

Education, Children and Families Committee

10am, Tuesday, 18 May 2021

Lifelong Learning Service Plan Update

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the content of this report
 - 1.1.2 agree to receive a further update in October 2021 to re-align reporting with the Lifelong Learning Plan cycle
 - 1.1.3 note that Lifelong Learning actions addressing Child Poverty are contained within the report and appendices and future updates will be provided in the Business Bulletin
 - 1.1.4 note that the contents of this report cover the Lifelong Learning Service and that wider partnership work is covered by the CLD (Community learning and Development) Plan
 - 1.1.5 note that Scottish Government guidance now provides for the resumption of some indoor youthwork (particularly for vulnerable young people) with appropriate guidance and risk mitigations, and the decision to resume indoor youthwork will require an agreement on the resource allocation required for that activity.
 - 1.1.6 note that the Sport and Outdoor Learning Unit will present a report to Committee in August 2021 as requested in the schedule; providing more information regarding excursions linked to reducing poverty and inequality.

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Lifelong Learning Service Plan Update

2. Executive Summary

- 2.1 The first Lifelong Learning Service Plan was agreed by the Education Children and Families Committee in October 2018. An update on Year 1 was reported to this Committee in October 2019.
- 2.2 This report updates the Committee on progress over Year 2 of the plan, from 1st July 2019 – 30th June 2020, which takes account of the initial response to Covid-19 from March 2020. The report also covers the period affected by the pandemic beyond 30 June 2020 up to February 2021. This report therefore covers an 18 month period including the first half of Year 3 of the Lifelong Learning Service Plan.
- 2.3 The Lifelong Learning Service Plan focuses on five priorities linked to the National Improvement Framework (NIF). This aligns with national priorities for education and links to the Council's priorities, particularly Poverty and Health and Wellbeing.
- 2.4 The report is not an exhaustive list of all activity, rather it highlights some key areas of progress against each of the five outcomes. Further detail on the strategic and locality aspects of Lifelong Learning activity can be found at Appendices 1 - 11
- 2.5 Increasing levels of child poverty informs service planning in strategic and locality teams. Some work has become higher priority in response to growing need, often directly related to the immediate and longer term impacts of Covid-19.
- 2.6 The pandemic, particularly since the first lockdown in March 2020, has resulted in Lifelong Learning services working more closely with colleagues and partners. Examples include working with the Quality Improvement Team and the Transactions Team. Links between Lifelong Learning, third sector and Social Work have been strengthened through the Council Resilience Centres (CRC) and Locality Operational Groups (LOG). These are important strengths and indicators of future alignments, despite the negative impact of Covid-19.
- 2.6 Lifelong Learning has emerged as delivering critical and ongoing responses to rising poverty and inequality, social isolation, closing the gap and mental health increases, much of which is accelerated by the impact of the pandemic.
- 2.7 This report sets out the key areas of note, emerging priorities and next steps.

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 defines the unique aspects of Lifelong Learning in relation to education, learning and participation, employability and engagement.
- 3.2 The Lifelong Learning Service is made up of the following thematic areas:
- Arts and Creative Learning
 - Community Learning and Development (includes Adult Education, Family Learning and Youth and Children’s Work)
 - Community Partnerships and Community Planning
 - Health and Wellbeing (includes Child Poverty and Parent and Carer Support)
 - Library and Information Services
 - Sport, Physical Activity and Outdoor Learning
 - Youth Participation
- 3.3 Lifelong Learning is currently organised in a complex matrix structure, with three citywide service areas in Communities and Families and four locality teams in Place. The service budget and strategic oversight lies with the Schools and Lifelong Learning Service Manager (Lifelong learning) in Communities and Families.
- 3.4 The service is strategically led by teams with citywide responsibilities, managed originally by three (currently two) Lifelong Learning Strategic Managers who report to the Schools and Lifelong Learning Service Manager. They manage and lead Lifelong Learning Strategic Teams. The citywide strategic areas are:
- 3.4.1 CLD and Libraries (Youth and children’s work, Youth Participation, Adult Learning, Outlook (adult mental health), Family Learning and ESOL (English for Speakers of Other Languages), Syrian Refugee Programme, Central Library and strategic Library and Information Services).
- 3.4.2 Creativity, Health and Wellbeing (Arts and Creative Learning, Instrumental Music Service (IMS), Youth Music Initiative (YMI), Screen Education Edinburgh (SEE), Dance Development, Child Poverty (1 in 5, Discover! Child Homelessness), Mental Health and Wellbeing, Global Citizenship, Rights Respecting Schools, Parent and Carer Support).
- 3.4.3 Sport and Outdoor Learning (Active Schools and school sport, Sport Development and Clubs, Outdoor Learning and Residential Centres, The Risk Factory, Curriculum PE and Swimming,).
- 3.5 In localities, the service is operationally managed by eight (currently six, one acting) Lifelong Learning Service Managers (LLSM), who report to Locality Managers in Place. They oversee the work of Library staff (including school libraries) and Lifelong Learning Development Officers (LLDO) across all thematic areas. 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.

3.6 Lifelong Learning values are core to delivering outcomes 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 aligned with the four National Improvement Framework (NIF) priorities and were agreed and refined by staff through discussion and workshop activities. Lifelong Learning priorities are:

1. *Reduce inequalities, improve equity*
2. *Close the poverty related 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 5th Lifelong Learning priority ensures the workforce is skilled, knowledgeable and supported to achieve its aims. 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 Citywide, the three strategic Lifelong Learning teams address each of the five key priorities, with proportionate emphasis, relevant to and depending on the different portfolios. The three citywide strategic teams cover all thematic areas, support initiatives and develop strategy and policy that is relevant across the entire service.

3.9 Each locality sets its own actions under the five priorities based on local need, partnerships and staff skills and expertise. This results in some differences in emphasis given to each priority in the plan from locality to locality.

3.10 **Discover!** (Holiday Hunger), is a key citywide programme to reduce child poverty and address food and financial insecurity and learning loss during the school holidays. It is the only Lifelong Learning service-wide programme and benefits from a highly effective Planning Group led by the Strategic Creativity, Health and Wellbeing Team. The Planning Group is populated by Lifelong Learning strategic and locality LLDOs, with representatives from the Quality Improvement Team, the Food Development Officer and partners from Edinburgh Community Food.

4. Main report

Lifelong Learning Service Plan: Year 2, (1st July 2019 – 30th June 2020) and part of Year 3, (July 2020 – Feb 2021)

- 4.1 The progress outlined in this report summarises key activity over an 18 month period, including initial and ongoing responses to Covid-19.
- 4.2 Strategic Lifelong Learning city-wide actions to raise awareness of and reduce child poverty (such as **1 in 5** and **Discover!**), while mentioned in this report and Appendices, were covered in more detail in the Child Poverty Update, reported to Education, Children and Families on 15 December 2020.
- 4.3 It was agreed that regular updates on action to reduce child poverty would be included in the Business Bulletin. As much of the work is captured in this report, the Business Bulletin in May 2021 will contain a more detailed update on Child Poverty.

Priority 1: Reduce inequalities, improve equity.

- 4.4 This priority focuses on developing strategic collaborations, using evaluation and data to reduce inequalities for all learners.

The agreed outcomes 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*

- 4.5 Collaborative working between schools and lifelong learning is improving. At the end of March 2020, the first lockdown accelerated more joint working across Schools and Lifelong Learning both citywide and in localities.

Further details are available in the appendices. The points below illustrate progress against this outcome at whole city level. Locality examples of delivering outcomes against Priority 1 can be found in the appendices:

- 4.5.1 Officers across Schools and Lifelong Learning worked together to jointly plan and manage the **Hubs for Key Workers' Children** throughout the Easter and Summer holidays. LOGs (Locality Operational Groups) referred vulnerable children to Hubs schools where there was a dedicated room for providing essential support at a very difficult time. Information was shared effectively ensuring children attending Hubs were supported and kept safe.
- 4.5.2 Prior to schools returning in August 2020, Lifelong Learning staff across the entire service worked in the Hubs alongside supply teachers, Early Years, School Business Managers and the Quality Improvement Team, during both holiday and term time Hubs. Together they planned and supported children with a daily programme of activities and childcare. This built strong relationships among staff and with families, many of which continue. Lifelong

Learning was recognised as making a significant contribution to Hubs with experienced, adaptable staff and a wide variety of activity ideas.

- 4.5.3 Immediately prior to schools returning in August the Quality Improvement Team and the Creativity, Health and Wellbeing Strategic Team delivered a pilot **Wellbeing Week** at St. Augustine's RC High School. It was designed to support transitions from P7 into S1 at a critical time following school closures, targeting children for whom transition to secondary school may be particularly difficult. Around half of those attending were from **Discover!** families. Children, parents/carers reported the week as being very beneficial. As a result, two Quality Improvement Education Officers (QIEOs) joined the **Discover!** Planning Group to help evaluate **Discover!**'s educational impact.
- 4.5.4 Lifelong Learning strategic teams continue to work with centrally based education colleagues, contributing to the development of **Edinburgh Learns for Life**, one of the Adaptation and Renewal Life Chances Workstreams. Linked to this is the development of the **Learning Strategy for Granton/North Edinburgh**, which also includes 2 Locality Lifelong Learning Service Managers (LLSMs). In collaboration with partners and local employers, the Learning Strategy for Granton/North Edinburgh has a strong focus on learning for life, curriculum innovation and learner pathways, building community capacity and developing social and cultural capital.
- 4.5.5 In May 2020, key adult learning partners within **Edinburgh's CLD Partnership** came together to plan a recovery adult learning programme for NW Edinburgh. The results of a local survey identified emerging themes around *health and wellbeing and employability* for local adults. Key partners included NW Lifelong Learning team, Strategic Adult Learning team (Adult Education Programme), Edinburgh College, Four Square and Stepping Stones. Over 300 adults participated in the **Granton Recovery Programme** between October and December 2020.
- 4.5.6 **1 in 5 Raising Awareness of Child Poverty** has continued to work with colleagues across Schools and Lifelong Learning and with partners. Work is also developing with colleagues in Social Work, Housing, Transactions and Strategy and Communications. **1 in 5** draws on national and local evidence, data and feedback, both qualitative and quantitative. Recent online seminars delivered to a wide range of staff and partners looked at Child Poverty, Child Homelessness and Digital Inclusion. Attendance at these seminars is high and feedback is consistently positive, with practitioners seeking further information and planning poverty proofing actions in their own settings.
- 4.5.7 Lifelong Learning Strategic Teams and Quality Improvement colleagues are working increasingly closely with the **South East Improvement Collaborative** (SEIC), specifically CLD and Creative Learning.
- The CLD SEIC group meets regularly, sharing practice and professional learning. CLD work with the SEIC is underway to gather data on the impact of youth work on closing the poverty-related attainment gap. Edinburgh's

participating school is Tynecastle High School. This is a strategic collaboration between Lifelong Learning Youth Work, Quality Improvement Education Officers (QIEO), Youthlink Scotland and LAYC (Lothian Association of Youth Clubs).

Also working with the SEIC, The Creative Learning Team recently appointed an Education Support Officer (Creative Learning) for the SEIC. A SEIC Creative Learning Network has been established which is delivering CLPL, sharing practice and developing practical resources for schools. It also plans to pilot new SCQF Levels 5 and 6 qualifications in Creative Thinking.

- 4.5.8 In the lead up to the Christmas holidays, the Outdoor Learning Strategic Team worked closely with schools and risk management colleagues. Together they developed a new system and increased capacity for contact tracing where a positive case is identified in schools. Currently 12 Lifelong Learning officers are on call with the Schools Team, on a rota basis to support contact tracing. Linked to this, the Outdoor Learning Team is helping develop guidance for schools around self-testing kits for school staff.
- 4.5.9 The Creative Learning, Sport and Outdoor Learning Strategic Teams work closely with school and school risk colleagues on a weekly basis to develop Guidance and Risk Assessments. This helps ensure schools re-open safely, that children and young people's needs are met, and that staff are working safely, with confidence and with the advice they require.
- 4.5.10 Libraries and information service use anonymised library membership demographic and service use data used to plan service offer and stock provision, and to inform service assessment and interventions.
- 4.5.11 The Health and Wellbeing Team manages the Rights respecting Schools Award and works closely with schools. All UNICEF registered schools were given the option to access free online training provided during lockdown. The response was very positive, and schools previously not engaged have benefitted, saying they want to actively embed children's rights in and around their classrooms. The H&WB Team offered support to schools to move forward with the award, which all are keen to do. A few schools are now ready now to progress and the H&WB Team is supporting virtual assessments with help from UNICEF.

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

- 4.6 The outcomes are:
- *Food anxiety, hunger and learning loss during school holidays is reduced*
 - *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*
- 4.7 Good progress against this priority and associated outcomes has been made by citywide strategic teams and locality teams. The illustrations below are not exhaustive, with more detailed examples contained in the Appendices. Examples prior to and since the first lockdown include:
- 4.7.1 Active Schools (shifted their support to Closing the Gap), Curriculum PE and swimming
 - 4.7.2 Adult Learning including ESOL and literacies work
 - 4.7.3 Child Poverty: particularly 1 in 5, Discover and Child Homelessness
 - 4.7.4 Creative Learning including film and media education
 - 4.7.5 Growing Confidence, Resilience programme for Secondary schools, wellbeing for schools and lifelong learning staff
 - 4.7.6 Instrumental Music Service (post lockdown with priority for SQA candidates), youth music initiative, and film and moving arts education
 - 4.7.7 Outdoor Learning and residential centres
 - 4.7.8 Parent and Carer support including parenting programmes
 - 4.7.9 Plans being developed to restart citywide and locality indoor youth work and youth participation
 - 4.7.10 (Re-starting) citywide adult education, literacies, ESOL and the Syrian Refugee Programme, online and print and post materials to date
 - 4.7.11 (Re-starting) extra-curricular activity in line with Scottish Government, City of Edinburgh Council guidance and linked to Health protection Levels
 - 4.7.12 (Re-opening) libraries and associated services including digital and mobile services and a wide range of programmes citywide
 - 4.7.13 (Re-opening) Community Centres and re-starting centre-based programmes and activities
- 4.8 Read Write Count is a good example of schools and lifelong learning (locality and strategic teams) working closely with schools to develop literacy and numeracy. A focus on Family Learning provides good support for children from less advantaged communities. This work has a strong locality focus and is delivered citywide led by Libraries and Adult Learning in partnership with the Scottish Book Trust.
- 4.9 **Discover!** is a citywide programme designed, among other aims, to help close the attainment and achievement gap for children and families living in poverty. Prior to lockdown there were 4 Hubs across the city each holiday. The programmes are planned by an effective service wide Planning Group, which includes partners such as Edinburgh community Food. Strategic and locality staff delivered **Discover!** each holiday, working closely with schools and a wide range of partners. Prior to lockdown a fifth Hub was being considered to cover the Queensferry, Kirkliston and Ratho areas and the number of recommendations was

rising citywide. Following lockdown and school closures, in Summer 2020 **Discover!** moved fully online, with the number of recommendations from school rising steadily since. Discover online and Discover in a box has been extremely well received by families with excellent feedback

4.10 In each of the four **Localities Lifelong Learning Teams**, activities, projects and programmes were developed and delivered in a range of venues and locations including schools, community centres, libraries and local venues. Much of the work was transferred online and continues remotely or as blended approaches.

4.10.1 Each locality responded to local need and developed approaches to engage learners of all ages and help reduce attainment and achievement gaps. Many examples show effective partnerships with schools in areas of greatest disadvantage. These have most impact where there is strong leadership within the school and where a culture of collaboration with Lifelong Learning and partners is a priority. Examples include Liberton High School and St. Francis RC Primary school working closely with Lifelong learning colleagues to help close the poverty related attainment and achievement gap.

4.10.2 Prior to Covid-19, all localities delivered a wide range of youth and children's work, adult education, parent and carer support, libraries services, arts, sports, ESOL and family learning. Good progress was being made in all areas of activity. Many Lifelong Learning services were impacted by Covid-19, particularly in localities, with first the closure then gradual, safe re-opening of buildings followed by further building closures. Creative solutions involved moving opportunities on-line, re-prioritising activity and initially undertaking immediate response work including:

- Working in Council Resilience Centres (CRC) and populating LOGs
- Helping deliver food boxes to vulnerable families, in partnership with the Third Sector – examples include working at volume with EVOC and in more local ways with local partners and organisations
- Working in Hubs for key Workers' Children (March – August 2020)
- Phoning and checking in with families across the localities
- Supporting Syrian and ESOL (English for Speakers of Other languages) learners

4.10.3 Although reporting to the locality Lifelong Learning Service Managers (LLSMs), the themed work of locality LLDOs (Lifelong Learning Development Officers) links effectively with the Strategic Teams. Many locality LLDOs also work together across their thematic remits.

4.10.4 A strong example is of the LLDOs with responsibility for parent and carer support, who deliver a large number of parenting programmes (currently remotely). They also carried out an important survey of around 2,400 parents and carers across the city. Findings from the survey are informing a

number of Lifelong Learning responses and plans, across the service and beyond.

- 4.10.5 Health and Wellbeing (H&WB) LLDOs in each locality work well together and with the Strategic H&WB Team, ensuring citywide priorities are also addressed locally. Likewise, the locality Adult Learning, Youth, Arts and Sports LLDOs have successfully developed initiatives pre-Covid and since.
 - 4.10.6 Moving onto remote platforms and into outdoor settings continues to be particularly welcomed by learners while direct delivery is restricted.
 - 4.10.7 Locality Lifelong Learning Teams work closely with Third Sector partners and are involved in Council Resilience Centres (CRC) and Locality Operational Groups (LOGs), ensuring services meet the needs of the community.
- 4.11 Each of the **strategic Lifelong Learning teams** contributes to closing the poverty related attainment and achievement gap.
- 4.11.1 The Instrumental Music Service (IMS) is currently free in all mainstream schools and together with the free Youth Music Initiative (YMI) supports music in the curriculum from Early Level to Senior Phase. Prior to school closures IMS and YMI reached 5,179 and 22,494 respectively in all mainstream and special schools. Around 600 IMS pupils are studying for SQA qualifications in music in city high schools.
 - 4.11.2 Screen Education Edinburgh targets some of the city's most disadvantaged young people offering progressive and accredited film and media education courses from beginner to A-Level and into industry.
 - 4.11.3 The Sport and Outdoor Learning Unit (SOLU) identified disadvantaged young people needing support to complete their Duke of Edinburgh Award, aiming to increase the number of starts and completions. Active Schools Co-ordinators are currently working in a closing the gap capacity in primary schools that are identified as priority.
 - 4.11.4 An online resource for Syrian and other ESOL learners was developed in September 2020 by adult learning staff within the Syrian ESOL Resettlement Programme. 58 'ESOL Snacks' were produced on a you tube channel with over 5,000 views in the first few months. This resource has been recognised as an example of good practice by Education Scotland, with staff presenting at a recent NATECLA conference. Online classes have restarted for Syrian and other ESOL learners and further digital skills learning for parents to support their children's learning is underway following discussions to simplify Elearning messaging
 - 4.11.5 Libraries are the local authority partner with SCVO (Scottish Council for Voluntary Organisations) in administering Connecting Scotland community programme in Edinburgh. Connecting Scotland is a Scottish Government programme set up in response to coronavirus and provides iPads, Chromebooks, connectivity and support to develop digital skills for

people who are digitally excluded and on low incomes. Each phase has set out criteria to provide support for those whose vulnerable status or protected characteristics have further exacerbated the effects of Covid-19

4.11.6 The Strategic Youth and Children's Team developed a proposal and risk assessment to restart Detached/Streetwork. This is now operating in all localities. It is seen as critical work for engaging with disadvantaged and vulnerable young people to both reinforce the public health message during the pandemic and to hear from them about their concerns, experiences and what additional support could be provided. Lifelong Learning detached youth work carried out **1,255** contacts with young people across Edinburgh between September and December 2020.

4.12 Much of the Strategic Teams' work continued following lockdown, albeit differently and mainly online. Outdoor Centres, the Risk Factory and Screen Education Edinburgh buildings closed with a range of actions and mitigations put in place for learners to continue/re-start courses of learning remotely and safely.

4.13 The strategic Creative Learning Team and SOLU continue to work closely with school colleagues around the incremental re-opening of schools, taking an active role in developing associated Guidance and Risk Assessments.

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

4.14 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*

Progress against this priority is wide and varied for with good impacts noted:

4.15 Most of Lifelong Learning activity is explicitly designed to develop skills, community, social and cultural capital. In addition to ensuring opportunities are available through universal services, Lifelong Learning targets under-represented groups. These include: children and young people identified as being at risk of not attaining and achieving; adults lacking confidence, skills or qualifications; and learners for whom community networks or pathways to employment or fulfilling learning and leisure activities are limited or beyond reach.

4.15.1 Through the **Adult Education** team, guidance and initial assessment interviews are offered to new learners for all ESOL and literacies classes. Pre-Covid there were up to 350 guidance interviews per annum. Tutors provide next steps guidance for adult learners within council and across CLD partnership provision. Includes learners from Outlook, Literacies and all ESOL, including Syrian ESOL learners, as they progress through SCQF levels 1-4 and on to college provision.

- 4.15.2 The Adult Education Team also runs the citywide Outlook programme, supporting adults with longer term mental health issues back into learning. The team has kept in close contact with 120 learners through regular phone calls and monthly newsletters reflecting shared difficulties and coping strategies for adults with mental health. A blended learning programme of online and print and post materials is also available. A recent Education Scotland publication: *What Scotland Learned :100 stories of lockdown examples of good practice* includes good practice examples from the council's Lifelong Learning Adult Education Programme, Syrian Resettlement ESOL Programme, Family Learning and Literacies services.
- 4.15.3 Both the **Strategic and Locality Lifelong Learning** teams work closely with Early years, schools, colleges and often employers, helping plan, deliver and sustain learner-led opportunities to develop skills for life.
- 4.15.4 In the **North East**, Lifelong Learning organised free connecting community events in the Northfield Community Centre, (prior to lockdown). They were targeted to communities of interest that are socially isolated and under-represented in centre activities. The first was a Syrian Refugee Event. The second was an Art Project for the Muslim community. 80 people took part in workshops to produce an artwork, culminating in a launch event which attracted 400 BAME people. Free food was served, and a marketplace of local services and resources helped raise the profile of out of school and activities other activities in the community. NHS, the police, fire service and voluntary and statutory agencies attended. From these events 2 families joined the free family drop in, 10 women formed a women's adult education group and concentrated on ESOL activities, 4 children accessed the youth clubs at the Centre. Participants were more aware about remote reporting of domestic abuse and other services had increased uptake in services from BAME families.
- 4.15.5 All **Screen Education Edinburgh** learners go through a skill tracking, focusing on filmmaking, personal development through the course, assessment of confidence, wellbeing, strengths and weaknesses. Delivery is tailored week by week to ensure all learners progress in learning and grow in confidence and wellbeing. On SEE programmes, learners individually and in groups, produce Goal Plans. Personal Development Plans are developed with follow-on support tailored to each learner. In addition, one to one support for CV's, job and further education applications is provided, helping learners identify and achieve their next steps. During Covid 19, all of this work has increased. The virtual learning environment often proves more challenging for building strong relationships, however, the SEE team has worked hard to ensure consistent and ongoing support is provided which has resulted in no drop off from learners to date. SEE delivers qualifications and wider achievement awards in film and moving image arts. The majority of SEE's work is with learners from disadvantaged communities.

