaborative working with Health in Mind to deliver 'Bibliotherapy' sessions 	 <p>Bibliotherapy events with <i>Health in Mind</i></p>

- Visually and hearing-impaired adults are less socially isolated

	Evidence
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<p>Key activities</p> <ul style="list-style-type: none"> • Weekly iPad support group for Visually Impaired people • Audio Book Group. Monthly group – most participants are visually impaired. • Hearing aid service • Currently planning Accessible Cinema – to launch Oct/Nov 2019. This new service will be open to adults/children and families 	 <p>Audio Book Group – 8 members. The group also attended an event at the Edinburgh Book Festival to see Rosemary Goring - Herstory</p> 
<p>Key outcomes</p> <ul style="list-style-type: none"> • Combat social isolation • Create positive links with existing groups in the library to extend services, ie Macular Degeneration Group and RNIB 	

- Visually and hearing-impaired children and young people are less socially isolated
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- Housebound adults mobile-restricted individuals are more socially connected and through learning and leisure activity

	Evidence
<p>Key activities</p> <ul style="list-style-type: none"> • Housebound service for adults 	
<p>Key outcomes</p>	

-
- Children and young people enjoy improved physical health through engaging in outdoor and adventure activity
- Children and young people enjoy improved physical health through participation in a wide range of sports and physical activity Children and young people learn effectively in healthy outdoor environments

Priority 5: Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages

Outcomes:

- Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes

- Lifelong Learning staff share good practice and expertise and embed the learning in their own practice

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