Priority 4: *Improve health and wellbeing and reduce social isolation.*

4.16 The agreed outcomes are:

- *Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing*
- *Social isolation, including digital isolation is reduced for people of all ages*

4.17 A large amount of Lifelong Learning's work contributes to this priority and outcomes; both to physical and mental health and wellbeing. Various projects and programmes make a significant impact on the lives of people of all ages who experience social isolation for a number of reasons, including older age, poor mental health and as a result of poverty and other inequalities. More detail is available in the Appendices with some examples illustrated below:

4.17.1 The **Active Schools** Referral programme has been embedded within all primary schools. Active Schools work with teachers to identify pupils who are disengaged and inactive, are from areas of greatest deprivation and who they think would benefit most from getting active. 5,656 pupils who attended the sessions were referred and offered a free place. Since August 2020, 28 primary schools have been supported by Active Schools where the Co-ordinator supports pupils' Health and Wellbeing by promoting physical activity and delivering activity sessions in every school day

4.17.2 The **Oxgangs Forum in South West** Edinburgh highlighted the issue of isolated older people who did not have access to technology. Pre-Covid-19 the team delivered Scots Literacy Courses to community groups. The sessions, titled Guid Fer a Laugh used Scottish comedians, jokes, words, phrases songs and poems to highlight the Scots language. During lockdown the team adapted materials into literacy packs which were distributed via a number of ways. Some hospitals and care settings used the pack with residents. Feedback was sought and ensured participant involvement in developing future packs. One positive aspect of lockdown has been the breakdown of geographical barriers enabling sharing beyond the locality boundaries, including with networks citywide and nationally. Age Scotland has created national interest after emailing information about the pack to their networks and the pack has been shared with over 120 organisations, groups and individuals all over Scotland. The CLD Standards Council for Scotland has also expressed interest in adding the packs to its develop Literacy resources.

4.17.3 IN the **North East** the **V-Inspired** project is a volunteering project for young people aged between 14-20. It provide volunteering placements, group work, training and one to one support, with the aim of increasing positive interactions, developing personal and practical skills and leading to positive destinations. 1,123 collective hours of volunteering were achieved by 19 individual young people. Over the same period, 206 one to one sessions were delivered with 96% of young people stating that this has helped improve their emotional well-being. The project also delivered 38 group work

sessions and 11 training sessions including communication, health, and hygiene, GDPR, Curriculum for Excellence, youth work and Child Protection. As a result of this, along with 3 events celebrating achievement and a residential (pre-Covid), 95% of the young people involved are continuing to be volunteering and/also in higher/further education and/or employment. In response to the COVID-19 pandemic, the project has moved group work one to one sessions and training sessions online. It is providing additional emotional and education/employment support, helping young people to continue volunteering through a new blended approach.

4.17.4 **Screen Education Edinburgh (SEE)** works with learners, many of whom face high levels of disadvantage and many of whom are marginalised. Throughout Covid 19, SEE's Your Take programme supported 52 families, both young people and adults, through virtual learning courses in animation or drama short filmmaking, to reduce isolation, build connections with other families, continue learning, develop skills and confidence and use creativity to make sense of such a unique and worrying situation. For families without digital access, SEE provided free to iPads and IT support to ensure equity, and so everyone could participate fully.

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

4.18 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*

4.19 Lifelong Learning develops, delivers and accesses a wide range of training and CLPL (Career Long Professional Learning) ensuring officers, practitioners, partners and services users are skilled, knowledgeable and confident. Examples across strategic teams and localities include:

4.19.1 **1 in 5 Raising Awareness of Child Poverty** for school leaders, practitioners, lifelong learning, and council staff, leaders and partners: challenging and supporting schools to poverty proof the school day.

4.19.2 **Creative Conversations** are run by the Arts and Creative Learning Team and have a wide reach across Scotland. They engage school leaders, practitioners and other partners in debate and discussion about changing paradigms in education, creative approaches, leadership and other topical issues such as Black Lives Matter, exams and assessment, and much more. The most recent Creative Conversation in Feb 2021 attracted over 200 participants, with around 100 being the norm.

4.19.3 **Creative Learning** delivers Career Long Professional Learning (CLPL) on Creativity Across Learning across Edinburgh and the SEIC, for practitioners, probationers and leaders. It also delivers regular artform specific CLPL such

as Visual Elements: art professional learning for teachers led by artist educators; music CLPL for classroom practitioners linked to Youth Music Resources, Screen Education, media and moving image CLPL and training.

- 4.19.4 **Locality** staff have developed their understanding of Community Planning through training sessions, consultations and practice sharing events.
- 4.19.5 Throughout lockdown LLDOs improved their digital skills and have taken up training on delivering classes online. Library staff have developed skills in delivering events/content via social media. Library Team Leaders took the opportunity of being in lockdown to take part in leadership training webinars.
- 4.19.6 From August – December 2020, in conjunction with the Libraries Digital Skills team, the Strategic Adult Learning team organised TEAMS training for 80 adult learning tutors, 15 locality Lifelong Learning Development Officers, 15 Business Support officers to set up and deliver adult learning online classes. TEAMS champions are now cascading training to other locality staff and tutors.
- 4.19.7 LLDOs across locality and strategic teams have developed and delivered training for colleagues, schools and partners, including: British Sign Language; BSL/Deaf awareness training; Domestic abuse levels 1&2 training to CEC staff throughout 2019-pre covid x 6 partner sessions; delivered and participated in child protection training; mentors in Violence training with school staff and young people; and training to set up and deliver adult learning online classes, with TEAMS champions cascading training to other staff and tutors. a wide range of Parent and Carer Support programmes and training including Peep Learning Together, Triple P, The Incredible Years and Teen Triple P. Peer Assisted Supervision & Support (PASS) has been delivered across the city. This is all now delivered online

5. Next Steps

- 5.1 **Discover!** will continue to be delivered in school holidays and its impact will continue to be monitored.
- 5.2 **1 in 5** will continue to develop and deliver actions to raise awareness of child poverty, including helping poverty proof services across the council.
- 5.3 Schools and Lifelong Learning will contribute to **Edinburgh Learns for Life** and Poverty and Prevention plans as they emerge.
- 5.4 Re-opening and re-starting of services will be risk assessed in line with Scottish Government and City of Edinburgh Council guidance and linked to Health Protection Levels.
- 5.5 Re-opening of buildings and re-starting building-based services will be incremental and based on effective pre-Covid activity, creative effective approaches developed as a result of Covid and in line with Scottish Government and City of Edinburgh Council Guidance and Risk Assessments. One of the challenges facing the Council

regarding the re-opening of some venues (e.g. community centres) is the cost and availability of staff to support that. The priority is currently to employ this resource to clean schools and early years settings, and this is likely to remain the case until the situation eases or additional resources become available. The Council will be required to prioritise what services can resume and any reopening of public buildings to deliver future Lifelong Learning activity will require approval.

6. Financial impact

- 6.1 There are no significant financial impacts to the City of Edinburgh Council

7. Stakeholder/Community Impact

- 7.1 Youth Talk in localities has effectively engaged with young people using feedback to plan services and inform policy
- 7.2 The **Discover!** Parent/Carer Forum and Parent/Carer mentoring initiative ensures that parents and carers experiences directly contribute to the planning and delivery of **Discover!**
- 7.3 A survey of over 2.400 parents and carers gathered information which informs future planning

8. Background reading/external references

- 8.1 The following papers provide background to this report
- 8.3 Lifelong Learning Service Plan Update (Year 1). Item 7.16, Lifelong Learning Service Plan Update:
<https://democracy.edinburgh.gov.uk/documents/s9311/Item%207.16%20-%20Lifelong%20Learning%20Service%20Plan%20Update%20Full%20Committee.pdf>

9. Appendices

- 9.1 Appendix 1 Arts and Creative Learning strategic/citywide update
- 9.2 Appendix 2 ESOL and Literacies strategic/citywide update
- 9.3 Appendix 3 Health and Wellbeing strategic/citywide update
- 9.4 Appendix 4 Libraries strategic/citywide update
- 9.5 Appendix 5 Sport and Outdoor Learning strategic/citywide update
- 9.6 Appendix 6 Youth Participation strategic/citywide update
- 9.7 Appendix 7 North East locality team update

- 9.8 Appendix 8 North West locality update (including local youth work) update
- 9.9 Appendix 9 South East locality update
- 9.10 Appendix 10 South West locality update
- 9.11 Appendix 11 Parent and Carers Support (4 localities) update
- 9.12 Appendix 12 Children and Young People April 2021

APPENDIX 1: Arts and Creative Learning Strategic Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact:

Linda Lees, Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing)
Lorna Macdonald, Lifelong Learning Strategic Development Officer (Creative Learning)
Martin Hutchison, Lifelong Learning Strategic Development Officer (Instrumental Music)

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation high level narrative
<i>Leadership across Schools and Lifelong learning is cohesive with shared purpose</i>	<p><u>Discover!</u> is led by the Creativity, Health and Wellbeing Team (CH&WB) and the Planning Group is chaired by the Lifelong Learning Strategic Manager (CH&WB). As a result of joint working on the pilot Wellbeing Week (August 2020) designed to support learners from P7 to S1 following school closures, 2 QIEOs have joined the <i>Discover!</i> Planning group to better ensure collaborative planning and evaluating the impact of <i>Discover!</i></p> <p><u>Instrumental Music Service (IMS)</u> was teaching around 5,100 pupils weekly in all mainstream schools on all instruments prior to lockdown. There were around 600 pupils on SQA timetables. When schools closed at the end of March, IMIs (Instrumental Music Instructors) did not have devices and had to quickly adapt lessons and materials to on-line formats, set up teams, post lessons and feedback to pupils via Teams and email. The IMIs now have iPads and are delivering flipped, remote and live online lessons, as well as face to face when safe and risk assessed to do so. IMS instructors have been re-timetabled several times in line with guidance and to ensure they prioritise SQA candidates. The IMS has been impacted by Covid but staff have adapted to remote teaching and have been very proactive in trying to reach as many pupils as possible. That SQA numbers are maintained at around 600 demonstrates excellent partnership working between Creative Learning, Curriculum Leaders in schools and the Quality Improvement Team.</p> <p><u>Creative Learning Network (CLN):</u> The Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing) chairs the CLN for the SEIC (South East Improvement Collaborative) with funding secured from Education Scotland and support from QIOs in the SEIC. A fixed term (1 year) Education Support Officer was advertised but recruitment was suspended due to Covid-19 lockdown. The post was re-advertised in July 2020 and an Officer (teacher from Clovenstone Primary School) started in post after the October holiday. The SEIC CLN is identifying gaps and sharing good practice, rolling out Creative Learning CLPL</p>
<i>Joint planning and evaluation across schools and lifelong learning is targeted and effective</i>	
<i>The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity</i>	

(Career Long Professional Learning) and developing new resources for schools, including a pilot of the new levels 5 and 6 qualification in Creative Thinking. The CLN Education Support Officer is working with SEIC colleagues in to establish a Creativity Network for practitioners.

Creative Conversations bring school leaders, practitioners and partners together to discuss important ideas in and about education. Inspiration/challenge/provocation from inspiring speakers with discussion facilitated by David Cameron. Prior to lockdown and in the reporting period Creative Conversations included:

- Like Flying (Mental Health and Wellbeing – with National Theatre, SAMH and Craigmount High School pupils – 50th Creative Conversation
- A Creative Conversation with Graham Donaldson had to be cancelled as it was scheduled immediately before lockdown

Creative Conversations have since moved online with over 1,300 attendees since October 2020:

- **Beyond Black Lives Matter** – with Jaz Ampaw Farr, Penny Rabiger and Amjad Ali (October 2020) attracted over 100 people from Edinburgh and beyond
- **Beyond All Our Futures** (November 2020) a tribute to the late Sir Ken Robinson with David Price OBE and Richard Gerver (friends and colleagues of Ken Robinson), again attracted over 100 people, from Edinburgh, Scotland and international
- The 53rd Creative conversation on 17 December looked at the **Independent Care Review** and included input from Fiona Duncan and Laura Beveridge (chair and member of the review), attracting around 130
- January's Creative Conversation again attracted over 100 registrations and considered a **Creative Curriculum** and Levels 5/ 6 qualifications in Creative Thinking
- In February the Creative Conversation on **Exams and Assessment** with Louise Hayward and Mark Priestly (who was asked by the DFM to review the exams cancellation during Covid), has broken all records with 230 people registered and more on a waiting list
- The March Creative Conversation with Olly Bray (Strategic Director at Education Scotland) and Suzanne Zeedyk looked at play and pedagogy from early years through to secondary

All Creative Conversations have received high levels of on-line engagement and bring together people from across sectors including large numbers from schools. Participants regularly take further action as a result. Creative Conversations are considered sector leading and are funded by Education Scotland. The average attendance at a Creative Conversation is around 100.

Screen Education Edinburgh (SEE), leads the Edinburgh City Film Education programme, funded by Screen Scotland, running from August 2019 to present. Develops teachers' and pupils' skills and knowledge in filmmaking through animation, drama or documentary, with progressive courses and CLPL for teachers. SEE plans the programme and develops teaching resources. The Edinburgh City Film Education programme targets an equitable mix of schools across the City, meeting learning needs including for those not attaining, with low literacy or at risk of exclusion. The Film Education Programme benefits from a partnership approach between SEE staff and lead teachers across each school, with QIO involvement leading for Special Schools.

Pre Covid 19 period, 18 teachers and 298 pupils across primary, secondary and special schools took part in 8-week projects, producing films focused on the GTCS priority of Social Justice.

During Covid 19 and through lockdown a virtual delivery approach was designed, implemented and delivered, with 149 learners, part of their home schooling or extra-curricular learning, and 15 teachers developed skills through CLPL. Overall, 30 primary, 22 secondary and 5 special schools took part in the programme, with 55 films made.

The **Youth Music Initiative (YMI)** team works closely with schools and prior to the first lockdown in March 2020 was mid-way through delivering blocks of music to all P1 – P5 pupils in all schools and all special schools. Lockdown has necessitated even closer working with schools to re-design lessons for remote delivery and re-timetable for a risk assessed blended approach. Covid has impacted on YMI, however, through taking creative actions and working with school colleagues, programmes are being rolled out and a bank of digital resources and remote lessons is being produced. CLPL for school staff and YMI tutors continues to be delivered remotely with excellent feedback.

The **Creative Learning Team** has been working with schools and quality improvement colleagues in Edinburgh and the SEIC (South East Improvement Collaborative) to develop creative learning and teaching resources for schools. The Creativity Skills Progressions Framework has been shared with all schools in Edinburgh and is being shared with SEIC schools. Currently work linking creativity skills and benchmarks across learning is underway. Creative Learning CLPL has been delivered to approximately 140 practitioners over the last 18 months, and in the last 6 months to an additional 316 practitioners as follows:

- 88 SEIC colleagues
- 12 Early Years Foundation Apprentices
- 187 Edinburgh Probationer Teachers
- 21 YMI Tutors
- 8 STEAM Residency Project Participants
- 57 national colleagues (Education Scotland event)

Briefly outline any planned next steps, and note if they are in any way informed by Covid

Creative Learning, IMS, YMI and SEE: Covid has accelerated the development of online content, flipped learning approaches and the creation of a bank of lessons and resources. While not a replacement for face to face teaching, the benefits of greater on-line presence and flexibility are clear and are now being developed to create a range of resources and CLPL that can be widely shared, augmenting face to face delivery.

The **YMI** Team has re-negotiated the funding agreement with Creative Scotland to develop greater digital capacity and digital creativity. Due to a second closure and phased re-opening of schools, YMI programmes need to be re-designed and further changes agreed with schools and Creative Scotland

The **IMS** team is developing an online music resource library with film, sound recordings, short lessons and a range of other links to support instrumental music lessons. With Senior Phase pupils now returning to school for practical assessment work, new guidance and risk assessments are planned, working in close collaboration with the QIEOs. Plans for Primary and non SQA will be closely monitored and adapted in light of Scottish Government Guidance and SQA requirements.

SEE: The Edinburgh Film Education programme finished in December, with a series of virtual screening events, and advanced film workshops for learners. Continued funding for the next phase of the programme is in progress with Screen Scotland. This programme will focus on teachers professional learning through virtual and when allowed, face to face CLPL, a comprehensive suite of curriculum linked film learning resources focused on literacy, numeracy and wellbeing, for primary, secondary and special schools.

Creative Learning will pilot the new resources for creative learning and teaching with a small group of teachers before rolling out across Edinburgh and the SEIC. The team will also pilot new levels 5 and 6 qualifications in Creative Thinking with schools in Edinburgh and the SEIC. The team is also establishing a SEIC Creativity network for practitioners.

Priority 2:

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

Outcome

Self-evaluation high level narrative

Food anxiety, hunger and learning loss during school holidays is reduced

Discover! is planned by a Planning Group with a representative from Creative Learning, each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing).

As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to **Discover!** below

	<p>More detail and information on <i>Discover!</i> is contained in the <u>Strategic Health and Wellbeing Appendix</u>.</p> <p>The <i>Discover!</i> planning Group is chaired by the Strategic Manager (Creativity, Health and Wellbeing), and Arts and Creative Learning has always made significant contributions to the programme and delivery, leading Hubs and sessions for families. Since Discover moved online in Summer 2020, The Arts and Creative Learning Strategic team supports <i>Discover!</i> as follows:</p> <ul style="list-style-type: none"> • One of the LLSDOs (Lifelong Learning Strategic Development Officers) is an active member of the Discover Planning Group, supporting aspects of planning, liaison, co-ordination, Facebook Group moderation and programme delivery • Developing, brokering and sharing arts and creative online content for the <i>Discover!</i> programme • Supporting the delivery of Discover in a Box to families across the city • In addition, SEE and YMI teams delivered filmmaking and music making activity as part of Discover programmes while in Hubs and continue to support Discover online <p>In addition to Discover, SEE was funded through Cashback till the end of December 2019 and delivered 4 free holiday projects in Summer and October 2019, supporting 41 learners. This was targeted to young people living in poverty and as well as film-making activities, the project provided lunches and snacks. An increase in confidence, skills and wellbeing was reported by all learners.</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>YMI In-School Provision: YMI provides in-school musical provision for all P1-5 pupils in Edinburgh. This equated to 22,494 pupils targeted in-school in the 19-20 year.</p> <ul style="list-style-type: none"> - Magic of Music, P1, 5 weeks - Scots Song, P2, 5 weeks - NYCoS, P3, 12 weeks - Sounds Like Music, P4&5, 5 weeks - Sounds Like Music (Special Schools), 5 weeks <p>Due to COVID related school closures, approximately 4,000 pupils did not receive their provision. These programmes will continue in 20-21, adapted and risk assessed to meet Education Scotland and City of Edinburgh Council guidelines. The projects cover literacy, numeracy, health & wellbeing and creativity through music, as well as Scots language and culture.</p> <p>In-School Provision Feedback: <i>‘Speaking as a Teacher and Mum all the initiatives that YMI offer are extremely beneficial to staff and pupils. The staff who deliver the lessons are incredibly</i></p>

	<p><i>talented and helpful. Thank you for this wonderful provision'</i> Teacher at Leith Walk Primary</p> <p>Sounds Like Friday / Saturday In 19-20, the YMI ran Sounds Like Friday and Saturday. This was opt-in musical provision for P5-7 pupils outside of core school hours. The venues for this programme were strategically located and aligned with the 4 Edinburgh localities. Where possible, venues in areas of greatest multiple disadvantage hosted Sounds Like Friday. The purpose was tackling inequality (predominantly SIMD 1-3) through targeting and supporting children to attend locally and providing opportunities on a Friday afternoon when children do not attend school. All instruments and learning materials were provided free of charge for the duration of the programme, and attendance was free. Classes were provided with ASN support to ensure inclusion of pupils with additional support needs. Over 550 pupils participated in 19-20. The programme continued throughout lockdown, with lesson plans and material shared online weekly with parents.</p> <p>SLF/S Feedback: <i>'I wanted to say that it's wonderful that you provide free music classes and give opportunity for kids to learn music which for some wouldn't be accessible from finance side'</i></p> <p>Parent in response to continued SLF/S provision during lockdown <i>'We are absolutely delighted to get your inspiring email and messages and content from the guitar tutor. It is soooooo very fantastic to see your determination to keep the music going, I've no doubt this will be felt by all parents.'</i></p>
<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	<p>The Paolozzi Prize for Art: 2020 was the 8th year of the award. One of the most important principles of the award is that it is inclusive, recognising and celebrating achievement. This means proactively seeking nominations for S4-6 pupils who may face challenges. Despite COVID restrictions and moving the award online, the 2020 Paolozzi Prize attracted the highest number of nominations from art & design teachers city High Schools and Special Schools. 40 pupils were nominated by their art teachers across the 4 categories:</p> <ul style="list-style-type: none"> • Talent and Creativity • Talent & Creativity • New Directions • Overcoming Barriers • Spirit of Paolozzi <p>Because teachers nominate pupils this often includes pupils who would not put themselves forward. Regular feedback from pupils refers to the pride they feel by being recognised and showcased. This is enhanced by having their work judged and considered worthy of merit by a panel of well known and experienced figures in the Scottish art world.</p> <ul style="list-style-type: none"> • Principal of Edinburgh College of Art • Head of Education, National Galleries of Scotland

- Artist educator who studied under Paolozzi in Munich

Covid restrictions meant that the June 2020 Award Ceremony had to be redesigned to run online, previously held in the National Gallery on the Mound. The resulting inclusive event was a first for City of Edinburgh Council, hosted via the Stream facility of Office365 for teachers, pupils and their families to enjoy together and this meant that pupils received feedback and congratulations live despite the event being online. Teachers were asked if any families may have barriers to accessing an online event to ensure all could enjoy the celebration. Pupils commented in the chat how unexpected a boost this was to them. Head Teacher of James Gillespie's High School commented: "*You not just pulled it off you delivered with aplomb*".

All young people nominated are winners with cash awards given to commended, highly commended and winner in each category. Every year the overall winner received £500 and returns as part of the following year's ceremony to talk about what winning meant to them. In addition to being inclusive, the Paolozzi Prize is increasingly seen as an important step along the way to gaining a place at college of art school.

Creative Learning developed a STEAM (Science, Technology, Engineering, Art and Maths) Residency in partnership with the city of Oulu, Finland, to develop creativity through an artist in residence for one school in each city. Schools applied for the residency and the Edinburgh school is James Gillespie's high School. The school identified a group of vulnerable pupils who the staff wanted to reengage with learning in a creative way. The lead school staff are from the science department and see this as an opportunity to also develop their own creative approaches. The schools and artists met online for the first time November 2020 and the project will run through the rest of academic year. The Edinburgh residency is fully supported by Arts and Creative Learning and practice in both Edinburgh and Oulu will be shared across both cities. Edinburgh's creative learning skills framework and evaluation resources are being used to support the project in Oulu as well as Edinburgh. The project is fully funded by the city of Oulu as part of its bid to be European Capital of Culture 2026

YMI - Drake Music Scotland in Special Schools: This programme is designed to provide all children in special schools, regardless of their disability and additional support needs, with opportunities to participate in music making. It is fully additional to local authority specialist music teaching provision which is not available in all special schools.

In each of the special schools, Drake musicians deliver a series of bespoke workshops that specifically cater to the diverse and complex needs of the individual pupils.

	<p>Due to COVID lockdown measures, some Special Schools did not receive their full, in-person provision. Drake Music sent weekly resources out electronically to schools instead, resulting in 89% delivery of the programme. This programme reached 80 pupils in 19-20 and will run again in 20-21 following adaptations to follow Education Scotland and City of Edinburgh Council guidance and risk assessments</p> <p>Drake Music Feedback: Qualitative feedback was received showing progression with physical coordination and motor skills in many pupils, as well as team building skills, confidence and communication</p> <p>SEE: As part of Cashback and ECFEP (Edinburgh City Film Education Partnership), 2 film projects took place at Spartans Alternative School, 2 Cashback projects at PYCP/Face North Alternative to Crime Group, 2 Cashback projects with JET Academy and 1 Cashback project with The Junction, with 39 young people developed, with an increase in confidence, skills, group working ability and wellbeing reported by all. These groups comprised some of the most vulnerable and at-risk young people in the City, those excluded from mainstream school, and those at risk of offending or reoffending, as well as 9 looked after young people</p>
<p>Our looked After child and Young people are supported to achieve</p>	<p>YMI's Music Making a Difference programme at Howdenhall Secure Services: Targeting children and young people in Edinburgh Secure Services who are excluded from mainstream schools. Participants are both primary and secondary age and a proportion are Looked After.</p> <p>In 2019/20 the Howdenhall project used technology, rhythm and music to engage young people in very challenging situations, with opportunities to engage with spoken and written text in a fun, creative way that was relevant to their needs and interests. The programme will run again 20-21, adapted to follow all COVID guidelines, including remote and blended delivery.</p> <p>Howdenhall Feedback: 83% of participants Agreed or Strongly Agreed that 'The project was a fun and valuable learning experience'.</p> <p><i>'Since our independent music tutor's departure, our curriculum has been void of any music creativity'</i> Headteacher, Howdenhall Secure Services, speaking about how valuable the programme has been</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>SEE will continue to ensure learners of all ages, backgrounds, and financial status can engage in learning, with activity always free for those facing disadvantage, and where possible ensuring travel costs are covered too. With Cashback funding from Creative Scotland now ended, applications for alternative funding are underway</p> <p>YMI: plans to maintain all in-school YMI provision in 20-21, providing creative, musical input to approximately 22,500 pupils.</p>

	<p>The team is revising the way in which tutors and delivery partners are allocated to schools in response to Covid restrictions to make the timetabling whether in class or remote easier for schools. Tutors are developing existing YMI resources so they can be used online in addition to in class, and they are adapting singing activities to achieve the same outcomes though other approaches such as humming, pre-recorded singing, rhythm and tuned percussion.</p> <p>Sounds Like Friday / Saturday will not run in 20-21. With current restrictions, Community Access to Schools is not possible. In addition, bringing children from different schools together at SLF/S constitutes a high risk and creates too many complex contacts and cannot be supported. Instead, focus will be placed on creating more resources online which support the need for flipped and blended learning. We will also work with teachers and young people to develop new resources and materials which will enhance face to face provision, widen the reach and create a lasting legacy.</p> <p>YMI next steps are to develop the use of technology to create live and pre-recorded online performance opportunities for pupils, including those in Special Schools. The confidence and skills gained from live performance is a fundamental facet of musical education, and we would maintain these opportunities.</p> <p>The Creative Learning STEAM residency has been revised in light of COVID restrictions, to be online. unless travel (to Finland) becomes safe during the life of the residency. Resources and CLPL are being created for online platforms.</p>
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Priority 3:

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

Outcomes	Self-evaluation high level narrative
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	<p>The Instrumental Music Service works with pupils from P4/5 through to S6, teaching instrumental music and working with groups to develop performance skills through bands, orchestras, ensembles and choirs. Of the c. 5,000 on IMS timetables, over 600 pupils go on to follow SQA programmes and courses, many of whom also sit ABRSM Graded exams which, from Gr6 and up carry UCAS points. Performance on 2 instruments makes up around 50-60% of the SQA assessment and IMS instructors work closely with pupils and CLs (Curriculum Leaders) and music teachers to support their pupils' attainment. All IMS instructors are degree qualified in music and almost all are practicing musicians. They provide support and advice on pathways into further/higher music education and industry.</p> <p>Since the beginning of the pandemic, IMS and music education has been very impacted with restrictions on staff working in multiple schools, available ventilated spaces, IT issues and</p>

restrictions on Voice Brass and Wind. IMS prioritised SQA and there are still around 600 SQA pupils despite the disruption. The next step is to prioritise P7 transfer pupils. IMS teaches face to face when permitted and risk assessed, remotely and live online.

Screen Education Edinburgh (SEE): provides ongoing support and development for learner's skills, knowledge and progression. Learning is tracked at the start, middle and end to ensure increased development in film making knowledge and skills, with confidence and wellbeing tracked using SHANARRI indicators. Learners can progress through programmes to develop their knowledge, skills and confidence, also gaining qualifications and certification.

- Young people aged 16 to 19 can progress onto SEE's British Film Institute (BFI) Film Academy programme, with the yearly Network course taking place at Waverley Court each Oct to Feb. and a summer Residential each August The current programme is delivered remotely
- All 44 learners on BFI in 2019/20 achieved the English Level 2 (Nat 5) BFI/Screen Skills Preparing to Work in the Film Industry qualification.
- Participation targets young people resident in SIMD 1&2, those entitled to free school meals within the last 3 years, BAME, disability and with a 50% gender split. SEE exceeds targets across all programmes, meeting the UK wide target, and beyond Edinburgh's or Scotland's %
- 80% of BFI learner progressed in 2019/20 to further film, media or creative study at college or University.
- The most advanced SEE programme is Moving Image Arts (MIA) A Level covering film theory, history and production, for young people aged 16 to 21. Progression to industry and further/higher education is key. Of the 2019/20 course, 5 progressed on to study BA Film at Edinburgh Napier University, 1 to HND TV and 1 HND Creative Industries at Edinburgh College.
- MIA is an A level course moderated by CCEA in Belfast, with the 2019/20 cohort achieving 3 x A, 4 x B and 2 x C grades. This is testament to the staff commitment and learner's dedication to continue to progress through lockdown disruption and swift adaptation to remote delivery and assessment

SEE Youth, is a dedicated youth committee that informs SEE's work, takes part in National engagement such as Film Access Scotland Youth Film Festival, and develops confidence, skills, social and emotional wellbeing. SEE Youth is for young people of school age as post school who are not yet ready to progress to college or University or into the workplace.

The Paolozzi Prize for Art: 2019 and 2020 celebrated senior pupil art work from High Schools across the city. The Talent & Creativity category particularly showcased the work of those

	<p>pupils who have shown the flair and capacity to go to study Art & Design, even if they had not considered this previously. The public acknowledgement of the quality of their work meant that pupils across all categories of the prize felt noticed and that they had the ability to move on to further study in Art & Design and other subjects. A significant number of Paolozzi nominated students and winners successfully gain a place at art college.</p>
<p>Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills</p>	<p>All SEE learners go through a skill tracking process, at the start and end of courses, focusing on:</p> <ul style="list-style-type: none"> • Filmmaking skills and knowledge • Growth and personal development throughout the course • confidence and wellbeing • strengths and weaknesses, <p>Course content and delivery is tailored week by week to ensure all learners progress and increase in confidence and wellbeing. This approach ensures learners are confident in identifying their skills and interests and know what steps to take to progress.</p> <ul style="list-style-type: none"> • On Cashback, BFI and MIA each learner, individually and as group, produces Goal Plan, Activity is focused on achieving these goals which include film aspects, taking part, engaging with and respecting others, attendance and engagement. • On SEE's BFI and MIA programmes, Personal Development Plans are produced at the outset and post project to ensure learner needs are met, and engagement is high. Follow-on support is tailored to each learner, with ongoing support given to ensure steady progress is made, covering volunteering, sharing training and employment opportunities via private alumni Facebook groups, one to one support for CV's, job/further/higher education applications, and providing references <p>During Covid 19, all this work has increased, with the virtual learning environment proving more challenging for building and sustaining relationships and maintaining concentration. Remote learning and teaching has been adapted to meet the needs of each learner session by session, a process which has ensure no drop-off in learners.</p> <p>YMI Resources: The YMI team created three suites of resources, for Early Years, 1st Level and 2nd Level learners. These are called Magic, Wonder and Power of Music.</p> <ul style="list-style-type: none"> • Magic of Music supports learning in literacy, numeracy, health & wellbeing and creativity through music. • Wonder of Music supports teaching of Global Citizenship, Environment, Digital Technologies and Enterprise and Creativity skills through music.

	<ul style="list-style-type: none"> • Power of Music covers coding, creative composition, STEAM and music, creativity and employability. <p>A copy of Magic of Music was sent to all nurseries and partner providers in Edinburgh free of charge. Both Wonder and Power of Music were sent to all Edinburgh primary schools, also free.</p> <p>These resources are designed to increase young people’s creativity and confidence and develop employability skills.</p> <p>A programme of CLPL for these resources is well attended and has helped build practitioner confidence leading to increased use of them.</p>
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<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Over the next six months, the SEE team is developing and implementing an updated and refined progression pipeline, better reflecting current programmes, new opportunities ahead. SEE’s plans to further strengthen its approaches to tracking and reporting.</p> <p>YMI: plans to continue adapting and promoting YMI resources in and work collaboratively with the new SEIC Education Support Officer (Creative Learning) to develop creativity skills in music. CLPL for teachers and practitioners will continue to be offered to increase knowledge and confidence in using the resources.</p> <p>The Saroj Lal Award: the Creative Learning Team is developing a new award across all art forms around diversity and equality. This award will take a thematic approach with categories designed to ensure pupil voice can be expressed through their chosen artform. The focus will be on pupils developing their passion, knowledge and skills and finding their voice. The award is inspired by the family of Saroj Lal who wished her legacy to be marked and celebrated. Pupils will be invited to submit work which shines a light on issues including anti-racism, LGBTQ+ and women’s rights which will then form a bank of resources for all young people and schools to access.</p>
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Priority 4:
Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation high level narrative
<p>Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing</p>	<p>SEE works with learner, many of whom face high levels of disadvantage and many of whom are marginalised. The staff are trained to provide first line support and know when to refer on.</p> <p>Cashback and bespoke partnership projects with youth and community orgs were all developed, planned and delivered with the needs of vulnerable, those living poverty or impacted by ACE’s as a key target, with specialist learning appropriate to ensuring continued engagement, confidence and skills development of each learner.</p>

	<p>Throughout the Covid 19 period, SEE's Your Take programme supported 52 families, both young people and adults, through virtual learning courses in animation or drama short filmmaking, to reduce isolation, enable connection with other families, continue learning and use creativity to make sense of such a unique and worrying situation. For families lacking access to iPads to take part, SEE provided these for free to ensure equity, and enable those most disadvantaged to take part.</p> <p>Piping Hot! In 19-20, the YMI ran a performance pipe band called Piping Hot. Lessons and rehearsals were held weekly, outside of school hours. Chanters and drum pads/ sticks as well as teaching material was provided free of charge. This was open to all P5-S6 pupils in Edinburgh and provided an opportunity for those interested to come together to play and share their love of Scottish Traditional music. This project was designed to bring pupils together to learn and build friendship through shared interests, outside of school. It also gave all members many opportunities to perform publicly at events such as the Resonate Concert Series and the Annual Childline Fundraising Concert.</p> <p>Piping Hot Feedback <i>'Since I've been playing the bagpipes, I feel like my confidence has boosted as I have played in front of huge crowds on multiple occasions, whether it's for a concert, being hired or playing for the NHS workers, which I have been doing recently. Learning to play the bagpipes has gave me many opportunities to do thing that I never thought I would ever do, like playing for the Lord Provost, or playing at events like Burns suppers. The thing I love most about playing the bagpipes is seeing people happy whenever I play them. There have been many occasions where I have played my bagpipes for people and seen people cheer up as soon as they hear me play'</i> S5 pupil, Craigroyston High School</p>
<p>Social isolation is reduced for people of all ages</p>	<p>Arts and Creative Learning's contribution to Discover! impacts on this outcome – see the Strategic H&WB Appendix for more information.</p> <p>SEE is skilled at bringing together young people, many of whom are bullied, marginalised, live in poverty, have gender identity or mental health issues. SEE's projects and programmes are successful in giving young people their voice through film, bringing them together around a shared interest, issue or passion, developing confidence and fostering long term friendships supported by a private Facebook alumni group.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>The Saroj Lal Award described under next steps for at Priority 3 also meets this priority. It will be accessible to all despite COVID, with an online nomination process and Award ceremony currently being developed.</p>
<p><u>Priority 5:</u></p>	

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

Outcomes	Self-evaluation high level narrative
<p>Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes</p>	<p>Arts and Creative Learning stays abreast of policy developments in education and corporate policy as well as artform specific developments</p> <p>All SEE staff are trained and kept up to date with changes to CEC/SEE policies including child protection, safeguarding, bullying, equal opportunities and harassment and risk assessment. At the start of lockdown, a comprehensive new policy for delivering virtual learning throughout Covid 19 was developed in line with CEC, Screen Scotland, NSPCC and GTCS guidance.</p> <p>Arts & Creative Learning work with arts & culture partner organisations to influence and shape content of learning / education / CLPL for teachers offers and have strategic overview of which schools are involved in projects. A group was set up in November 2019: Heads of Creative Learning, with around 20 partner organisations attending and returning for subsequent meeting in January 2020. The aims of the group include to work effectively as a Creative Learning Sector to serve communities across the city, particularly considering how to learn from and with each other as well as how to most effectively work to provide quality offers to those who most need them, without duplication and ensuring strong relationships are built.</p> <p>Scotland’s Creative Learning Plan – shared with teachers at all CLPL sessions.</p> <p>Visual Elements, Art & Design CLPL for non-specialist teachers: delivered across 7 Friday afternoon sessions, to between 6 and 14 teachers per session. An artist practitioner led an inspiring and accessible hands on session each week, focussed on one of the 7 visual elements each time. Highly positive feedback from teachers comfortable to then use the skills and activities with their classes (EY, PS, SS colleagues).</p>
<p>Lifelong Learning staff share good practice and expertise and embed the learning in their own practice</p>	<p>Arts and Creative Learning delivered CLPL to: teachers, Moray House PGDE and Dance Science Masters students, Screen Education Edinburgh Team and tutors as well as to colleagues in Lifelong Learning, including : <i>Introduction to Creativity Skills</i>, <i>Developing Learners’ Creativity Skills</i> and <i>Interdisciplinary Learning using an Online Resource</i>. Each session was planned to be delivered twice across the last academic year to teachers from all sectors. The “<i>Developing...</i>” sessions were cancelled as scheduled for March 20 once lockdown in place. All Creative Learning CLPL is now delivered online.</p>

SEE's expertise over the past decade in film education has resulted in Screen Scotland and the BFI consistently funding SEE as the lead film education provider in the UK.

- SEE is a founding and lead member of Film Access Scotland, a national strategic organisation funded by Screen Scotland to connect, develop and grow film education, share practice and continuous improvement, with a key focus of inclusion and diversity.
- SEE's Skills & Qualification Officer also undertakes a moderation role for the qualifications offered by SEE such as the A-Level Moving Image Arts
- SEE is one of two organisations in the UK that oversees training and course moderation of the BFI/Screen Skills Preparing to Work in the Film Industry qualification moderated by Northern Council for Further Education, with 13 other organisations across the UK each year.
- 33 teachers developed through the ECFEP (Edinburgh City Film Education Project) in 2019/20 was a key initiative and the beginning of a strategic approach over the next few years to develop teachers' film knowledge and skills in all school settings, at all curriculum levels, across the curriculum, in turn enabling a large number of pupils to benefit from this CLPL learning in the classroom year-round.
- Another key aspect in the year ahead will be to support Media teachers enhance their knowledge and skills providing real world filmmaking experience, approaches, and insight into job roles and progression routes. This will benefit media studies pupils

YMI CLPL: In 19-20, teacher CLPL was delivered to EELCA probationers, and 'Magic', 'Wonder' and 'Power' of Music CLPL workshops were delivered to Early Years, 1st Level and 2nd Level teachers. In school CLPL was delivered at South Morningside Primary covering coding from Music from Scratch, and Outdoor Learning collaborations were delivered at the Scottish National Gallery of Modern Art and Holyrood Park Outdoor Learning days. The team provided:

- CLPL in group tuition for 50 YMI tutors
- Ukulele training for 20 YMI tutors and teachers
- Singing games and rhymes training for 9 practitioners
- Magic of Music training for 30 Early Years practitioners
- Magic of Music training for 60 EELCA probationers
- Create and Compose training for 12 1st Level practitioners
- Scratch coding training for 15 teachers and music specialists
- Power of Music shared with 80-100 primary teachers through workshops at the Scottish National Gallery of Modern Art and Holyrood Park in liaison with the Council Outdoor Learning Team
- Science Ceilidh twilight workshop with 11 teachers

- Edinburgh College workshops with 15 students using Music from Scratch
- Early Years Conference, Dynamic Earth, 300 participants

Power of Music CLPL 11/11/19

- *'Some super games to embed learning of key elements of music'*
- *'I'd love to attend more sessions'*
- *'Very enjoyable and excited to apply in the classroom'*

Science Ceilidh CLPL 22/1/20

- *'Great concept. I need to think creatively on how to introduce this concept'*
- *'Really useful and I am looking forward to using in class'*

Magic of Music CLPL 28/1/20

- *'Very enjoyable session with a lot to learn and so much to take back to my place of work.'*
- *'Great ideas to use in the classroom.'*

YMI plans to continue CLPL delivery in 20-21, with sessions run remotely via Microsoft Teams.

Heads of Creative Learning: Arts & Creative Learning works with arts and culture partner organisations to influence and shape content of learning / education / CLPL for teachers offers and have strategic overview of which schools are involved in projects. A group was set up in November 2019: Heads of Creative Learning, with around 20 partner organisations attending and returning for subsequent meeting in January 2020. The aims of the group include to work effectively as a Creative Learning Sector to serve our communities across the city, particularly considering how to learn from and with each other as well as how to most effectively work to provide quality offers to those who most need them, without duplication and ensuring strong relationships are built.

SEIC Creative Learning Network (CLN): the Education Support Officer (ESO) for Creative Learning works specifically with the SEIC (South East improvement Collaborative). The ESO shares practice at SEIC Business Forums and Steering Groups, to develop creative learning. Colleagues and practitioners have shared good practice and areas of development to strategically identify support of next steps. A Creativity Network has been implemented in Fife Council to regularly connect with and support practitioners across all sectors – this will be implemented across SEIC. Benchmarks linking to creativity skills are being developed to be piloted with practitioners and QIOs. A Creativity Course is being developed which will be offered to SEIC colleagues, to create a sustainable network of colleagues to develop creative learning in their setting and beyond. Resources that embed creativity are being collated to share with colleagues at CLPL, Creativity Networks and in the Creativity Course.

Briefly outline any planned next steps, and note if they are in any way informed by Covid

Next steps are to:

- develop new CLPL based on feedback from practitioners and identified areas requiring support
- continue to adapt existing CLPL (*Developing Learners' Creativity Skills*)
- *Develop Train the Trainers to build capacity for rolling out CLPL across the SEIC*
- All SEIC authorities to identify core / optional CLPL dates to NQTs for next academic year.

Arts and Creative Learning team will continue working with SEIC colleagues to develop creative learning resources for teachers. The team will also develop and deliver Creative Learning Train the Trainer to build capacity for ongoing CLPL across the SEIC.

The SEIC CLN plans to establish a Creativity network for practitioners. This is being developed jointly with Fife Council.

Arts and Creative Learning and the Outdoor Learning Teams plan to develop content together for colleagues and for schools, from March 2021. This will focus on creative outdoor learning.

The next steps for the **Heads of Creative Learning Group** is to consolidate the work of the Creative Learning sector and begin developing a city strategy for creative learning.

APPENDIX 2: ESOL and Literacies Strategic Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact: Sheila Duncan, Lifelong Learning Strategic Development Officer (Adult Learning)

Please note that a detailed report on Adult Learning can be found at:

<https://democracy.edinburgh.gov.uk/documents/s31978/7.7%20Lifelong%20Learning%20-%20Community%20Based%20Adult%20Learning.pdf>

<u>Priority 1:</u> <i>Reduce inequalities, improve equity</i>	
Outcomes	Self-evaluation high level narrative
Leadership across Schools and Lifelong learning is cohesive with shared purpose	Partners from CLD partnership, includes Lifelong Learning, Edinburgh College, Fresh Start and Stepping Stones, planned a recovery programme for adults in NW Edinburgh (Granton Recovery Programme) in response to Covid19. 304 adults participated in online adult learning classes from October 2020. Participation levels of and feedback from adults and children within adult learning programmes including Literacies, Outlook, ESOL including Syrian ESOL, Family Learning and Adult Education Programme are collated and shared by Strategic Adult Learning Team to support and inform future planning across 4 localities
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	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	
<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 high level narrative
Food anxiety, hunger and learning loss during school holidays is reduced	<i>Discover!</i> is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing). As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to <i>Discover!</i> below

	<p>More detail and information on <i>Discover!</i> is contained in the <u>Strategic Health and Wellbeing Appendix</u>.</p> <p>The adult learning team supports <i>Discover!</i> with tutors and storytellers who contribute to programme delivery. Prior to lockdown an Adult Learning LLDO supported the 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>Adult Literacy & Numeracy: 19 literacy/numeracy groups were running in community venues across the city until February 2020 for 150 learners. Venues were closed and face to face learning is currently suspended.</p> <p>Learners contacted by phone/email to establish learning need and most appropriate method of delivering learning.</p> <p>748 adults participated in ESOL classes and Family Learning ESOL provision across Edinburgh including 107 Syrian adult refugees and 20 Syrian children.</p> <p>Outcomes for learners include improved understanding, skills and confidence to communicate at home, in the community in training and employment contexts</p> <p>During Covid19, from April to September 2020, all face to face classes were cancelled but tutors remained in contact by phone with learners, produced 'you tube' materials for learners and includes:</p> <ul style="list-style-type: none"> • Writing materials delivered to 21 Syrian refugees who arrived in Scotland shortly before Lockdown. • 58 ESOL Snacks videos, receiving over 5000 views (<i>a resource now recognised by Education Scotland as best practice and shared with other local authorities and ESOL partners, produced by staff from Syrian Resettlement ESOL Project</i>) • 6 'Time for a Story' videos by Family Learning staff for families of early years children and shared with primary schools with over 350 views • Print and post materials were shared with literacies learners and staff supported learners remotely to complete Adult Achievement Award qualifications • Beginners ESOL course for parents during summer in one school: focus on using the city's chosen Primary 1 Transition book with their children • Short online Family Learning programme for families with EAL/ESOL, using the Primary 3 Read, Write, Count resources. • From October 2020, we delivered 19 online ESOL and Syrian ESOL classes Level 3 and above and plan to deliver more at lower levels soon. Class sizes have been reduced to 6 learners online. From January 2021 we aim to offer 30 classes at all levels <p>Family Learning, Parental Engagement & Read, Write & Count activities: Across the city Family Learning opportunities are</p>

	<p>provided by Lifelong Learning in localities for parents to come together and engage with their children’s health & wellbeing, play and learning.</p> <p>Parents are supported to understand the value of engaging with their children’s learning, barriers to participation are addressed where appropriate, and work is delivered in partnership with schools and other organisations</p> <p>Some FL provision is offered and reported on in localities and/or the PACS team (e.g. PEEP Learning Together, Family Club in SW, Bookbug gifting events, Family Science and 3 Time for a Story projects in NW)</p> <p>Others were coordinated centrally:</p> <ul style="list-style-type: none"> - PEF -funded at one school (St John Vianney) –6 parents and 7 children were supported to better understand their children’s learning needs, and to gain understanding of how to tap into other sources of support. Continued during lockdown over the phone support until Aug 2020. - PEF supported delivery of Time for a Story and a short Family Learning course at one school (Holy Cross) to 36 parents and 44 children - Parental Engagement in Read, Write, Count (Scot Gov funding): 24 adults learned how to support their Primary 3 children’s learning at home using the universally available Read, Write, Count resources they have at home. 12 adults and 12 children before lockdown, then another 12 adults and 10 children through online learning during lockdown. Lockdown developments were supported by one school using the P3 home learning grid, and delivered to an ESOL families’ group 1:1 remotely. (The project is coordinated through a partnership with Edinburgh University and Scottish Book Trust. It is delivered to families through CEC Lifelong Learning in partnership with selected primary schools) <p>So total participation in centrally coordinated FL 66 adults and 73 children</p> <p>Of these, 18 adults and 17 children took part in FL provision during lockdown (April – August).</p> <p>This excludes SRP FL work - also coordinated centrally</p>
<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	
<p>Our looked After child and Young people are supported to achieve</p>	

Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Adult Learning – literacies and ESOL: Digital divide became apparent lack of skills and devices, wifi identified. Use of phone, video calls, print and post service, Facebook and email to engage with learners and deliver learning where appropriate. Many learners report feeling isolated.</p> <p>Application made to Connecting Scotland for digital devices and digital champions identified to provide ongoing support for learners.</p>
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Priority 3:

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

Outcomes	Self-evaluation high level narrative
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	Guidance and initial assessment interviews are available to new learners for all ESOL and literacies classes. Pre-Covid up to 350 guidance interviews per annum. Tutors provide next steps guidance for adult learners within council and across CLD partnership provision. Includes learners from Outlook, Literacies and all ESOL, including Syrian ESOL learners, as they progress through SCQF levels 1-4 and onto college provision.
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	Partnership joint guidance events allow adult learners to be more informed and general self referrals into adult learning provision. All joint guidance events postponed meantime.
Briefly outline any planned next steps, and note if they are in any way informed by Covid	Face to face guidance interviews meantime and new referrals for Outlook conducted by phone or online. Once face to face delivery permitted in venues, we will proceed with guidance interviews as standard for ESOL and literacy learners.

Priority 4:

Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation high level narrative
Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing	<p>1.Outlook: In February 2020 140 adults who use mental health services were accessing Outlook services including one to one guidance sessions, adult learning courses and information on wider opportunities.</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>Covid 19 - The global pandemic has had an enormous impact on people’s lives and the way they can interact with their usual activities. Outlook has tried to respond creatively to keep</p>

	<p>contact with learners, encouraging engagement with learning activities and reducing the sense of isolation.</p> <p>Only 20% of Outlook Students are able to access online courses. Digital poverty is a major issue as well as the need for support to build confidence and skills.</p> <p>We have tried to respond in a variety of ways to reach learners, offering everyone activities and information which we hope will be of interest. We do not want anyone to feel excluded from the digital platforms and have offered exercises in the newsletters which can be explored at home.</p> <p>Social contact is at the heart of adult learning, providing a meaningful way to address social isolation. We hope to be able to offer some outdoor sessions and eventually resume courses inside Community Centres and Libraries.</p> <p>Current Provision at November 2020</p> <ul style="list-style-type: none"> • Monthly newsletter emailed or posted to Outlook students without email access • YouTube videos, pilot 4 online courses, fully subscribed. • Consultation on current provision • Planning for outdoor classes as per current restrictions • Planning for face to face classes resuming in Community Centres and Libraries dependent on Council permissions and current restrictions • Telephone and email guidance service available • Continued links with Thrive, Community mental health teams and voluntary sector organisations <p>2. Adult Education Programme (AEP)</p> <ul style="list-style-type: none"> • From September 2019 until March 2020, 6,061 adults participated in 474 daytime, evening and weekend classes within the Adult Education Programme (AEP). • From April to June 2020, 157 classes were cancelled due to Covid19 as were enrolments for fee-based AEP from September to December 2020. <p>Following restrictions imposed by Covid19, the AEP worked in partnership with NW Lifelong Learning team, Edinburgh College and voluntary partners to organise and deliver the Granton Recovery Programme in NW Edinburgh.</p> <p>The face to face programme within Edinburgh College was cancelled in September 2020 following a rise in cases in colleges but the online AEP programme went ahead.</p> <p>304 adults participated in 29 online classes from October 2020 and classes were fully subscribed with waiting lists</p>
Social isolation is reduced for people of all ages	

<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Outlook and Adult Education programme: Due to government restrictions we have been unable to offer face to face adult classes.</p> <p>From January 2020, we hope to be able to offer vulnerable adults with low/no literacy up to 8 classes per locality. All other classes we will aim to delivery online or outdoors except for some weekend AEP classes within community high schools or alternative venue.</p> <p>Adult Learning Provision from January 2020 includes:</p> <ul style="list-style-type: none"> • 200 fee paying AEP online and outdoor classes for up 3000 adults are planned from January 2020. • Outlook- a wider range of online and outdoor classes will also be available from January 2020. • ESOL and literacies online classes will be extended to include lower levels where practicable and where access to devices are available. ESOL with literacies classes will be prioritised for face to face delivery
<p><u>Priority 5:</u> <i>Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages</i></p>	
<p>Outcomes</p>	<p>Self-evaluation high level narrative</p>
<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>From August – October 2020: 69 adult learning tutors, 10 Lifelong Learning Development Officers, 15 Business Support officers received training to set up and deliver adult learning online classes. TEAMS champions are cascading training to other staff and tutors. Further training will be available to another 50 tutors from November to December 2020.</p> <p>Strategic Adult Learning team LLDO’s have subsequently provided advice and support to officers within locality teams and other local authorities. Includes shared practice on ESOL Snacks, Family Learning You Tube videos; included in recent Education Scotland best practice document and NATECLA conference.</p> <p><i>‘Tutors are supported to deliver high quality courses and programmes responsive to the needs of learners’.</i></p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	

APPENDIX 3: Health and Wellbeing Strategic Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact: Patricia Santelices, Lifelong Learning Strategy Officer (Health and Wellbeing)
Linda Lees, Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing)

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation high level narrative
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>Rights Respecting Schools Award (RRSA): Children’s Rights. All UNICEF registered schools were given the option to access free online training provided by UNICEF during lockdown (this is usually chargeable at around £200 each course per school). There has been a very positive response to this resource. Schools that were previously difficult to engage have benefitted, saying that they want to actively embed children’s rights in and around their classrooms. The H&WB Team connected with schools offering support and encouragement to move forward with the award, which all are keen to do.</p> <p>A few schools are now ready now to progress and the H&WB Team is supporting virtual assessments with help from UNICEF.</p> <p>1 in 5 Raising Awareness of Child Poverty is currently being adapted by Health Promotion Practitioners in NHS Lothian to be delivered to key health staff including Health Visitors and Speech and Language Therapists. The 1 in 5 (H&WB) team continues to work closely with school colleagues and leaders.</p> <p>Since lockdown 1 in 5 has provided information to schools on available support, such as Home Energy Scotland, Welfare Advice and Social Security Scotland. 1 in 5 recently delivered a series of online Seminars. Over 50 attended the first which was the standard 1 in 5 Awareness Raising. Over 150 people signed up to attend the next two seminars, the first of which was on Family Homelessness and the second on Digital Inclusion. At the Digital Inclusion event, the team launched the Digital Champions initiative as part of the distribution of devices to Discover! families and families experiencing homelessness. A number of Digital Champions from across the Council have been identified. As a result of the Family Homelessness Seminar, the H&WB Team is in regular liaison with schools and is helping identify sources of relevant support and information.</p> <p>Raising Awareness of Family Homelessness: Currently and at any one time there around 2,000 children and young people who are classified as homeless and living in temporary accommodation with their families. There is an additional 63</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>young people (16/17 year olds) who are on their own. This is greater than the number of children currently in care.</p> <p>Because there had not previously been a mechanism to bridge the gap between Housing and Education (in relation to families in temporary homeless accommodation with school age children), schools were not aware of all their pupils in this situation. They were therefore were not in a position to fully support all pupils' welfare and with any education concerns. The H&WB Team proposed a plan of support which was agree and the team has now taken on the work.</p> <p>This aligns with other aspects of the H&WB team's work such as 1 in 5 and Discover!, mental health, children's rights, trauma and resilience. Research nationally shows that children in families affected by homelessness:</p> <ul style="list-style-type: none"> • have school absence rates 2-3 times higher than average which means they miss vital learning • are 3 times more likely to demonstrate problems such as anxiety and depression <p>The H&WB Team is now addressing this gap by building on 1 in 5 and The Poverty Commission recommendations as follows:</p> <ul style="list-style-type: none"> • developed and delivered training for school staff to raise awareness and explore the impact of homelessness on children, young people and their education • is now the main point of contact for Housing and Education in relation to pupils over the age of 5 in temporary homeless accommodation (there is already a system for children under 5 years) • examines around 2,000 records to establish which schools have pupils affected by homelessness, ensure the schools are aware, and supports them with ideas of how to support and check in with families. • monitors weekly changes - approximately 10-20 new names are added to the list every week. • is working with schools to begin identifying any gaps around mental health, family support and education, and making relevant links to other teams and services
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Continue working with colleagues across the council to develop 1 in 5 Raising Awareness of Child Poverty as a way of helping services poverty proof their practice and policies.</p> <p>Further develop the work around children and young people living in temporary homeless accommodation. Identify support and funding to give the practical help needed.</p> <p>Aspects of all of the H&WB teams work is and will continue to be influenced by the impact of Covid-19, particularly around mental health, poverty, trauma and resilience.</p>

Priority 2:

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

Outcome	Self-evaluation high level narrative
Food insecurity, hunger and learning loss during school holidays is reduced	<p>Discover! is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing). Discover! is operationally led by one of the Lifelong Learning Development Officers in the strategic H&WB team with excellent support from an LLDO in each locality. Edinburgh Community Food is a key partner contributing significantly to the Planning Group and Discover! delivery team.</p> <p>As the only Lifelong Learning programme that is whole-service and citywide, each Locality Appendix outlines the locality-specific contributions to Discover! as well as any other local actions to address food insecurity and the impact on learning.</p> <p>Discover! is a 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. A Discover! Hub in each of the localities during the October 2019, Christmas 19/20, and February 2020 school holidays took place. A consistent citywide programme offered fun learning opportunities such as music, sport, storytelling, art etc. with support and advice for parents and carers (income maximisation with CHAI, Home Energy Scotland, Transactions Team and Skills Development Scotland). There were also cookery classes offered for adults and children as well as trips with breakfast, lunch and transport provided. The School Uniform Bank and Hey Girls (free sanitary products and discussion/workshops) also contributed to Discover! wherever possible with relaxation and wellbeing (such as yoga, mindfulness, 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 Easter 2020 Discover! programme was planned but had to be cancelled in late March 2020 due Covid-19 and lockdown. All families on the database were given a direct payment to their bank account or a voucher for a local supermarket to cover meals on the 3 days they would have been at Discover!</p> <p>The first full year of Discover! was extensively evaluated and the programme continues to be developed based on feedback from families, staff and partners.</p> <p>Discover! Summer and October 2020, Christmas 2020/21 and February 2021 took place online.</p> <p>An overview of some of the activity follows:</p>

	<ul style="list-style-type: none"> <p>Discover! Families Phone Calls – during the first lockdown the H&WB team with colleagues across lifelong learning and from business support contacted 366 families across the city. This was a great opportunity to talk about how they were feeling and managing during lockdown, share the summer Discover Facebook Live online programme and discuss any issues that they may have regarding accessing it. Calling families has continued with many Locality LLDOs taking this on for the families in their area, not only supporting them to access Discover! but also to check in and offer other local support and contacts. To date nearly 400 families have been contacted directly by phone and email or text.</p> <p>Discover Facebook Live - The Edinburgh Discover Facebook Group (closed group) was launched in June 2020. Discover! continues to be delivered remotely until Health Protection Levels allow for face to face again. Families have the option to register for a weekly delivery (during holidays) of ‘Discover in a Box’. The boxes contain ingredients and utensils for meals and baking, art, craft and sport/Active schools resources enabling participation in the online workshops. Each holiday takes a theme, all of which have an environmental sustainability aspect - all fun learning activities and cooking workshops are built around the holiday theme. These are all linked to Facebook Live and pre-recorded sessions delivered on the Group. The boxes also contain information about support available, home energy, benefits, activity sheets, sanitary products and a small treat or gift each week. The Facebook Group offers health talks, storytelling, dance/yoga and one to one sessions with Home Energy Scotland. Discover! also works with partners such as the Royal Observatory, the Zoo. The National Museum who offer sessions linked to the holiday theme. This ensures the programme is interesting and connects with school learning across several curriculum areas. During summer 2020, 150families signed up on the group and over 100 families registered for a box. By February the number had risen to 328.</p> <p>Digital Inclusion – In Jan 2021, a successful bid to Connecting Scotland resulted in 100 Chromebooks and/or MiFi devices being distributed to families who are recommended to Discover! or have been identified as living in temporary homeless accommodation. Families were asked to register for a device, with 170 applying. In Phase 1 of the Digital Inclusion programme families were prioritised on having no other devices and number of children in the household. The remaining</p>
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	<p>families were placed on a waiting list and in some cases referred on to other organisations giving digital support. Families who received a device in Phase 1 are being offered support from Digital Champions who have attended the Connecting Scotland SCVO training. Digital Champions have offered their support from Lifelong Learning, other parts of the Council and partner organisations, helping increase online confidence and digital skills. Most families said they feel confident and did not require ongoing support, 5 have been offered a named Digital Champion for a 6 month period and 30 are being offered support to set up devices and assess ongoing support needs. A second successful bid to Connecting Scotland means a further 50 Chromebooks, 75 iPads and 76 MiFi devices are allocated to the Digital Inclusion programme. For Phase 2, families on the waiting list from other Discover! and families in homeless accommodation will be contacted and prioritised to receive a device/MiFi and Digital Champion support.</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>While not delivering direct face to face services, all the work of the H&WB Team meets this outcome, by:</p> <ul style="list-style-type: none"> - raising awareness among staff and partners - supporting interventions with resources, funding, information and training
A culture of Getting It Right is in place in all learning settings and establishments	<p>As above.</p> <p>The H&WB Team maintains close and effective connections with schools, Educational Psychologists and locality colleagues to support equity and inclusion</p>
Our looked After child and Young people are supported to achieve	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Continue to develop Discover! based on feedback and evaluation – increasing numbers of recommendations from schools are in many cases, related to the impact of Covid.</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>	
Outcomes	Self-evaluation high level narrative
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	Through staff training which includes 1 in 5 , mental health, child homelessness and digital inclusion, the H&WB Team ensures colleagues working directly with children, young people and adults are supported in delivering this outcome.
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Consider how the roll out of 1 in 5 Raising Awareness of Child Poverty across all council services can be implemented and resourced</p> <p>Consider the expansion of Discover! to meet the rising number of recommendations. Examine the benefits of remote delivery whilst not losing the known impact of face to face and trips when allowed again linked to Scottish Government Covid restrictions. Consider the benefits of wider reach and blended approaches to Discover! Continue to seek ways to evaluate impact during term time.</p> <p>Develop the work around homelessness and mental health to ensure interventions are sustainable and beneficial</p>
<p><u>Priority 4:</u> <i>Improve health and wellbeing and reduce social isolation</i></p>	
Outcomes	Self-evaluation high level narrative

<p>Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing</p>	<p>Building Resilience P7/S1 Transition Programme – <u>Moving On Up</u>: The H&WB team reconvened the writing group and collated materials based on Building Resilience for the 3 days transition programme (16th, 17th and 18th June 2020). 4,274 packs were produced for P7 pupils across all 88 schools. There was significant engagement across twitter and social media #movingonupedin as schools supported those pupils leaving primary and entering secondary school in the midst of the first lockdown and school closures.</p> <p>Development of Building Resilience Secondary School S1-S4 PSE Resource: HWB team working alongside Castlebrae and other High Schools staff to create a secondary school resource which would build on the success of the Building Resilience primary school programme. This includes 42 lesson plans and supports a comprehensive emphasis on emotional health and wellbeing which is much needed currently and as a future consequence of the pandemic.</p> <p>Building Resilience Secondary Schools Transition Back To School Pack: Convened a meeting of 35 multi-agency staff from lifelong learning, education, health and voluntary organisations met on the 16th June. The purpose was to explore and share Health & Wellbeing activity ideas for young people returning to school post lockdown. It was agreed to build on the Moving On Up Transition Programme and the primary Building Resilience work and used the same 10 themes. A pack was produced and launched in August 2020 – the pack contained ideas and activities for young people to do at school or at home and provided consistent messages around supporting mental health and building resilience.</p> <p>Turn Your Life Around: Throughout lockdown, along with Police colleagues, the N&WB team has continued to support Turn Your Life Around volunteers with regular phonecalls, WhatsApp messages and online meetings. This pandemic has been particularly difficult for some volunteers with potential for and actual relapses. Professional counselling has been made available, along with practical support such as food and housing advice. The team is currently developing ways to use online platforms to share the volunteers’ stories, allowing pupils and schools staff to ask questions and respond to the stories in a variety of creative ways.</p> <p>Community Access to Sanitary Protection: Molly – add something here</p>
<p>Social isolation is reduced for people of all ages</p>	<p>Feedback as part of <i>Discover!</i> evaluations demonstrates that significant numbers of families recommended to <i>Discover!</i> struggle with social isolation. The levels of social isolation are significantly higher than anticipated when <i>Discover!</i> was initially developed and the programme has evolved taking this into account. As well as living in poverty, many of the <i>Discover!</i></p>

	<p>parents/carers experience a combination of mental health issues, caring responsibilities, language barriers and disabilities in the family. Parents and carers report that Discover! is effective in helping them and their children be more socially connected. They also express anxiety that their own social isolation impacts on their children particularly during holidays. Frequently feedback shows that Discover! is effective in bringing families together, even online, and creating the environment where mutual support and friendships among families can establish and flourish.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Continue to develop the projects and programmes outlined above, and explore all avenues to further resource work linked to identified and rising need.</p> <p>Development of Building Resilience Secondary School S1-S4 PSE Resource: Next steps are to use feedback will be from teachers as well as pupils which will shape the development going forward. Another 2 units should be complete by Easter and the pilot will continue with either a blended model or face to face, dependant on re-opening.</p>
<p><u>Priority 5:</u> <i>Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages</i></p>	
<p>Outcomes</p>	<p>Self-evaluation high level narrative</p>
<p>Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes</p>	<p>The H&WB team regularly participates in training and actively seeks out research ensuring all members are up to date with relevant policy. Much of this is specific and is also used to up-skill and inform other colleagues across the Lifelong Learning Service.</p>
<p>Lifelong Learning staff share good practice and expertise and embed the learning in their own practice</p>	<p>Staff Wellbeing Webinars: During May and June 2020, the H&WB team delivered 9 webinars: <i>Moving on, Coming Together Part 1 (Focus on Staff Wellbeing)</i> to over 350 staff. The aim was to help Head Teachers and senior managers in schools and other settings reflect on their experiences of lockdown and help them identify ways to look after their own wellbeing and that of their staff and colleagues. The feedback was extremely positive and overwhelmingly staff reported that they found the sessions informative, helpful and reassuring. The H&WB Team developed the materials alongside the Educational Psychology Team, and delivered a similar number of <i>Moving On, Coming Together Part 2 Webinars (Focus on Supporting Children & Young People)</i>. These presentations are now available for staff through SharePoint and CECIL.</p>

	<p>Webinars continue to support staff wellbeing and resilience both within Edinburgh and in other Local Authorities and Universities.</p> <p>Whose voice is it anyway – active participation for a better world – Online Digital Learn Event: This virtual conference replaced the annual Learning for Sustainability Conference that was due to take place in March 2020. The event was organised in partnership with the Lifelong Learning Outdoor Learning Team, Learning for Sustainability Scotland, Scotdec and Bridge 47 (who provided grant funding). The event explored ways to engage and inspire learners in meaningful, relevant and effective activities. It aimed to empower participants to affect change and deal with the uncertainties of Covid-19 and other global issues. The event aimed to inspire practitioners to bring Sustainable Development Goals to life in their classrooms. A total of 153 participants joined the online conference, during which 8 interactive workshops were facilitated by experts on a variety of topics. A Graphic Recorder also created a series of illustrations of the event. A live poll at the beginning and end of the conference gauged how teachers were feeling during the pandemic. The word <i>'overwhelmed'</i> was the most common response at the beginning of the event however by the end the most common response was <i>'inspired'</i>.</p> <p>Raising Teens With Confidence and Raising Children With Confidence – Train the Trainers: the H&WB team delivered another 2 train the trainers to over 30 more multiagency staff enabling them to facilitate parenting programmes across the city. This was prior to the March lockdown, since when actual delivery has been reduced, moved online and train the trainers placed on hold.</p> <p>Raising Children With Confidence Online Delivery – a Pilot was delivered in Autumn term with parents of the Discover! programme aiming to share the learning with other facilitators.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Pilot delivery of Raising Children and Raising Teens online to then share the learning with facilitators.</p> <p>RTWC online pilot will be completed by end of March with guidelines drawn up for facilitators following this. Some facilitators are already collaborating with the team and running their own course online alongside the pilot, with feedback shared to shape the guidelines. The aim is for more facilitators to adopt this model.</p>

Appendix 4: Libraries Strategic Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact: Louise Graham, Lifelong Learning Strategic Development Officer (Libraries)
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 high level narrative
Leadership across Schools and Lifelong learning is cohesive with shared purpose	Anonymised library membership demographic and service use data used to plan service offer and stock provision, and to inform service assessment and intervention e.g. IIA
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	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	Revision of Edinburgh Libraries Stock Policy: Covid has had an impact on deliveries, suppliers, on format and genre of stock.

Priority 2:

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

Outcome	Self-evaluation high level narrative
Food anxiety, hunger and learning loss during school holidays is reduced	<i>Discover!</i> is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing).
	As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to <i>Discover!</i> below
	More detail and information on <i>Discover!</i> is contained in the <u>Strategic Health and Wellbeing Appendix</u> .

	<p>The Strategic Libraries Team contributes to Discover as follows:</p> <ul style="list-style-type: none"> • Provided books for Discover! in a Box at Christmas 2020 • The Summer reading Challenge was part of the Discover! programme in Summer 2019
<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>All 28 of our libraries offer books and resources for borrowing in multiple formats and genres to suit a mixed audience across our diverse communities. Free access to pcs, internet and WiFi is available in all libraries. Trained staff deliver a customer enquiry service, including signposting to relevant partners and agencies, and providing access to information, including lifelong learning.</p> <p>Edinburgh Libraries have a core Children and Young Peoples' offer comprising:</p> <ul style="list-style-type: none"> • Bookbug Sessions • Read, Write, Count story telling sessions • Children's Book groups (Chatterbooks) • Children's activities (Reading, Literacy and Learning) • Children's activities (Science, Technology, Engineering and Maths) • Teen/Young Adult activity • Summer Reading Challenge • School break activities <p>In addition to 28 community libraries, all 23 school libraries offer access to a range of print and digital resources to all children and young people in the school.</p> <p>Edinburgh Libraries administered the national Scottish Book Trust Bookbug programme across Edinburgh which, in addition to Bookbug Sessions in Libraries, included delivery of circa 15,000 Bookbug packs to early years and school establishments. The programme now also includes childminders in an effort to reach all pre-school children with an offer of books, resources and health, parenting and literacy support and information collected in 3 separate packs gifted at 3 age stages – Baby, Toddler and Explorer (age 3) Packs.</p> <p>Libraries have acted as local authority partner with SCVO in administering Connecting Scotland community programme in Edinburgh. Connecting Scotland is a Scottish Government programme set up in response to coronavirus. It provides iPads, Chromebooks, connectivity and support to develop digital skills for people who are digitally excluded and on low incomes. Each phase has set out criteria to provide support for those whose vulnerable status or protected characteristics have further exacerbated the effects of Covid-19</p> <p>From April 2020 – Jan 2021, two phases of Connecting Scotland and a related Winter Support Package, have resulted in over 1000 devices being gifted to individuals in Edinburgh. Devices and connectivity are delivered via community organisations and/or Council and partner agencies, along with a minimum of 6</p>

	months digital champion support to boost digital skills, plus 12 months telephone technical support.
A culture of Getting It Right is in place in all learning settings and establishments	Edinburgh Libraries WiFi provides coverage for children and young people in CEC looked-after accommodation – this provision was reviewed and revised in 2020 to whitelist banking and financial sites to help support fiscal education and independence for young people.
Our looked After child and Young people are supported to achieve	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>The CYP offer in libraries had just been established before COVID. We have just started to get some of our physical libraries up and running. We have purchased more eBooks and eResources. We have also set up a CYP Facebook page, to support Children, Young people and their Families in informal learning.</p> <p>When we get all libraries open, we will ensure that the offer is available across the board and that we target learning activities in libraries with more families in the Lower deciles of SIMD</p>
<p><i>Priority 3:</i> <i>Improve skills for learning, skills for life and skills for work and personal fulfilment for learners of all ages</i></p>	
Outcomes	<p>Self-evaluation high level narrative (please be brief and note impact, stats etc to illustrate a key point – max 1,000 words)</p> <p>Leave blank if nothing to report under this outcome</p>
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	<p>During Covid-19 when library buildings had to close, the 24/7 online and e-services library offer remained available and was promoted to citizens via social and other media – all digital services have seen a significant increase in use. Further investment in digital resources and services is indicated and planned after Edinburgh Libraries received the award from PressReader for Most Newspapers Read Online Worldwide in 2020 (1,905,386 issues).</p> <p>Edinburgh Libraries stock is a city-wide resource and the library website provides 24/7 access to the catalogue where customers can place online reservations: https://yourlibrary.edinburgh.gov.uk/web/arena</p> <p>Library members can request a book not in stock via the library website.</p> <p>Edinburgh Libraries provide a wide range of free e-resources and learning materials to support learners of all ages. These can be accessed in the library or from home: https://yourlibrary.edinburgh.gov.uk/web/arena/a-z-eresources</p>

	Group of library staff volunteers recruited to enable Edinburgh Libraries digital services team to offer Get Online digital skills support remotely whilst Covid 19 social distancing guidelines prevent offering face to face support.
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	Edinburgh Libraries provides a range of activities and resources across a variety of platforms in order to support individuals in identifying interests, strengths and skills: <ul style="list-style-type: none"> • Partnership with University of Edinburgh – STEM activity online Maths circle during the latest lockdown, with more planned for March and April 2021. • A teen book group established at Central Library – meeting both physically and virtually. The members of the group have expanded their interest from the original specified genre to rare books, Japanese scrolls and library architecture. • Get Online digital skills support delivered in partnership with volunteers and digital champion 1:2:1 support model
Briefly outline any planned next steps, and note if they are in any way informed by Covid	

Priority 4:

Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation high level narrative
Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing	<p>All our High school Libraries have an Escape, Connect, Relate section, which is full of resources to support young people in maintaining their Mental Wellbeing. A number of young people across all the schools have been trained as ECR mentors. This was funded by SLIF (Scottish Library Innovation Funding).</p> <p>This collection will also be available in community libraries.</p> <p>In partnership with Scottish Book Trust, during Covid 19 Edinburgh Libraries gifted 500 books to Craigmillar Books for Babies project and a literacy project for vulnerable families with children of ages 0 to 9 years targeted. A further 300 books were given to the Royal Hospital for Sick Children to support children who had to self-isolate following treatment.</p> <p>During Covid-19 and working in partnership with Scottish Book Trust, Edinburgh Libraries provided 200 Toddler Bookbug packs and 130 Baby Bookbug packs (books and resources) to the food distribution team at Craigroyston High, to accompany food deliveries to the most vulnerable families in that area.</p> <p>Edinburgh Libraries digital services provide targeted e-resources and links to support young people and families in health self-management and mental wellbeing.</p>

	<p>Libraries engage with customers in a varied annual programme of events; individuals of all ages can participate in a variety of regular activities offered across the service e.g. book groups, Knit&Natter, Lego Club, or at one-off events to celebrate local or National programmes e.g. Holocaust Memorial Day, BookWeek Scotland, Green Pencil Award etc.</p> <p>Libraries working in partnership with SAVOLO, Police Scotland and Stop It Now to promote a Safer Libraries strategy which supports offender supervision and rehabilitation while creating a safe library environment for all and providing appropriate staff training. Library staff at Levels 5, 6 and above have received training with further roll-out to come.</p> <p>Library members are offered:</p> <ul style="list-style-type: none"> • 24/7 online access to books, audiobooks, newspapers & magazines. • Free access to online music streaming and a wide selection of classical music concerts, operas and ballets. • Find My Past access from home, with an average of 10,000 family history searches a month. <p>Libraries provide a warm, welcoming safe space with access to resources, information, technology, connectivity, signposting, and opportunities for learning, enjoyment and cultural enrichment.</p> <p>During Covid-19 the programme of activities, author events and campaign events also moved online e.g. during Book Week Scotland, Edinburgh Libraries hosted the interactive <i>Dreams We Dream Of Dreaming</i> poetry event on Twitter with introduction by renowned poet Michael Pederson; also a targeted City Reads e-book promotion with unlimited downloads of <i>A Dark Matter</i> by Edinburgh crime author Doug Johnstone available, which resulted in 863 downloads of the book and hundreds of reservations on other e-book and audiobook titles by Johnstone. This is triple the number of downloads that we've had in any previous City Read event and is probably representative of the increase in popularity that we've seen in downloadable usage this year.</p>
<p>Social isolation is reduced for people of all ages</p>	<p>Edinburgh Libraries Get Online digital skills support programme adapted in partnership with RNIB and volunteers to support blind and visually impaired customers. Get Online and many of the book and activity groups have had to move to an online provision during Covid-19 pandemic.</p> <p>Large print and E-audio books available for adults and children to support blind and visually impaired customers to continue to enjoy reading for pleasure.</p> <p>Hearing-aid battery replacement service at all libraries.</p> <p>Edinburgh libraries works with the RVS to provide a Housebound Service and a Library Link Service. This allows individuals who</p>

	<p>find getting out of the house challenging either a home delivery of books or a pick up and are escorted to their local library for a social experience as well as being able to access books.</p> <p>Library website tailored to reflect lockdown - signposting, links and e-resources specifically to reflect home-schooling, activities to do while stuck inside, combatting loneliness etc.</p>
Briefly outline any planned next steps, and note if they are in any way informed by Covid	
<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 high level narrative
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	Edinburgh Libraries staff refreshed child protection training across the service – especially important at a time of reduced contact between potentially vulnerable children and responsible agencies.
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	<p>Development and roll out of staff training programme in leadership for all Grade 5 and 6 library staff. This arose from an initial small cohort of staff completing the training and sharing feedback – and a subsequent desire to embed that learning in practice.</p> <p>Digital Learning Newsletter to all staff to provide information about learning opportunities and encourage colleagues to improve their digital skills and knowledge - both for personal development but also to better equip staff to support library users develop skills for e.g. employability.</p> <p>Refresh of library staff induction programme and creation of service-wide staff learning and development working group comprising representatives from different service areas: to equip all colleagues with a standard level of workforce skills appropriate to grade and fundamental good practice.</p>
Briefly outline any planned next steps, and note if they are in any way informed by Covid	

Appendix 5: Sport and Outdoor Learning Strategic Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact: Andrew Bradshaw, Principal officer (Outdoor Learning)
Mel Coutts, Lifelong Learning Strategic Development Officer (Sport and Physical Activity)

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation high level narrative
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>Sport and Outdoor Learning (SOLU): undertakes ongoing and annual evaluations to review targeted programmes. This is used to modify future programmes and links with Lifelong Learning and wider Council priorities. Evaluation involves colleagues across Schools and Lifelong Learning, and partners including Edinburgh Leisure and sportscotland. Specific examples include:</p> <ul style="list-style-type: none"> - Active Schools (annual report and targeted programmes) - Sports Development (targeted IGNITE project at Brunstane) - Community Sport Hubs (targeted programmes including swimming for Syrian refugees); and Duke of Edinburgh’s Award disadvantaged support provision. <p>Programme examples and impact can be found at Priority 2 below.</p> <p>In response to the January 2021 temporary lockdown, SOLU has created a strategic provision map to cover:</p> <p>(1) Lockdown 2.0. (2) Post Lockdown / Recovery</p> <p>This has allowed SOLU to review its strategic approach</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	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Adaptation and renewal plans developed or being developed ensure the safe and proportionate incremental restart of activity. Part of wider discussions with Schools and Lifelong Learning leaders. Priorities, when it is safe and approved to do so, include:</p> <ul style="list-style-type: none"> • Restarting direct delivery targeted to support children, young people and adults with protected characteristics. • Reintroducing projects including the Primary Curricular Swimming, Active Schools extra-curricular and Bangholm Duke of Edinburgh Award programmes. • Reopening the residential outdoor centres. <p>Continue to update COVID-19 advice and guidance.</p> <p><u>August 2021 Committee Report</u></p> <p>SOLU is preparing a report for the August 2021 Committee linked to the following request: <i>Report on how schools can ensure that young people from low incomes families are not excluded from experiencing</i></p>

	<p><i>residential outdoor learning, the percentage of young people who were not attending outdoor learning and the reasons why and investment required to allow appropriate financial support to be available to address the reducing poverty and inequality agenda: the report to also include data on numbers of children attending and details of funding in place to all them to attend.</i></p> <p>SOLU started the information gathering exercise for this report pre-Covid in February/March 2020. The Council's centres have been temporarily closed since late March 2020. Recent updated Scottish Government guidance means that school residential visits to Benmore and Lagganlia will not take place this academic year. Preliminary information from some schools has been gathered based on this exercise. Summary information will be included in the report; providing an initial context/baseline, detailing the proportion attending and how they are funded, and the proportion not attending and why. The report will detail a strategic approach to excursions linked to reducing poverty and inequality; an incremental plan for collecting information for wider future excursions (to measure the impact of the strategic plan); identify existing good practice; provide financial information linked to the investment request (Benmore and Lagganlia); and detail resources/support to support schools in evaluating their excursions and forward planning.</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 high level narrative
Food anxiety, hunger and learning loss during school holidays is reduced	<p><i>Discover!</i> is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing).</p> <p>As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to <i>Discover!</i> below</p> <p>More detail and information on <i>Discover!</i> is contained in the <u>Strategic Health and Wellbeing Appendix</u>.</p> <p><u>SOLU</u> Strategic staff support <i>Discover!</i> as follows:</p> <ul style="list-style-type: none"> • One of the SOLU team is an active member of the Discover Planning Group, taking on aspects of planning, liaison, co-ordination and programme delivery • Developing and sharing online content via Active Schools (COVID related) as contribution to the Discover! programme • Supplying Active Schools packs for the Discover in a Box which directly benefits families during and beyond <i>Discover!</i>

	<ul style="list-style-type: none"> • Direct delivery via bike sessions via Bangholm Outdoor Centre and Bridge8. • Supporting the co-ordination and delivery of Discover in a Box to families across the city
<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>Primary curricular swimming is traditionally a city-wide universal service provided by a small team of specialist teachers. We have now prioritised schools with a high proportion of pupils from low SIMD postcodes. This benefited over 500 P4-P5 pupils from schools in deprived areas in the 2019/20 academic year. Swimming is programmed to restart as soon as it is safe to do so.</p> <p>The Royal High School Community Sport Hub provided free swimming and climbing sessions for Syrian refugee families. Over 30 Syrians benefited from these projects on a weekly basis.</p> <p>Ignite is a new targeted project providing free swimming, volleyball and tennis (curricular and extracurricular) in schools with a high proportion of pupils from low SIMD postcodes. The key aims include transition support and engagement with the local community. Ignite also involves families activity such as fitness workshops. Brunstane PS was the pilot school and from January 2020 to lockdown, 240 P1 to P7 pupils participated in the project. We hope to replicate and develop this as soon as restrictions allow.</p> <p>Active School extra-curricular activity: SOLU offers free access for targeted pupils to Active Schools activity programmes across Edinburgh. Between April 2019 and June 2020 there were 16,605 primary school pupils active with Active Schools. 3,862 (23%) pupils were from SIMD Deciles 1-3 and 2,961, (18%) from Deciles 4-6. The Referral programme has been embedded within all primary schools, Active Schools co-ordinators work with teachers to identify pupils who are disengaged and inactive, are from areas of greatest deprivation and who they think would benefit most from getting active. 5,656 pupils who attended the sessions were referred and offered a free place. Since August 2020, 28 primary schools have been supported by Active Schools where the Co-ordinator supports pupil Health and Wellbeing by promoting physical activity and delivering activity sessions in the school day.</p> <p>Duke of Edinburgh (DofE) is another universal programme but participants from low deciles receive targeted support which includes mapping provision of key partners and provides locality officer support. In 2018/19, a 28% increase in the number of new starters facing disadvantage has, in 2019/20, led to a 56% increase in completions from this cohort (348 young people). For the period covered in this report starters are down due to COVID (238 starters). The new CEC grant For Friends of the Award focuses on disadvantaged DofE participation and completions. SOLU funded 55 free DofE induction packs to disadvantaged starters costing approx. £1100.</p>

	<p>SOLU also supported a DofE BAME girls project, working with an Action for Children group of 16 girls, and an Intercultural Youth Scotland group of 7 girls. This is planned to continue in 2021 via Intercultural Youth Scotland.</p> <p>The Outdoor Learning Map was launched in August 2020 with the key aim of helping schools and families locate affordable outdoor learning. https://www.outdoorlearningmap.com/. The map was funded with a £26k award from Scottish Natural Heritage to pilot the map with schools in SIMD 1–2.</p> <p>The pilot is an ongoing project with schools and a new business plan is being developed.</p> <p>SOLU deployed staff into targeted schools to deliver Physical Activity and Outdoor Learning sessions. 33 staff were deployed into over 50 schools from October to December 2020. Schools were very appreciative of this input, frequently requesting for this to be continued where possible.</p> <p>Learning Through Landscapes: SOLU has supported this with CEC schools to undertake a new BAME and/or disadvantaged young people COVID-19 project (My School, My Planet). The project is funded by the National Lottery Heritage Fund and aims to support schools during the COVID-19 crisis by re-engaging pupils with their school environment, supporting their wellbeing and encouraging a greater connection to their natural heritage through the delivery of an outdoor education programme.</p> <p>CEC has 3 schools participating in a UK-wide programme which started in August 2020. https://www.ltl.org.uk/projects/my-school-my-planet-project/</p> <p>Keyworker hub support. SOLU staff were deployed to support holiday and term time hubs and included the purchase and deployment of resources. Over 20 staff were involved.</p> <p>Bike repair provision by Bangholm Outdoor Centre staff focused on returning school bikes back to service to support essential COVID activity. Example includes Castleview PS who’s bikes were used to support the Hub at Holyrood HS.</p>
<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	<p>Barnardo’s Additional Support for Learning Service Hub: cycling and outdoor learning (partnership). Delivered over the Summer 2020 and October 2020 holidays Involved around 15 young people and supported some people to learn to ride a bike. Feedback from Barnardo’s. Due to expand to other ASLS hubs in the future.</p>
<p>Our looked After child and Young people are supported to achieve</p>	<p>Additional Support for Learning: Targeted pilot deployment of a Lagganlia instructor in partnership with the Additional Support for Learning Service to support inclusion. 1 dedicated instructor supported by Bangholm Outdoor Centre staff, equipment and safety management.</p>

Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Adaptation and renewal plans developed or being developed to ensure the safe and proportionate incremental restart of activity. Part of wider discussions with Schools and Lifelong Learning leaders.</p> <p>Priorities, when it is safe and approved to do so, include:</p> <ul style="list-style-type: none"> • Restarting direct delivery targeted to support children, young people and adults with protected characteristics. • Reintroducing projects including the Primary Curricular Swimming, Active Schools extra-curricular and Bangholm Duke of Edinburgh Award programmes. • Reopening the residential outdoor centres. <p>Continue to update COVID-19 advice and guidance.</p>
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Priority 3:

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

Outcomes	Self-evaluation high level narrative
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	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	

Priority 4:

Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation high level narrative
Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing	<p>The targeted deployment of SOLU staff to support outdoor learning and physical activity involved 33 SOLU staff in over 50 schools from August to December 2020.</p> <p>Active schools: the programme offered over 1,000 extra-curricular activities across the city focusing on getting more pupils, more active, especially those who hadn't been a part of the Active Schools programme before. 18,000 distinct participants took part in over 50</p>

	<p>different activities with 80% deliverers being voluntary, (39% teachers, 47% senior pupils, 14% parents).</p> <p>The Primary curricular swimming programme offered lessons to 5103 P4 to P5 pupils from August 2019 to February 2020</p> <p>Bikeability, with funding from Cycling Scotland and coordinated by SOLU provided sessions to Level 1: 375 pupils and Level 2: 211 pupils.</p> <p>Duke of Edinburgh’s Award: 1214 awards were started and 379 awards were achieved. These figures are significantly down due to COVID.</p> <p>4500 CEC pupils visited Benmore and Lagganlia Residential Outdoor Centres (pre-covid figures are close to 7500). There is a temporary closure of centres in line with national advice regarding offsite visits. A CIMT request has been submitted requesting the incremental reopening of residential outdoor centres.</p> <p>Online resources were developed to support home learning and participation in outdoor learning, sport and physical activity:</p> <ul style="list-style-type: none"> • Active Schools (https://www.joininedinburgh.org/sports/active-schools/activeathome/) • Outdoor Learning (https://www.experienceoutdoors.org.uk/resources/outdoor-learning-at-home/) <p>Summary of other SOLU figures as follows:</p> <ul style="list-style-type: none"> • 20,000+ minutes of Active Schools videos viewed online • 30 days of virtual/online Active Schools activity sessions • 2786+ Active Schools Twitter Followers • 7000+ visits to Active Schools webpages • 500 Active Schools packs sent to Discover! families • 44k+ views of SOLU Football Development videos via @Edin Football • 6+ extended blogs on Experience Outdoors website • 4 new ‘Outdoor Learning at Home’ pages on Experience Outdoors website
<p>Social isolation is reduced for people of all ages</p>	<p>SOLU’s contribution to Discover! impacts on this outcome – see the Strategic H&WB Appendix for more information.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Adaptation and renewal plans developed or being developed to ensure the safe and proportionate incremental restart of activity. Part of wider discussions with Schools and Lifelong Learning leaders.</p> <p>Priorities, when it is safe and approved to do so, include:</p> <ul style="list-style-type: none"> • Restarting direct delivery targeted to support children, young people and adults with protected characteristics. • Reintroducing projects including the Primary Curricular Swimming, Active Schools extra-curricular and Bangholm Duke of Edinburgh Award programmes. • Reopening the residential outdoor centres.

- Continue to update COVID-19 advice and guidance.

Priority 5:

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

Outcomes	Self-evaluation high level narrative
<p>Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes</p>	<p>SOLU has issued the Communities and Families COVID Excursions Toolbox to assist schools and other services with forward planning safe excursions. It includes position statements and resources.</p> <p>SOLU provides an approval service of Category 3 and 4 excursions (adventurous, overnight and overseas). SOLU approved 633 excursions involving 5133 participants. SOLU are responsible for the ongoing release of excursions advice.</p> <p>Ongoing CLPL is designed to support outdoor learning, sport and physical activity. The new offer was designed and adapted for COVID and includes online training, examples of which include:</p> <ul style="list-style-type: none"> - Mandatory primary outdoor learning training (COVID adapted) to over 95 probationers - Specialist adventurous activity training (pre-COVID) including Lowland Leader (20 participants) and cycle trainer courses (Barnardo’s ASL hub and Firrhill HS) - Tertiary outdoor learning instructor induction and training (3 sessions, each 3 hrs long) - Excursion safety training (Group Leader and Excursion Coordinator) via Bangholm Outdoor Centres staff: 150+ participants. Includes school and service-based training to ensure relevancy to participants - Learning and Teaching courses and school-based support (120+ participants)
<p>Lifelong Learning staff share good practice and expertise and embed the learning in their own practice</p>	<p>SOLU has provided SORT and Learning and Teaching COVID SharePoint resources for schools. Over 150 resources have been brought together to support Schools and Lifelong Learning staff. These include guidance, teaching ideas and risk assessments and are available via the Council’s SharePoint.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Internal training offer is being reviewed and renewed linked to priorities and needs.</p>

Appendix 6: Youth and Children's Work: Strategic Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact:

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

Please see the link below for a graphic overview of youth/children's work across the city: **(also attached at Appendix 12)**

<https://create.piktochart.com/output/52043246-nw-youth-services-in-numbers>

Edinburgh Schools with Youth Work - Secondary

School	Youth Work Provider(s)	Locality
Liberton	CEC/Dunedin Canmore	SE
St Thomas of Aquins	CEC	SE
James Gillespie's	CEC/Fast Forward	SE
Gracemount	CEC/Dunedin Canmore	SE
Craigroyston	MYDG/Ferrywell Youth Project/PYCP	NW
Broughton HS	Granton Youth/PYCP	NW
Queensferry HS	CEC	NW
St. Augustine's HS	Youth Vision/Fast Forward	NW
Castlebrae HS	CEC/Jack Kane	NE
Holyrood HS	CEC/Jack Kane	NE
Firrhill	CEC/Dunedin Canmore	SW
Balerno HS	CEC/Dunedin Canmore	SW
WHEC	CEC/Dunedin Canmore/Youth Vision	SW
Tynecastle	Dunedin Canmore	SW
Currie HS	Dunedin Canmore	SW

Edinburgh Young Carers and Broomhouse Carers work in partnership with all schools.

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation high level narrative
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>Children and Young People's Participation Group met regularly up until the first lockdown in March 2020 to promote and develop participation of children and young people in influencing policy and decision-making. This work involves linking with colleagues from across the service including schools and has included:</p> <ul style="list-style-type: none"> - Consultation on the Children's Services Plan (based on What kind of Edinburgh? key messages) - Youth Talk, a large-scale youth engagement programme, which worked with over 1,000 young people to understand topics of particular interest or
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

concern to them. The main issues to emerge were: safety, cyber safety, mental health.

- **Youth Participation Fund** - This small fund (maximum award £1,500) is based on priorities identified by young people through Youth Talk, What Kind of Edinburgh? and Young Edinburgh Action (YEA). **12** organisations received funding to provide opportunities for **255** young people to be involved in activities designed to address priorities they have identified, many of which are focused on decision-making and youth voice/representation.

Youth Climate Action Summit - Edinburgh is developing a City Sustainability Strategy to take action on climate change, aiming to become carbon-neutral by 2030. As part of this, the Council hosted a Youth Climate Action Summit in February 2020. A small short-life planning group (made up of officers and young people from schools and different service areas) planned and delivered the Summit. This was young people-led, with participants drawn from School Climate Strikers and the Scottish Youth Parliament. The Summit was attended by over 100 S1-S3 young people and opened by Councillor Adam McVey. A follow up is planned for primary school children which is likely to be delivered remotely.

United Nations Convention on the Rights of the Child report. Led and created by the Youth Participation Team, working with Police Scotland, EVOG and NHS Lothian. The Draft report is due for the Children’s Partnership in March 2021. It covers actions taken, and next steps required, to embed children’s rights in schools and services for children across Edinburgh.

Bridging the Gap Group : is one of three new Strategic Outcome Groups of the Children’s Partnership with a specific focus on child poverty. Co-chaired with Police Scotland. Membership and remit currently being developed but likely to focus on income maximisation and employability actions for families affected by disability and BAME families.

Local Child Poverty Action Report 2020/21: contribution to collating this statutory annual report with colleagues from Strategy and Insight, Creativity Health and Wellbeing, the Improvement Service, Capital City Partnership and NHS.

Third Party Revenue Grants Programme, with a particular focus on funding voluntary/third sector organisations to carry out youth work services. During lockdown, activities were initially focused on digital poverty, activity packs, food parcels.

Equalities survey: with children and young people across Edinburgh. Survey developed and focus groups are being set up to investigate issues in more depth with a view to influencing policy and practice.

Youth work in schools - This work has now restarted in high schools across the city. Its re-introduction was safely managed,

	<p>and by working with the Schools Risk Timeline Group, it was supported with Guidance and Risk Assessments.</p> <p>South East Improvement Collaborative (SEIC): Work is underway to gather data on the impact of youth work on closing the poverty-related attainment gap. The school in Edinburgh that is part of this SEIC work is Tynecastle High School. This is a joint piece of work between Lifelong Learning Youth Work, Quality Improvement Education Officers (QIEOs), Youthlink Scotland and LAYC (Lothian Association of Youth Clubs).</p>
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Next steps for the Children and Young People’s Participation Group include:</p> <ul style="list-style-type: none"> • Co-ordinate children and young people’s participation activities • Feedback on the outcomes of children and young people’s participation activities to: Children’s Partnership; politicians; children and young people; staff • Seek to influence, and keep under review, authority policy and planning in line with information gathered through children and young people’s participation.
<p><u>Priority 2:</u> <i>Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage</i></p>	
Outcome	Self-evaluation high level narrative
Food anxiety, hunger and learning loss during school holidays is reduced	<p><i>Discover!</i> is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing).</p> <p>As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to <i>Discover!</i> below</p> <p>More detail and information on <i>Discover!</i> is contained in the <u>Strategic Health and Wellbeing Appendix</u>.</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>Holiday Activity Fund: Each year the Lifelong Learning Strategic Team for Youth and Children oversees the distribution of funding for third sector organisations working with P1 – P7 children across the city of Edinburgh. This funding targets Easter and summer Holiday provision whereby third sector partners can apply for up to £1500.00.</p> <p>Traditionally, third sector organisations use this funding for centre-based activities; however, due to the current pandemic, organisations utilised this funding to meet the needs of children in safe and creative ways in keeping with government guidance.</p> <p>In summer 2020, twelve organisations received funding to make holiday activities available for up to 1,562 primary children.</p>

	<p>Many of the activities were delivered online, with organisations supplying activity packs to allow children to participate.</p> <p>Hubs for Key Worker’s Children: Lifelong Learning Development Officers from the strategic youth team worked in the during the summer holiday at several schools.</p> <p>Detached/Streetwork: A proposal and risk assessment was developed and approved to restart this work which is now operating in all localities. This is seen as priority work in engaging with disadvantaged and vulnerable young people to both reinforce the public health message during the pandemic and to find out from them their concerns and experiences during this time and what additional support can be provided.</p> <p>In Lifelong Learning detached youth work carried out between September and December 2020, there were 1,255 contacts with young people across Edinburgh.</p> <p>Scottish Youth Parliament (SYP): regular weekly support is provided to Members of the SYP. This has been delivered digitally since the first lockdown began.</p>
<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	
<p>Our looked After child and Young people are supported to achieve</p>	
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</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 high level narrative</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>Digital youth work became an essential means of maintaining contact with some young people and providing activities during lockdown. To aid this process and also create a source of useful information, the Youth Talk website was created. This is now being hosted by Young Scot. Staff have been trained in how to prepare accessible content.</p> <p>Primary school Climate Summit – following the success of the secondary school climate summit, a primary summit is now in preparation as part of the lead-in to COP 26 and as a contribution to Edinburgh’s sustainability targets. This work also fits with the UNCRC rights of the child framework in that it</p>

	ensures that the voice of young people influences policy decisions that affect them.
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	
<u>Priority 4:</u> <i>Improve health and wellbeing and reduce social isolation</i>	
Outcomes	Self-evaluation high level narrative
Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing	<p>Pupil consultation on COVID messaging: 26 students from 15 high schools engaged in online focus groups to find out more about how effective the COVID messaging has been and what their experiences and concerns of the pandemic are. The main recommendations to come from this were disseminated across the school estate and a film is currently being made with and by young people (supported by Screen Education Edinburgh) to reinforce these messages.</p> <ul style="list-style-type: none"> - Circulation of Children’s Parliament and YouthLink young people’s surveys and results across the learning estate so that young people’s experience of lockdown can be better understood. - Creation of a summary document, drawing on a range of research, which highlights the main impacts of the pandemic on children and young people. Circulated to senior management and QIEOs. <p>The Community Safety Strategy (2020 – 2023) is in the process of being developed. The strategic team’s involvement focuses on engaging with young people on community safety issues using an action research approach. This involves working with groups of young people to identify issues in relation to community safety, perception and the fear of crime. To date, the strategic youth team has worked with 70 young people aged 10 – 21.</p> <p>Pre-Covid, the development of this strategy was welcomed by young people who were approached to share their views. Starting in January 2020 to mid-March 2020, the ‘LLLDO strategic team had worked alongside children and young people aged 10 – 23 years old, including care experienced young people, across the city, with engagement taking place in community settings and schools. This work was carried out through a group work approach to discuss and collate children</p>

	<p>and young people's views on what community safety means for them.</p> <p>Open All Hours (OAH): provides low cost access for teenagers (£1 per week) on Friday evenings to ten Edinburgh Leisure centres. Up to 200 individual young people attend OAH every week. Between July 2019 and March 2020 (when Edinburgh Leisure facilities closed), 3,549 young people took part in 160 physical activity sessions across the city</p>
Social isolation is reduced for people of all ages	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Community Safety Strategy: Next steps for the Strategic Youth Team will include:</p> <ul style="list-style-type: none"> • Continue to engage with the groups • Tynecastle S3 PDA Group has drawn up a 'survey monkey' based on the three questions re: Community Safety and this will be sent out to all pupils attending Tynecastle HS to gather their views. • North East Edinburgh Youth Reporters will speak with young people in their area to get their views and produce a blog. • Engage with community provision such as 6VT and Goodtrees Centre. • Meet with staff to discuss pupils at Forrester HS becoming involved. • Promote Community Safety Strategy on 'Youth Talk' website under the banner of 'Having Your Say'. • Continue to work with Locality Teams, dovetailing with Youth Talk Leads where possible.
<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 high level narrative
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	<p>The strategic youth Team's actions under this outcome are:</p> <ul style="list-style-type: none"> - Delivery of Workforce Development training in youth work: Induction to Youth Work and Professional Development Award in Youth Work - Mentors in Violence Prevention training with school staff and young people - Leadership for Equity – programme developed for school leaders, which will include understanding and awareness of child poverty. 1 in 5 presentation updated. - Digital Youth Work Operating Framework created and sent to LL staff, setting out clearly what the expectations are in terms of safe online work with young people. - Online courses on Detached youth work and Digital youth work offered to improve staff skills and

	understanding in these areas and build their capacity to deliver these activities.
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	

APPENDIX 7: North East Locality Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact: Caroline Lamond, Lifelong Learning Service Manager (North East)
Scott Neil, Lifelong Learning Service Manager (North East)

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation high level narrative
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>Excel is a partnership project between CEC Lifelong Learning, Jack Kane Community Centre and St Francis RC Primary School. The school management team and lifelong learning staff collaboratively designed, delivered and evaluated the programme. The activities offered help equip and enable children and families to improve wellbeing and learning outcomes. Participating children, aged 8-12, have access to educational activities during school break and lunchtimes, targeted group work and enhanced transition support in P7. One to one sessions for children and wider family support are also available. The work was recently recognised within Youth link Scotland’s national publication.</p> <p>Impact</p> <ul style="list-style-type: none"> • 193 children took part during 2019-20 • 97% showed improvements in learning engagement • 73% developed new skills • 43% showed improvements in health and wellbeing • 36% improved their literacy and numeracy • 14% showed improvements in school attendance • 38 children received accredited awards. <p><i>‘Social skills are a huge part of the programme. It is important to learn to work together through collaboration and communication and a sense of achieving something together is a wonderful outcome. We are also trying to make the programme quite diverse so that children can access a wider range of learning experiences, both in the school and out with.’</i></p> <p style="text-align: right;">Head Teacher, St Francis RC Primary School</p> <p>School LLDL (Libraries - Lifelong Learning Development Leader) Service. School staff are well versed in supporting young people holistically. This is particularly relevant in addressing the digital divide that has been highlighted during the current pandemic. Lockdown has presented a series of challenges in supporting young people virtually and LLDL(Schools) have taken full advantage of their expertise in engaging with young people to</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>develop a visible Twitter presence using the #EdinburghSchoolLibrarians.</p> <p>The provision of online support to all staff, pupils & families regarding the best resources to use, where they can be accessed and signpost families to any assistance they might require.</p> <p>The LLDL at Leith Academy is involved in the distribution of devices to support families who are experiencing difficulty accessing online home learning. She has trained as a Digital Champion to facilitate the rollout of devices through 'Connecting Scotland'; this ensures that ALL families become confident in the digital world and that no pupil is excluded from online learning because of circumstances over which they have no control</p>
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Briefly outline any planned next steps, and note if they are in any way informed by Covid	Provision to be continued safely within the Scottish Government C-19 constraints.
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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 high level narrative
Food anxiety, hunger and learning loss during school holidays is reduced	<p>Discover! is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing).</p> <p>As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to Discover! below</p> <p>More detail and information on Discover! is contained in the <u>Strategic Health and Wellbeing Appendix</u>.</p> <p>North East locality LLDOs support Discover! as follows:</p> <ul style="list-style-type: none"> • One of the LLDOs is an active member of the Discover Planning Group, taking on aspects of planning, liaison, co-ordination, evaluation and programme delivery • Liaising with other LLDO colleagues in the NE and gathering information to support families • Phoning locality families and supporting parents/carers • Supporting the co-ordination and delivery of Discover in a Box to families across the city <p>During summer and October 2020, LLDOs contacted 100+ NE Discover! parents/carers and had follow up conversations with most who had been contacted. From these conversations;</p> <ul style="list-style-type: none"> • 46 families received support with digital devices, digital connection and IT skills

- Parents/carers were connected to local food and clothing supports which are available for families
- 5 families were referred to Edinburgh Food Banks
- Liaised with schools to highlight families experiencing difficulties with digital devices
- Utilised ITS interpretation service and voluntary sector organisations to translate for BAME families / offer additional support
- Connected families in need of additional support to key services such as Health & Social Care, One Parent Families Scotland and other third sector providers

In addition to **Discover!** one of the LLDO's co-ordinates **Holiday Matters** which is a programme to support vulnerable children from St. Francis RC Primary school. It is funded by the Jack Kane Community Centre Management Committee and co-ordinated by one of the LLDOs.

To minimise learning loss during school **Holiday Matters** extends learning beyond term times throughout the year. It offers a diverse range of opportunities for children whilst providing support for extended families. **Holiday Matters** boosts confidence, increases achievement, and helps alleviate stress related issues especially relating to family matters and poverty.

St Francis RCPS works closely with the Lifelong Learning and Jack Kane Community Centre to design a fun learning programme which connects with the curriculum. The activities provide continuity over holiday periods with nominations targeting children and families who would benefit most. The programme has 3 elements:

- **Digital platforms:** children who may have been anxious and not ready or able to attend physically were offered virtual platforms for engaging at home learning.
- **Face to face:** literacy and numeracy activities were provided by the school's lead teachers assisted by Edinburgh University (STEM), Colour Jam (Creative Arts) and Active Schools (Physical).
- **Learning packs:** children were provided with learning packs the helping increase their educational engagement within their own homes

Holiday Matters shows that when children continue to have fun whilst learning during holiday periods within their own school setting, they are more equipped to learn on their return to the classroom. Programmes such as this, also offer a stronger connection to the wider community:

- 124 children took part in the programme pre COVID-19 and throughout the pandemic
- 100% showed improvements in learning engagement
- 100% developed new skills
- 100% showed improvements in health and wellbeing

	<ul style="list-style-type: none"> • 84% improved their literacy and numeracy • 50% overcame barriers to learning <p><i>‘Individual children from my class who attended Holiday Matters came back to school really positive, motivated and ready to learn – they wanted to share their Holiday Matters experience.’ (Class Teacher)</i></p> <p><i>‘My child has missed a lot of school during Covid 19, and the holiday sessions have given her something to look forward to and have gave her back that safe place that all children need.’ (Parent)</i></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>Craigmillar Library JASS (Junior Activities Scheme Scotland): The library collaborated with c. 20 Castlebrae HS pupils. They presented to staff what they were doing to complete their JASS Scotland (like Duke of Edinburgh but for younger kids, split into 4 parts including me and my community). Library hosted this and there was Q &A sessions, yp spoke about things in the community and made clay tablet designs.</p> <ul style="list-style-type: none"> • Week 1 – introduction to JASS and a brief overview of what we will be doing (Designing a tile or clay object which has some reference to the community) • Week 2 – look at some interesting facts and places in our community • Week 3 – a walk around the community/to the castle for ideas – take photos • Weeks 4 – 8 design and make the clay. <p>Weekly LEGO club on a Saturday was popular with children and their parents, approx. 3 children every week and a couple of adults.</p> <p>Universal and Targeted Youth Work: The Lifelong Learning team carry out universal and targeted open provision for children and young people and in the NE. This collaboration with community centres and third sector partners means that buildings, budgets, and resources can be shared for the benefit of the participants. To highlight the extent of this partnership with community centres then sample examples are provided:</p> <ul style="list-style-type: none"> • Jack Kane Community Centre over 1,300 individuals have utilised services with 5,500 contacts being made over this time period. • Northfield Community Centre has three children's clubs running for P1 to P7's ran 55 sessions engaging with 56 individuals and 060 contacts. • Magdalene Community Centre provided 140 sessions with 2.020 contacts reaching one hundred and twenty-one individuals <p>Whilst individual centres and partnerships may slightly differ, universal provision concentrates on ages and stages development offering topics that focus on the development of</p>

soft skills. These projects really listen to young people/children and provides a safe space to discuss issues important to them. Promoting and fostering a positive learning environment out with the school gates, these services open new learning opportunities to participants and focuses on participation, health and well-being, inclusion, and empowerment. To complement and expand on services for children and young people, Lifelong Learning staff and certain management committees also source external funding to contribute to a more consistent programme of interventions.

Project Outcomes:

- Increase wellbeing
- Increase confidence
- Increased application of skills around societal issues
- Increased sense of belonging and community connections
- Increase positive images of young people in society
- Increase participation in community activities

Direct Impact:

1. 75% young people stated that there has been an increase in their well-being and confidence from being involved.
2. 100% I have improved my listening skills and learnt to work better in a team
3. 90% said coming to the club increases how much exercise they do.

Impact Statements:

'Gives you something to look forward to, especially as if you have had a rubbish weekend it gives you something to look forward to and you know that you are spending your time on a Monday night with nice people who make you feel good'. (young person).

'Thanks for everything that you do and keeping the group on – it's been difficult for us and xxx has struggled at times and the group has been good for her and keeping her included and involved' (Parent).

'My daughter has slight learning difficulties and finds it hard to make friends but since attending the Tuesday club she is much more confident with her peers now and talks about different friends and tells us stories about what they chat about when doing the arts and crafts, she has really come out of her shell. A (the worker) is skilled at producing new arts and craft ideas and hall games and she relates really well with the children and brings the best out of our children.'

'Magdalene is so lucky to have people like you guys so invested in the kids and community. From the lunches, to the trip's, to the youth clubs etc there would have been a lot Of kids, that

wouldn't have got what they did if it Wasn't for you guys - thank you1, it's very appreciated'.

Ani-Nation: In response to COVID-19 and the increase of online youth work, an example of this was Ani-Nation:

Ani-nation develops and further enhances young people's active involvement in decision making processes. The project specifically focuses upon interactive informal educational group work sessions held online, using distinctive styles of animation, which encourage young people to explore the complexities of decision-making process and active participation.

Project Outcomes:

- Locate young people's current involvement in decision making within the organisation and wider community.
- Increase young people's active involvement within decision making process which affect themselves and others.
- Encouraging wider social action and awareness within communities

Direct Impact:

- **Online Group Work:** sessions held weekly
- **Digital Animations:** created by young people for young people, showcasing services and support available and young people's achievements and focusing on the issue of relationships. These included virtual Christmas Card and Advent Calendar and interactive choices game – all creations displayed across wider social media platforms.

Direct Impact:

- 100% young people stated an increase in their involvement with decision making processes and soft skills from involvement in the project.

Impact Statements:

"We've got nothing but positive feedback about the Ani-Nation club. My child is really enjoying it and looks forward to the sessions. My child has autism and is finding his first year at high school hard going. He finds relating to other kids quite difficult and with the COVID-19 restrictions there have been no clubs operating at school. The Ani-Nation club came along at an appropriate time for him after a hard year. (Parent)

'He's finding out different ways to apply the skills he already has as well as learning new skills. He is quite fixed in his ideas and has been doing the same style of animation for a long time so finding out about different methods has been good for him. He has also enjoyed showing off his own animation as he didn't really have anyone to share it with before.' (Parent)

<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	<p>Getting it Right for Every Child is at the heart of everything we do. NE LLDL(Schools) have been heavily involved in the development & implementation of the Escape, Connect, Relate bibliotherapy (@ECR_Edinburgh) service within our schools. This has involved the development of a comprehensive toolkit which covers a wide range of issues which young people find challenging. ECR can then be applied in a variety of ways: readaxation, story cafes, book promotions and personal recommendations of books & information sources. This is augmented by all LLDL(Schools) being trained as Mental Health First Aiders.</p>
<p>Our looked After child and Young people are supported to achieve</p>	<p>The library space within all NE schools is also a safe haven for many of the more vulnerable pupils. This has been reduced during the current restrictions but LLDL(Schools) have developed individual risk assessments to ensure they can still support the most vulnerable in their school communities. These risk assessments have also facilitated the development, and provision, of a 'Click & Collect' service to support the literacy & reading for pleasure in our schools.</p> <p>In Holy Rood, the provision of reading materials has involved the LLDL asking pupils to identify the texts that they want and then providing them by taking the titles along to the pupils within their English classrooms. Without being in school due to lockdown it is difficult to precisely ascertain the number of books loaned and renewed under this covid-informed distribution of reading materials, but the figures are something like this for the BGE cohort:</p> <ul style="list-style-type: none"> • S1 – 2440 • S2 – 1630 • S3 – 950 <p>The discrepancy between the Year Groups lies purely in the amount of class-time the teacher can provide for Library visits considering other academic pressures.</p> <p>During the 2019 – 2020 academic year (before covid hit), the Library hosted Attainment Challenge nights, The Study Club after school on Tuesdays and housed the S1 and S2 Literacy Groups for a reading lesson every week. The LLDL set up The Book Group's own TEAMS site over both lockdowns through which pupils talk about their reading and engage with other like-minded pupils.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>This service will continue, and young people are in the initial staged of creating and developing their own virtual game to engage other young people in decision making and roles and responsibilities.</p>
<p><u>Priority 3:</u></p>	

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

Outcomes	Self-evaluation high level narrative
<p>Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps</p>	<p>NE Locality Libraries Social Media: In response to libraries closure during the Covid pandemic all North East Libraries have developed and significantly increased their social media profile in order to continue to engage with customers and learners</p> <p>All Locality branches have Facebook pages that are managed by their individual teams.</p> <p>NE Locality Libraries have added two Twitter accounts during lockdown Portobello library and North East Locality to further develop this Social Media profile</p> <p>Across the 5 teams we provide a range of regular posts that cover pretty much everything that we think might be of interest to our followers.</p> <p>Examples of staff created content have included:</p> <ul style="list-style-type: none"> • Live Storytimes (Portobello) • Live Rhymetimes (Portobello, Craigmillar) • Recorded Rhymetimes (McDonald Road) • Recorded Storytimes (McDonald Road, Portobello) • Lego Challenges (Portobello) • Creative writing guides (Portobello) • Zine workshop videos (Portobello) • Craft guides (Leith) • Children's Book Promotion - Recommendations/Reviews etc (McDonald Road, Craigmillar, Piershill) • Adult Book Promotion - Recommendations/Reviews etc (Portobello, McDonald Road, Leith) <p>McDonald Road Library Street League: The library worked with Street League, an Edinburgh and Lothians employability project that aims to support young people aged 16-30 to find employment, further Education or training opportunities through linking with sport themed activity.</p> <p>The programme focusses on creating or updating CVs, completing applications and working on interview skills - all while getting fit, healthy and having some fun participating in sport.</p> <p>The programme ran twice weekly in the library and all participants received library membership</p> <p>The initial programme began in January 2020 ran for 8 sessions with an average of 10 young people aged between 15-21 attending A months numbers were 86 kids over 8 sessions.</p> <p>This partnership will resume when Covid restrictions allow</p> <p>Craigmillar Library Craigmillar Book Festival 2019: Craigmillar library worked in partnership with the Craigmillar Literacy Trust</p>

to Deliver the Craigmillar Book Festival. The theme of the 2019 Book Festival was Dream Wild.

Craigmillar Book Festival invites leading Scottish authors, storytellers and illustrators to Craigmillar to work with children, young people and parents/carers in schools, nurseries, various activities are held over in CG library, including two Family Days which are packed full. The annual programme is delivered over ten days.

The library worked very closely with literacy trust co-ordinator to ensure every detail was checked for a fun day. The two-Family Days Out aimed to provide a free and exciting full day of activities for children and their families. This focused on bookish activities for children and their families, connected to the theme of this year's festival, Dream Wild. 230 people took part.

The first day was themed around the book 'Where The Wild Things Are' by Maurice Sendak. It the included a digital storytelling workshop from Zoom Club. The second day was themed around the book 'The Secret of Black Rock' by Joe Todd Stanton. It included a visit from wild animals by Zoo Lab, a survival skills workshop led by Dan Serridge, and a mini beast-making workshop led by Karin Chipulina. Both days also involved arts and crafts, music, lots of storytelling, and a quiet reading room. We also offered sessions with 'Dr Book', involving two experts who prescribed books after consulting with the young people.

Piershill Library – Consultation with Holyrood HS pupils: In December 2019 the library worked with a group of 10 young people from Holyrood High School in a consultation over the library's teenage book stock. This work involved:

- An initial consultation, where the group expressed a strong preference for Manga titles
- A review by the group of the libraries Manga collection, where the group identified stock gaps and recommended titles, both Manga and General Fiction

This work was done with support from the School Librarian at Holyrood HS. The Young people's recommendations were ordered using Piershill Library's local revision fund.

It was intended that the group would return to the library and work on processing and promoting their suggestions. This did not happen due to Covid. It is intended that this project resume as and when Covid restrictions allow

V-Inspired: is a supportive volunteering project for young people 14-20yrs of age, providing volunteering placements, group work, training and one to one support.

Project Outcomes:

- Increase young people's positive interactions and destinations.

- Increase in disadvantaged young people's positive interactions with their communities.
- Increased opportunities for disadvantaged young people to develop their personal and practical skills.

Direct Impact:

1. Volunteering Hours: 1,123 collective hours of volunteering achieved by 19 individual young people.
2. One to one Support: 206 one to one session with 96% of young people stating that this has helped improve their emotional well-being.
3. Training and Group Work: 38 group work sessions and 11 training sessions including communication, health, and hygiene, GDPR, Curriculum for Excellence in youth work and Child Protection.
4. Celebrating achievements: 3 events recognising young people's achievements and positive contributions to their communities.
5. 1 residential held (pre COVID) for young people to evaluate the project and identify future development and actions.
6. Positive Destinations: 95% young people either continuing to be volunteering and/or in higher/further education and/or employment.

In response to the COVID-19 pandemic, the project has moved group work and training sessions online, increased one to one session is providing additional emotional health and education/employment support and supported young people to continue with volunteering through a new blended approach.

Impact Statements:

'From volunteering, I feel a bigger part of my community and it's a good feeling. A feeling of belonging and that I am part of something bigger.'

'What's next for me? I want to get more involved. I want to take all my learning and new experiences and share this with other people, even become a mentor. I think I will leave school this year and when I do, I would now like to either be a PE teacher or train to become a paramedic. I want to help people and also give something back to society and to people who have been there for me, I now see the best in other people.'

'Feeling of support from the group and always something to look forward to, gives me a break from stress and gives me something positive. Able to use social media more in a positive way and despite isolation and lockdown, I felt less alone and less isolated from being involved in the V-inspired group.'

School Libraries: The development of skills for learning is at the heart of the information handling lessons which LLDL(Schools) provide. In 'normal' times these lessons are delivered face-to-face in class time or on an individual basis. These lessons range

	<p>from BGE lessons on how to access information, evaluation of information sources and specialist guidance for senior pupils on how to get the 'best' information, secondary sources and how to accurately reference their work. During the current restrictions these 'services' have had to move online & LLDL(Schools) have developed learning streams on Teams to support their pupils learning.</p> <p>Within schools there is the provision of information, & support, on the pathways the young people might want to follow, and the course choice implications involved. This provision often forms a supportive role for the schools Careers Adviser, who is often located in the school library.</p> <p>All NE LLDLs are tasked every year in supporting their Advanced Higher pupils across the curriculum either in registering them with Academic Libraries or ensuring, during lockdown, that such free access to academic resources is clearly explained. In doing this, LLDLs are teaching skills that will help these pupils throughout their future academic careers</p>
<p>Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills</p>	<p>Youth Talk: The Youth Talk programme in Craightonny & Duddingston engaged 300+ young people in focus group conversations about the best and worst aspects of living in this area. Young people were engaged in schools and youth clubs to identify their priorities for improvement. The key priority for improvement related to outdoor spaces to play and parks. All feedback from young people about this was shared with the Parks & Greenspace team and has formed the basis for ongoing collaboration. Further outcomes from this work will reported at the end of 2020/21.</p> <p>Both Leith Academy and Holy Rood RC High School provided IT space so that pupils could register their interest in Youth Talk and identify their priorities for improvement.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Provision to be continued.</p>
<p><u>Priority 4:</u> <i>Improve health and wellbeing and reduce social isolation</i></p>	
<p>Outcomes</p>	<p>Self-evaluation high level narrative</p>
<p>Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing</p>	<p>Portobello Library Health Opportunities Team Drop-in: The HOT drop-in is an accessible safe, friendly, confidential service for young people to gain information, help, advice and sign-posting for issues regarding their sexual and emotional health. The drop-in consists of a waiting space where staff engage young people in relationship-building activities, as well as doing</p>

issue-based work to help highlight ways in which they can improve their health outcomes. Additionally, the drop-in has a one-to-one room where young people can access, amongst other services, c-cards, pregnancy testing, and chlamydia testing. Young people can also use one-to-ones to explore issues such as relationships, managing feelings, emotional health and issues around sexual health. The HOT Drop-runs every Wednesday evening from Portobello library.

The HOT Team Drop-in is a partnership between The Health Opportunities Team, Locality Lifelong Learning, and Locality Library Services

Health Opportunities Team provides specially trained staff and resources

Locality Lifelong Learning provides funding for a youth worker to support the work of the Drop-in

Locality Library Services provides a free accessible waiting space where staff are available to engage with young people and a space where young people can be seen on a 1-1 basis

Between 1st July 2019 and 1st March 2019 the library recorded 172 visits to the Drop in.

Between 1st October and 26th November 2019 the Health Opportunities Team ran a group work project to support young people with anxiety. This was run across 8 sessions with up to 8 Young People attending each session

Sexual & Emotional Health Drop in: In partnership with the LLL team and the Health Opportunities Team, the purpose of the drop-in is to provide a safe, friendly, confidential service for young people to gain information, help, advice and signposting for issues regarding their sexual and emotional health. The drop-in consists of a waiting space where staff engage young people in relationship-building activities, as well as doing health related issue-based work. There are also 1:1 consultation where young people access, amongst other services, c-cards, pregnancy testing, and chlamydia testing and exploration of issues such as relationships, managing feelings, emotional health, and issues around sexual health. The sessions are provided in the library as this is where the young people go naturally in the local community, so the service is more comfortable for them to access.

The drop in provided Thirty-two sessions, with **over 71 one-one consultations**. There were **226 contacts** with young people aged 12- to 17-year-olds.

Issues / areas of health and well-being discussed in sessions by most common:

90 C Cards, 50 sexual health, 41 relationships, 29 well-being, 25 health, 19 mental health, 15 pregnancy tests (4 positive), 17

consent, 14 readiness, 14 drugs, 7 LGBT, 4 Chlamydia (2 positive), 3 alcohol, 2 smoking

Impact Statements:

“I could speak to an adult about my boyfriend putting pressure on me to have sex and felt more able to say no to him”

“I had someone to talk through my options after my pregnancy test was positive”

The Lifelong Learning service is also pivotal in establishing and developing projects by targeting children and families directly affected by learning difficulties as well as physical disabilities. Here are two examples from different community centres:

Inspiring Disability (Jack Kane Community Centre): Inclusive and participatory project which takes a comprehensive approach to children and the wider family’s needs, fostering an environment which promotes every child having love, care, and support through providing positive relationships with adults and peers. This is achieved through providing a unique service which targets the whole family of children from the ages of 2-16, who have recognized additional support needs and varying forms of disabilities.

Project Need: The North East Locality plan 2017-2020 suggests that within the Greater Craigmillar area, there is a high incidence of families with children and disabilities with related issues of poverty. There is also a lack of opportunity for this target group in accessing locally based specialised provision. The Lifelong Learning team currently support 2 groups carrying out activities that are targeted at children and families effected by disability/difficulties in learning

Project Outcomes:

- Increase number of children and families affected by disability engaging and learning within community services and environments
- Increase confidence and self-esteem of children affected by disability
- Increase physical, social, and emotional development
- Increase recognition and awareness to the needs of themselves and their children
- Increase support to access and be included in community life and support networks

In response to the COVID-19 pandemic, the project has delivered a blended service of outdoor learning and delivery of educational activity packs.

Direct Impact

1. Indoor Session (*pre COVID*) 34 group work sessions, with 768 contacts.

2. Effective communication and nomination routes with NHS, Social Work, CEC Family Support, and wider voluntary organisations with 8 nominations into service.
3. Outdoor Learning – 15 outdoor sessions, with 26 individuals (made up of 8 families) with 309 contacts.
4. Activity Packs – providing age and development stage appropriate activity packs over a 14week period for 8 families with children with ASN's.
5. Online Platform – dedicated online group for families with 24 members to share specialised information, children's achievements, and connections with members.

Impact Statements:

'This is one of the best groups I have ever joined, don't know what I would do without them. Love my Saturday mornings even if it is outside, we still have great fun, so a big cheer to the Inspiring Disability team for keeping it going' (Carer)

'This group has been a lifeline for me and the girls. When everything was closing and the uncertainty this brings, this consistent group kept routine in my girls lives and gave us all a sense of normality and a time when needed the most' (Parent)

Northfield Community Centre Family Drop-in: The Drop-in was set up at the same time as the JKC and with similar aims and outcomes, except there have been a strong prevalence of children and young people attending with autism and the staff all are very experienced in this area many having worked in ASL.

The management committee fundraises to continue this service which was originally operated with Scottish government funding and deploys this external funding streams to ensure that 1 x LLDO manages the service on behalf of the committee and employ casual staff through the council's tertiary budget.

The Drop-in is open to families who have a child /child with a disability and their siblings. Interactive sessions are also complimented by external and specialised agencies such as educational phycologists and welfare rights.

Twenty-four sessions with **150** adult contacts and **293** children and young people (babies to 12-year-olds) contacts

Fifty-five families participate, with a high percentage being BAME families. Many of the children are on the autistic spectrum and we have created a snoozing room for them to go to enhance relaxation. The parents get access to information and support and a series of specialist speakers are invited to support parents, give them new ideas/activities to utilise and improve their parenting skills. It is a whole family activity. The children get a varied programme of themed activities aiming to promote positive relationships both with other adults and their peers. Parents gain mutual support from other parents who are

in similar situations. The children gain new skills in a supported environment and reduce isolation at weekends.

Outcomes

- Improved parenting skills
- Children learn new skills and improve others
- Improved health and well being
- Improved awareness of other services
- Increased social contact
- Improved routine at the weekend

The staff concentrate on micro progressions such as Increased eye contact and attention to peoples' faces - Da has shown much more interest in the adults in recent sessions, in a quieter session, with lower numbers, it was noted by one of the YW that Da was increasingly looking into people's eyes/faces; he sometimes also spoke to them, but was getting much more socially 'confident' in our sessions

Impact statements:

'Can I still come when I'm older?'

'The most important thing is that it offers us consistency and routine at the weekend.'

'It provides information on other services throughout Edinburgh.'

'There are specialist speakers on interesting relevant topics.'

'It's a chance to meet other local families.'

'All staff are friendly, approachable, and kind. I am always impressed with how they produce themes every week. They are creative and artistic although there is a sporty mix too for the active kids.'

'X child attended the Mindfulness session. To my surprise he took part and enjoyed the session. He found it very relaxing. As we have been practicing some breathing exercises at home for anxiety it was very useful.'

'The Drop-in is our little oasis of calm.'

Covid times: *Once management gives permission to access the Drop-in contact files in the Centre there are plans to set up a Facebook closed group for support and activity ideas, we also have science boxes ready to distribute and plan to have weekly phone calls with parents.*

N.E LLDL(Schools) are fully involved in all the ongoing initiatives to support the mental health of our young people (& their families)

Escape, Connect, Relate is available in school, promoted by individual members of staff & through @ECR_Edinburgh on Twitter.

All LLDL(Schools) are qualified Mental Health First Aiders

#EdinburghSchoolLibrarians on Twitter has highlighted many positive mental health campaigns examples of which are Children's Mental Health Week, Black Lives Matter, Black History Month, Empathy Day, LGBTQ

Both of the LLDLs from Castlebrae and Holy Rood are part of the Festival planning Group for the Craigmillar Book Festival and are involved in discussions as to how the 2021 Book Festival might look. As well as being part of the very successful events of the 2019 Festival which included a whole day of activities at Craigmillar Library and a creative writing workshop for Higher English pupils from both schools.

In Leith Academy the LLDL is involved in the Mental Health & Wellbeing group @Leith Wellbeing, Empathy Day PowerPoint & PSE lessons, Mental Health weeks and check ins with key adult class/parents.

In Holy Rood the LLDL has been part of both the HWB School Improvement Group (SIG) and since August 2020 the Global Citizenship SIG. As part of the British Council's Connecting Classrooms initiative, she is instrumental in linking HRHS with her sister school in Tanzania and has designed lessons to support pupil understanding of global inequality. **CEC North**

Edinburgh Streetwork: Forming part of the CEC city wide response within the pandemic, NEST is street-based team that was mobilised in the wake of COVID 19 and public health concerns, offering educational interventions to young people on the streets of the North-East locality. Street based staff collate data and research on the emerging trends and needs of young people as they experience and recover through COVID 19 capturing young people's experiences and sharing them to a wider audience. Street based interactions act as platforms whereby young people can renew their relationships with services and become architects as their community develops.

Project Outcomes:

- Young people become more aware of the risks associated with Covid 19 and can identify potential steps they could take to reduce these risks
- Young people become aware and able to access local services as these are opened and are developed in relation to current Covid 19 situation
- Young people become more aware of decisions impacting on their lives and can engage with these and increasingly influence these
- Young people become aware of how to access further support from trained youth work staff and other forms of support should they require it

- Young people become more aware of the implications that their personal choices might have on themselves, their peers, and the wider community

Partnership: NEST has also created a collaboration of organisations that either meet street based young people or have an interest in street-based services. Partners now complete a monthly update form which acknowledges trends across the locality. This local information is also fed into the wider city-youth work meetings to ascertain whether there are trends. NEST collaborates with and takes contributions from the following agencies.

- Voluntary sector partners
- CEC departments
- Police Scotland

Outcomes

1. Fourteen sessions have been implemented with 286 contacts being made with people, providing a weekly average of 19 contacts per session
2. An additional four mapping sessions have been implemented in the Northfield area
3. Six sessional staff have now completed detached youth work training

Unintended outcomes

- Bike ability linkage with partners with 15 bikes repaired
- Parental engagement around digital connectivity and staying safe online
- Play equipment vandalism removed and ready for usage

Active youth: forms part of the CEC city wide collaboration with partners to increase YP health and wellbeing. In the NE Lifelong Learning works alongside both the Jack Kane & Portobello community centres, Edinburgh Leisure, and other organisations in the third sector to provided inclusive and participatory activities to young people which are open to all. The programme concentrates on health topics with activities focusing upon positive health outcomes whilst contributing to a reduction in health inequalities. This is achieved through providing activities aimed towards enhancing physical and emotional health and well-being with the programme being developed by young people and the health topics that they wish to explore.

Project Outcomes:

The Active Youth project works towards achieving the following:

- Increase levels of physical activity and knowledge on health-related matters
- Increase in positive healthy living activities and experiences
- Increase in informed wellbeing decisions
- Increase participation in community activities

	<ul style="list-style-type: none"> • Increase levels of confidence <p>In response to the COVID-19 pandemic, the project has been unable to deliver face to face sessions and has moved to an online platform to engage young people.</p> <p>Direct Impact</p> <ol style="list-style-type: none"> 1. Digital platforms – Online group with 168 members, with 1002 online engagements. 2. Supportive Phone Calls – providing emotional and well-being support to 10 nominated young people. 3. One to One – dedicated sessions for young people focusing on emotional support and well-being. <p>Health Focus – Twice weekly online activities/sessions to engage young people and keep health and well-being on young people’s agenda.</p> <p><i>‘It’s been a good amount of time spent online with staff as there was no-one to talk to otherwise during the worst of lockdown.’ (Young person).</i></p> <p><i>‘The project has had an enormous impact on me because just keeping connections with everyone keeps everyone happy and it makes everyone aware that if they need to speak to someone there is someone they can speak too.’ (Young person).</i></p> <p>Bike Ability: Working in partnership with the Active School coordinators Bike ability was delivered to whole classes of P6 and P7 children in these targeted Primary Schools: Niddrie Mill PS, St Francis RC PS, Castleview PS and Leith Walk PS. Children are achieving Level 1 or Level 2 Bike ability awards. Over 2,060 children participated</p> <p>All sessions over the duration of 6-8 weeks took part in school playgrounds and the surrounding areas.</p> <p>Duke of Edinburgh Awards: In partnership with Castlebrae Community High School: LLL teams deliver the Bronze Duke of Edinburgh Award at this school; The sessions focus on navigation and other skills. LLL officers also use the CDT department to build bird boxes as part of their conservation work in the volunteering section of the Award. The group have just completed a practise walk for one of our Bronze groups and aim to complete their expedition section before the Christmas break. This will involve the group of 14 S3 students taking part in two separate day walks based on the school.</p>
<p>Social isolation is reduced for people of all ages</p>	<p>Piershill Library – Housebound support: Since summer 2020 Piershill library staff have regularly contacted the vulnerable and frail elderly users of their Library Link and Housebound services Staff are aware of which users might be particularly vulnerable, for example those who live alone and have no family.</p> <p>Library staff have been calling these vulnerable users for a catch-up chat once a month, keeping the group in touch with other</p>

	group members and the library staff and seeking to support the group with any issues and provide them with information as requested. This has represented a valuable contact for this vulnerable group, many of whom have been particularly isolated during lockdown.
Briefly outline any planned next steps, and note if they are in any way informed by Covid	
<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 high level narrative
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	<p>Erasmus +: The NE Lifelong Learning team have been continually at the forefront of deploying intercultural experiences through Erasmus + for the benefit of YP who are from non-traditional routes. Through LLL staff's awareness of the relevant policy documents and the changing nature of Europe, staff have worked alongside YP to lobby elected members, present their work at local and national events with the work also being highlighted in national newspapers and television. BBC iPlayer (https://www.bbc.co.uk/programmes/m000rsnn). Or you can read the article here https://www.bbc.co.uk/news/uk-scotland-55804113</p>
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	<p>The NE Lifelong Learning team through work carried out with partners have recently been recognised in 2 national youth work publications, as examples of good practice.</p> <p>'National Case Study Evaluation 2020' https://www.youthlinkscotland.org/media/5319/national-evaluation-publication.pdf</p> <p>'Learning in Lockdown' https://www.youthlinkscotland.org/media/5251/learning-through-lockdown.pdf</p> <p>Digital Footprint: The NE Lifelong Learning team have also been working alongside the voluntary sector, ensuring that that there was a standard of good practice. During COVID 19, organisations within the NE had access to and support from LLL officers and from this, digital policy and procedures were developed to support charities and projects to move online safely and confidently with young people and children. Procedures were tailored to suit local needs and support was given with process and procedures. Three community centres alongside a youth and children's project were supported to increase their digital footprint within the NE locality.</p> <p>Impact Statements:</p>

	<p>'I don't know what we would have done if it weren't for you, we could never have achieved this in such a short space of time without this support and guidance.' (Community centre board member)</p> <p>'We feel more confident now that we have worked together to have the tools which will ensure the safety of both our staff and the young people online.' (Third sector youth worker)</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Continue to support and work towards good practice across the locality which developing a safe and inclusive digital footprint</p> <p>BSL Parents Class going online in early Feb at Northfield and Magdalene and clips on Vimeo being used with learners who may not want to go on-line to learn, with on-line weekly drop-in sessions run by tutor.</p>

APPENDIX 3: North West Locality Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact: Scott Donkin, Lifelong Learning Service Manager (North West)
Helen Bourquin, Lifelong Learning Service Manager (North West)

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation high level narrative
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>Youth Talk: continues to feature in the North West with a key focus on the North (Forth and parts of Almond and Inverleith Wards). Good progress was made through October, November and December in gathering initial views and opinions through the Flash Poll approach. Planning for phase 2 which would involve face to face workshops and activities was planned when lock down commenced.</p>
Joint planning and evaluation across schools and lifelong learning is targeted and effective	<p>Both Broughton and Craigoyston High were critical to the initial phase of involvement where 942 young people returned a postcard as part of the poll. Through the school libraries and other activities, workshops were planned to support phase 2 of the programme. Initial feedback from the flash poll highlighted key concerns around health and wellbeing and concerns for the future, potentially even more appropriate now.</p>
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	<p>DofE (Duke of Edinburgh Award) is valued and provided by most schools in the North West. Lifelong Learning helps support this provision, and particularly that which targets young people who experience inequality and disadvantage.</p> <p>New group formed in Kirkliston Primary to raise literacy levels and to provide a link between the School and Library particularly for children struggling with reading: group of 40 children meeting once a month with reps from the Library - projects to encourage every child to become a library member - competition to design a library card, visit arranged to the Library by the group of Library Ambassadors.</p> <p>Regular weekly visits initiated to the Library by Kirkliston Primary after school club to develop information skills and digital literacy of 8-10 children - using ICT resources and staff expertise</p> <p>A survey of learning needs due to Covid carried out with voluntary sector partners and using that info worked with Adult Education program and Edinburgh College to plan program of learning at Granton Campus. This was due to run Oct to Dec but delayed by college due to Covid levels and Govt guidance. Will run at the campus once levels of infection reduce. As alternative</p>

	NW contributed tertiary budget to enable AE program online to run this term with priority given to Granton, RW, Pilton Muirhouse postcodes. Outlined more fully in Sheila's contribution
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Work is underway to identify solutions to put in place virtual workshop activity with a view to creating a gathering session by Easter 2021. Some remapping of the initial phase will be revisited to ensure there is no loss to previous concerns that might have been raised and/or where Covid-19 may now add similar or new concerns that will need to be factored in to the second phase of engagement.</p> <p>Have plans with Edinburgh College to run more LL provision long term at Granton campus once restrictions lift. Are also key partners in Granton Learning strategy linked with Granton Waterfront Development</p>

Priority 2:

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

Outcome	Self-evaluation high level narrative
Food anxiety, hunger and learning loss during school holidays is reduced	<p><i>Discover!</i> is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing).</p> <p>As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to <i>Discover!</i> below</p> <p>More detail and information on <i>Discover!</i> is contained in the <u>Strategic Health and Wellbeing Appendix</u>.</p> <p><u>North West locality LLDOs</u> support <i>Discover!</i> as follows:</p> <ul style="list-style-type: none"> • One of the LLDOs is an active member of the Discover Planning Group, taking on aspects of planning, liaison, co-ordination and programme delivery • Liaising with other LLDO colleagues in the NW and gathering information to support families • Phoning locality families and supporting parents/carers • Supporting the co-ordination and delivery of <i>Discover in a Box</i> to families across the city <p><i>Discover Parent/Carer Forum:</i> the first meeting took place just prior to lockdown so a follow up session was cancelled. Since then, <i>Discover!</i> has established a parent mentoring/buddying system, where parents can sign up to be a mentor. Training for volunteer parents/carers was delivered online and parents/carers offer to buddy new families, making them welcome, answering any questions and helping them feel part of the Discover facebook</p>

	<p>group. This is increasing parent/carer involvement and helps develop new skills and experience.</p> <p>Feedback from the Parent/Carer Forum in March has helped inform planning throughout the past year.</p> <p>In addition to <i>Discover!</i> in North West locality we supported children and young people’s breakfast activity at Muirhouse library during the October break. This involved an average of 20 young people per day and was established in partnership with local building contractors and third sector organisations.</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>By working with projects such as Granton Youth and Bridge8 Hub and working closely with schools, Lifelong Learning can ensure that young people, and particularly those disadvantaged access opportunities they would not usually get. For example, girls from Granton Youth participating in the Duke of Edinburgh’s Award and planning a canoeing expedition.</p> <p>Last term, the school-based LDLs (Library Development Leaders) endeavoured to continue serving pupils and school staff while adhering to COVID health and safety measures. Although face to face interactions and onsite library class visits were reduced, school-based LDLs created, maintained, and circulated two Forms – ‘Click and Collect’ and ‘Personal Book Shopper’ – through which pupils could request library resources. Additionally, school-based LDLs maintained contact with English classes by providing a book trolley service.</p> <p>During lockdown in 2020, school-based LDLs maintained pupil contact by maintaining their extracurricular groups through digital means. Below are some of the many online groups that were supported by school-based LDLs throughout lockdown:</p> <ul style="list-style-type: none"> • Forrester HS Book Group • Forrester HS & Royal HS Royal Society Young People Book Group Prize • Broughton HS Escape, Connect, Relate Wellbeing Book Group <p>Through a CEC Art Fund grant, a partnership between LL, Granton Community Gardeners, GYC, RWCC M.C , PCHP and Granton Church ran the Granton Autumn Festival which was free to all and included an exciting multicultural programme of:- live music, dancing, arts and crafts workshops and taster foods from around the world. The Art Project started four weeks prior to the main event and engaged 7 community groups (75 participants) in the making of decorations and big art work for the main event in the RWCC Hall. The artwork and decorations were designed by Inspiral Arts and delivered as a participatory art project, inspired by a multicultural theme.</p> <p>A programme of 14 artist led workshops was devised to offer each group two, 2hr workshops The workshops were planned to meet the needs of local children, young people, older people and</p>

	<p>families. As a legacy of the Multicultural Art Project and the community groups achievements, the artwork has now been installed as a bold and colourful statement feature in the RWCC foyer area.</p> <p>P3 Mad Scientist project in Craigroyston P S is currently running to encourage family participation in learning supported by LL . This involved 5 practical sessions in class and 4 bags sent home for families to try together. Each bag had the materials and instructions needed to do the experiment and was accompanied by a You Tube video link. 100% of families signed up for this project – 22 in class. 7 parents have sent in photos of their experiments at home so far. Verbal feedback from parents in the playground has shown the children are very enthusiastic about doing the work at home. Parents comments are very supportive of this way of working and they are showing an interest in trying to make things work.</p> <p>Oct 2019 Lifelong Learning worked in partnership with Craigroyston PS through PEF funding to deliver multicultural celebration for parents and children. Range of performances, music, quizzes for kids, multicultural foods shared, display of children’s work, workshops for children. Opportunities for barriers to start to breakdown, more understanding of different cultures and sharing and celebration of other cultures. 150 participated.</p> <p>Primary 1/2/3 Bookbug Some sessions delivered in class in autumn 2019 in one local primary school. Attended sessions at a second primary to promote local resources for parents. 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. We are now working on ways of running Bookbug in P1 in Craigroyston school, using online facilities available through a private Facebook group, where learning can be shared and parents have a window into the classroom through photos and input from family learning.</p> <p>Time for a story was used during lockdown, where we developed 5 new You tube video sessions, each one based on a story, and included the story being read, a song and an activity idea. These sessions will now be added to, and we have had requests from practitioners in other authorities asking if they can use them</p> <p>Alternative curriculum outdoor learning was been run at Queensferry Primary School to support pupils not coping well in the classroom</p>
<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	

Our looked After child and Young people are supported to achieve	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Projects have become more aware of the benefits of Outdoor Learning and are looking at ways to continue and expand this, for example by training their own staff to deliver it.</p> <p>Develop Creative Writing and Adult Literacy sessions and workshops online. Work partnership with City Art Centre</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>	
Outcomes	<p>Self-evaluation high level narrative (please be brief and note impact, stats etc to illustrate a key point – max 1,000 words)</p> <p>Leave blank if nothing to report under this outcome</p>
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	<p>Lifelong Learning worked in partnership with Craigmoynton High School and third sector partners to support school leavers displaying significant social and personal challenges to work towards more positive outcomes. During the period, 27 young people were engaged in activity with 10 moving into a positive destination.</p> <p>Adult Literacy Edinburgh Facebook page developed during lockdown; private learners’ group, linking learners across city, sharing photos and quizzes. Linked with National Writing day 24th June (https://literacytrust.org.uk/about-us/national-writing-day-24-june-2020/) Successful writing challenge, linking learners, library colleagues, friends. Huge contribution of poems, photos and videos and interaction between people. Developed ‘rooms’ sessions and offered fun workshops online.</p> <p>Collaborated with Stockbridge Library around #DreamsWeAreDreaming writing challenge with prompt of ‘The Future is...’ involving learners</p> <p>Piloted a 3 week online creative writing course with themed YouTube videos, worksheets, links. Excellent model which worked very well with small group. Feedback highly positive. Learners requested more sessions for development of learning and improved mental health and well being. Publication of Small Pebbles, Big Ripples; booklet of poems to be shared with family, friends and available online through the libraries.</p> <p>Blended Literacies Learning; range of learning options offered to adults at home.</p> <p>Partnership with North Edinburgh Arts and Community Quilt – writers contributed poems for the quilt.</p> <p>In Partnership with Freshstart - delivered SQAs in Speaking and</p>

	<p>Listening for adults to improve communication skills and increase opportunities for volunteering and employment, as well as personal development.</p>
<p>Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills</p>	<p>Teen Titles is a triannual literary magazine with content written by and for secondary school pupils. A collaboration between school-based LDLs and City of Edinburgh’s Publications team, Teen Titles provides Edinburgh secondary school pupils opportunities to read and review soon to be or newly released titles, send in their own book reviews, and to conduct interviews with recognised authors.</p> <p>Taking part in Teen Titles is an opportunity for pupils to develop and enhance their literacy skills, time management abilities, and reading for enjoyment. As they are writing for an authentic audience – Teen Titles is read not only by peers, but by library professionals, teaching and educational professionals, and those in the publishing industry – it also provides pupils a window into the world of work.</p> <p>Teen Titles’ reach has been widened further this past year with its increasing digital presence via Twitter @teentitlesmag and the Council website</p> <p>This year's Book Week Scotland NW Edinburgh public and school libraries came together for a unique project in partnership with Impact Arts. The aim was to engage with the target audience of young people and to provide a platform for creative digital engagement. The theme of BWS this year is future, so the main brief of the project was to encourage a dialogue with young people on the theme of the future - how they view this and their hopes, aspirations for the future.</p> <p>The young people enjoyed the challenge of thinking about the future and the world around them. They created a survey to share their thoughts, which was shared on social media. As a result of their thoughts and collaboration they created a comic book influence installation for BWS consisting of 4 pop up banners.</p> <p>Young people's voice came through in all aspects of the creative process, and it was very much a collaborative project. The banners will be showcased initially in Forrester High School and will rotate around NW school and public libraries. They can be used by community branches and secondary schools to promote collections such as the citywide Escape, Connect, Relate bibliotherapy project.</p> <p>It was also a fantastic opportunity to hear from the young people on their experience of libraries and what they would like to see improved or developed for the future. This relationship will be continued going forwards, and more collaboration to follow.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by</p>	<p>Linking with the aspirations of the NW Locality Improvement Plan, discussions with key partners will take place to identify any mechanisms or programmes that might help put in place a constructive programme for young people who may be on an</p>

Covid	<p>alternative timetable.</p> <p>In addition to having a Twitter profile and Council webpage, Teen Titles is going to be featured on Youth Talk, furthering its digital reach</p>
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Priority 4:

Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation high level narrative
<p>Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing</p>	<p>LL continues to work closely with Edinburgh Leisure to deliver the Open All Hours programme. In North West locality, this is supported via Kirkliston Leisure Centre, Drumbrae Leisure Centre and Ainslie Park Leisure Centre. Each facility provides a different attraction for local young people. The offer was extended at Drumbrae to increase availability during key times such as the October break and 2 trainee youth workers were appointed to support activity at Kirkliston. Average number of participants per session 100 - 120</p> <p>Working in partnership with LGBT Scotland to support the creation a dedicated LGBTQ youth club as requested via YouthTalk – operational Oct 19 and continued throughout lockdown. Average 12 young people per session.</p> <p>Children and youth work activities taking place in Ratho Station, Kirkliston, Queensferry, Drumbrae/Clermiston, West Pilton/Muirhouse and Granton. An average of 20 sessions are available per week and involve on average 355 participants per week.</p> <p>Duke of Edinburgh activity was supported between October 19 and March 20 in Broughton, St. Augustine’s and Forrester High Schools. Numbers in these schools continue to grow, as does the progression through Bronze, Silver and Gold. (An average of 10 young people from each school participated each week.) - I can get numbers if required but it would be more. Further DofE activity has been developed with Granton Youth and involves 8 young people.</p> <p>Cycling has been an important activity that can be run within some periods of Covid restrictions Bikeability has been supported at several Primary Schools, and other cycling sessions have been run at Broughton HS and with Granton Youth.</p> <p>Lifelong Learning also supported the Outdoor Learning Challenge in Holyrood Park. 2400 pupils from 49 schools attended, as well as 200 teachers keen to make contacts and extend their knowledge. (Bikeability activity was supported at Queensferry Primary School with 6 sessions / 6 per group. Bikeability has continued post lock down in 3 primary schools and sessions at Broughton High also.)</p> <p>Detached youth work has featured as a result of the pandemic. Staff carried out several recce sessions before determining when</p>

and where best to offer further engagement. This led to the creation of dedicated sessions and whilst small in numbers, provided valuable opportunities to support young people and discuss key issues such as their health and wellbeing.

Escape, Connect, Relate is project developed by school-based LDLs to promote positive mental health and wellbeing through reading for enjoyment, bibliotherapy and signposting resources which can provide support, advice, and guidance to the mental, social, and health issues that impact young people. Although developed by school-based LDLs, ECR is envisioned to be a student-led initiative and as such, ECR has taken varying forms across the secondary schools in Edinburgh. Below are some of the many examples of good practice in NW:

- Twitter
- Story Cafes, which have been adapted to work online via Teams during Lockdown
- ECR lunch time drop-ins
- Read-axation
- Student-led assemblies for each year group
- ECR ambassadors training
- S2s read ECR titles and then design corresponding bookmarks

Weekly Pregnancy Cafe plus 1: 1 health literacy support for referred parents. Partnership with Stepping Stones. Parents referred by midwives, Health visitors, Family Nurse Partnership. Provision of range of pre and post-natal support on a range of topics as well as providing opportunity for education opportunities for parents e.g. bringing in Edinburgh College rep. Parents felt attendance improved their social situation, tackled isolation, gave them access to 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. Supported online and via phone during lockdown ensuring they were linked in with support food parcels etc

Partnership with 7 Stepping Stones parents under 25 to create storybooks for their children which were then professionally printed.

In partnership with **Health in Mind** ran a wellbeing course to learn and practice things that can help participants to feel less stressed, anxious and overwhelmed. Topics include: Relaxing breathing exercises, Take Notice, Self-care and Habits, Thinking styles, Control, Boundaries and Resilience

Free weekly community lunch and activity programme provided in RWCC for 30-40 local families from Feb until lockdown. Creche was provided as well as art/craft activities, digital skills and Health Issues course. It's a partnership between LL and RWCC M.C with latter taking on volunteer roles as well as contributing to funding.

Local agencies also in attendance to give advice and info. Developed from consultation with local community to provide support and activities they wanted.

Royston Wardieburn Community Ceilidh Feb 2020. 350 attendance. Partnership with LL, RWCC M.C Community Gardeners and Pilton Community Health project
Opportunity to socialise with families, friends and neighbours. 27 different performers on stage from ages age 5 to 75. Very diverse attendance- Scottish and BAME and European. This is the 7th year of the ceilidh and involves joint planning and delivery with LL, vol sector and local community. Impact was:

- Improved the health and wellbeing of all participants
- Created positive volunteering opportunities to meet people's individual needs and interests
- Improved skills and confidence of volunteers
- Improved community identity and local confidence, as well as community capacity and connectedness building on local networks, skills and experience.
- Making the arts and culture affordable to all and showcasing local talents

Libraries:

- Partnership working with the Queensferry Dementia Friends group - event for Dementia Awareness Week.
- Community Event with Homestart and Balfour Beatty in Kirkliston Library - to promote work of Homestart to support local families, also to inform the community on development of new Burnshot Bridge.
- Promotion on social media during lockdown of mental health support locally via Health in Mind.
- Phone calls to check in with Library Link recipients during lockdown, and housebound delivery via Access Services and WRVS (city wide)
- Engagement via Facebook and Twitter with communities in Kirkliston/South Queensferry to provide information and support, also to provide learning opportunities and resources for all ages. This include the 1st adult author event being live streamed on Facebook.

Adult Learners: Getting online sessions and using IT; how to use an Ipad, send email, click links, find information online, make a video, share it, video calls. Successful application to Connecting Scotland for **Chromebooks Project;** Supporting adults with weekly sessions. This has reduced social isolation for those shielding and for adults with other health conditions which prevent them having relationships. It has contributed to reducing loneliness and improved a feeling of being connected to a learning community.

Online audio book group – 'Have you heard a Good Book Lately'.

Led by LLDL, Stockbridge Library.

Most of the 8 participants in the group have a visual impairment, with links to The Macular Degeneration Edinburgh Group. The group has been running online monthly since April 2020, as a way of continuing our monthly 'in person' meetings in the library. The main focus of the group is book discussion and creating a safe and supportive learning environment. We have had 2 new members since lockdown. The group is inclusive and free. Information about joining the group and book reviews are promoted on Stockbridge Libraries facebook page. This also informs our wider reading community about our multi-access digital collections, which are freely available from YourLibrary. Digital team has also provided valuable information and support regarding reading options and digital support

Prior to lockdown LL supported 31 elderly people many of whom have long term health conditions or come from low income households and are digitally excluded in a weekly social group. Provision includes transport, lunch, gentle exercise and educational input. Lockdown has been a major challenge for most of the group members and has had a significant impact on their lives leading many to feel isolated, anxious and worrying about health problems but afraid to go to the doctors. During lockdown service adapted to meet people's needs and external funding was secured to support:

- Weekly phone calls for practical and emotional support, Information and advice and referral to other agencies
- Daily information posted on the group's Facebook page (i.e. Scottish Government Guidance, information re cold weather payments, virtual tours and tea parties, reminiscence material i.e. old photographs, links to online activities)
- Regular packs which contain arts and crafts materials, cognitive materials (puzzles, sudokus, local history books), practical things (reusable masks, packs of tissues, gloves, warm socks) and some treats.
- One to one support from an adult education tutor who has been supporting people get on line and helping to develop and improve their digital skills.

Liaised with NHS to deliver **Thrive** packs and Edinburgh Book Festival to deliver books and activities

Throughout lockdown period LLDs worked with voluntary sector partners in NW food collaborative to co-ordinate volunteers and food parcel delivery as well as provide some administrative support.

LLDs also dealt with referrals from families from within LL team and voluntary sector partners to make sure they received practical as well as emotional support including many who had significant mental health issues.

	<p>Baby and me chatabout books -Stockbridge Library: This was launched on 19/11/20 to tie with Book Week Scotland and is the first of 6 online weekly events. The aim is to fill a gap in provision with Bookbug due to Covid and an opportunity for social contact and discussion/activities linked to early literacy and parent support. It is targeted at first time parents with babies under 6 months.</p>
Social isolation is reduced for people of all ages	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>Bikeability and cycling opportunities in general will be extended, and its value as an activity has been significantly raised.</p> <p>Lifelong Learning will support Outdoor Learnings planned provision to compensate pupils who have missed out on Benmore/Lagganlia residentials. This is still being planned, and it is hoped to extend this offer to all P7s under the title Epic Days.</p> <p>Detached activity to resume after lockdown.</p> <p>Escape, Connect, Relate has established links with Youth Talk and Young Scot, and will soon have a wider digital presence and reach. Its reading list and signposted resources are currently being updated and expanded</p> <p>Planning more classes to improve digital skills of more elderly members.</p> <p>Have been awarded £3,900 from Nancy Massey to deliver a participative community arts project based in the RWCC in the spring of 2021 (or when CC re-open). The grant will pay for a freelance visual artist to deliver 20 workshops, to 4 small groups of children and older people. Making of a collaborative artwork to go on permanent display in the community centre. The theme “a celebration of life after lock down. Aims are to engage 32 socially isolated and economically deprived children and elderly citizens living in the Small North ward and contribute to welcoming the community members back into their community centre.</p>
<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 high level narrative
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	<p>In October/November 2019, NW school-based Library Development Leaders participated in a training programme called ‘Autism Friendly Libraries’, which was created by Dimensions, a charity that supports people with learning disabilities, autism, and complex needs out of institutions.</p> <p>As this training programme focused on public libraries and what can be done to make them more inclusive, Autism-friendly spaces,</p>

	<p>school-based LDLs took the initiative to tailor the programme – with Dimensions’ permission – to address the audiences, objectives, and challenges of the school library. This adapted training programme, ‘Autism Spectrum Disorder Friendly School Libraries’, was then delivered by and to school-based LDLs. The training included guidance on how to create an autism friendly environment and how to effectively communicate with ASD pupils, as well as recommended titles and resources.</p>
<p>Lifelong Learning staff share good practice and expertise and embed the learning in their own practice</p>	<p>Prior to schools re-opening full time in August 2020, a few school-based LDLs took the initiative to form a Schools Reopening Group, through which a School Libraries Risk Assessment was created to provide guidance on mitigating the risk of COVID transmissions. Although no school library is the same, the RA was a touchstone through which the good practice and expertise of school-based LDLs could shape and inform their working space. Once the RA was approved and circulated, individual school libraries adopted the group guidance to meet each school’s individuals needs and added to their SORT RAs</p> <p>This year has seen a stronger co-ordination and partnership between school-based LDLs and public library staff on worldwide events such as Holocaust Memorial Day.</p> <p>Taking part in CILIP’s Stepping into Leadership course has allowed for further sharing of good practice between school-based LDLs and public library staff.</p> <p>Throughout lockdown period LLDO staff have improved on their digital skills and taken up training on delivering classes on line.</p> <p>Library staff have developed skills in delivering events/content via social media</p> <p>Library Team Leaders taking opportunity of lockdown to take part in leadership training webinars</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>LLDOs are developing online resources to deliver SQA Level 4 (Intermediate 1) Child Development</p> <p>20 week course to be delivered online January 2021 due to constraints on face to face teaching</p> <p>Autism Friendly School Libraries: securing funding for further training is ongoing</p>

APPENDIX 9: South East Locality Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact: Jackie Stewart, Lifelong Learning Service Manager (South East)

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation high level narrative
Leadership across Schools and Lifelong learning is cohesive with shared purpose	3x LLLDO's attend monthly strategy/PSG/16+ and team around the child planning meetings at Gracemount / Liberton /JGHS/St Thomas/ Boroughmuir -linking to relevant primaries
Joint planning and evaluation across schools and lifelong learning is targeted and effective	<u>1st July 2019 -25 March 2020</u> ; 2x LLLDO's were providing: <ul style="list-style-type: none"> • weekly 1-1/parental engagement x 5 students • weekly groupwork for 14 students (3x4th year girls, 4x 1st year girls • 3/4th year employability group for 7 students.
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	<u>April 2020 ->Dec 2020</u> <ul style="list-style-type: none"> • work continued online /on phone with 5 individuals • August -> resumption of 5 x face to face referrals [Liberton HS] • Aim to re-engage vulnerable 14-16 year olds who are not attending school and at risk -using outreach streetwork • 1 x small group x6 – confidence/esteem/self-harm -on line
Briefly outline any planned next steps, and note if they are in any way informed by Covid	Re commence face to face engagement for most vulnerable CYP using library settings - on hold Jan 2021 Identify those needing transition support-P7-S1 spring to summer 2021

Priority 2:

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

Outcome	Self-evaluation high level narrative
Food anxiety, hunger and learning loss during school holidays is reduced	<i>Discover!</i> is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing).

	<p>As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to Discover! below</p> <p>More detail and information on Discover! is contained in the <u>Strategic Health and Wellbeing Appendix</u>.</p> <p>South East locality LLDOs support Discover! as follows:</p> <ul style="list-style-type: none"> • One LLDOs is a member of the Planning Group • Liaising with other LLDO colleagues in the SE • Phoning locality families • Supporting delivery of Discover in a Box to families across the city <p>In addition to Discover, 8 South East LLDOs worked with colleagues from across Schools and lifelong Learning, supporting Hubs for Key Worker Children during Summer 2020.</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>Libraries on line/Facebook – services continued such as rhyme times and Bookbug /arts and crafts /reading groups – delivered by SE library team from start of COVID lockdown March 2020->@3 session per week per library-data collated in YW returns</p> <p>Sept 2019-feb2020: Tollcross Homework Club – provided informal after school support for pupils with their School homework/classroom work. 8 – 12 pupils involved until suspended due to Covid.</p> <p>phase 1: 2 libraries re opened post covid lockdown Oct 2020 - Dec 2020 Ensuring period poverty products again made easily available due to changes in service arrangements/structures in libraries -Gilmerton and Newington</p> <p>delivery of online homework support group for ESOL families - Oct- 2020 - for 5 adults/9 kids</p> <p>Dec 2020 Youth Talk CEC digital youth work platform in partnership with Young scot – launched Nov 2020</p> <p>YP ESOL homework club run in Gracemount high School/Online - Nov 2020: 6 young people</p>
<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	
<p>Our looked After child and Young people are supported to achieve</p>	
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>ongoing on line delivery of family /children’s services due to limited library offer-bookbug/storytelling/events and special activities</p>

	FL staff supporting families with on line learning and home schooling -Sept 2020 - 1 group x 4 families – initial feedback positive and will expand
<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>	
Outcomes	Self-evaluation high level narrative
Learners of all ages are aware of the different pathways available to them and make informed choices about their next steps	<p>Sept 19 - Feb 20</p> <ul style="list-style-type: none"> • Braidwood ESOL: weekly group of 8-9 learners per week • Employability skills group at Tollcross and Valley Park: 5 week programmes at Tollcross Comm Centre (Feb 2020) and Valley Park (oct-Nov 19) 5 learners pw • Crannie creative writing project: 11 weeks x 6 learners • ESOL and Literacies: 6 weekly groups (1 SQA, 1 ESOL Lits, 1 Lits, 1 ICT /Lits , 2 Numeracy) average 22 local learners pw: 6 groups online from Nov 2020 • Chromebook project Supply and support for Chromebook to learners through connecting Scotland funding Nov 2020 <p><u>Awareness of pathways @ employment + training</u></p> <ul style="list-style-type: none"> • Employability group oct 2019 -March 2020, • advised and supported 12 x 4th years from Liberton HS towards positive destinations. (Give it a go). • Alternative timetables supported and devised for students with SEBD or attendance issues [4 pupils] • Valley park CC -Dunedin V Canmore YP /LLL team ran job café – targeted youth provision for 18 x 16+ yrs -focus on support @ attendance/careers and positive destinations • Open Friday evening drop in targeting up to 30 young people 14 +yrs • Contact remained - moving to on line support April 2020 - current date <p>Democracy Group – up to 12 Adults meet weekly to discuss current affairs/political issues and theoretical perspectives that interest/impact on them. Suspended due to covid. Restarted in October 20 running to December 20 as a trial using email/telephone/online x 6 active participants</p> <p>Scribblers writing Group: Sept19 - Feb20 Weekly group x12, online October 2020 x6 learners</p> <p>Adult Education groups moved on line Nov 2020 x6, -this mirrored across service area - captured in strategic AE data return</p>

	<p>Democracy Group/Aye Write - online delivery being trialled by tutor-this will be rolled out to other classes if a success.</p> <p>Online gaming group - replaced some of the detached work over winter 2020 when restrictions re commenced</p> <p>1-1's started in august 2020 on a detached basis-YP</p> <p>ESOL level 3/4 for 6 -on line adapted for levels1/2</p> <p>On line creative learning courses - well received by clients</p> <p>Literacies groups x 3 for 6 per group Nov 20</p>
Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	
<p><u>Priority 4:</u></p> <p><i>Improve health and wellbeing and reduce social isolation</i></p>	
Outcomes	Self-evaluation high level narrative
Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing	<p>Work within JGHS, Boroughmuir St Thomas of Aquin's (Sept 2019- Feb 2020 : A 10 week programme of Health and wellbeing groupwork with 12 xS1 young people. Exploring the impact of negative behaviour within School and in the local community also looked a Health and wellbeing by opening up discussions on being safe such as alcohol misuse, avoiding confrontation, positive and negative peer groups.</p> <p>The sessions included a Boxercise course aimed at developing physical fitness with the participants.</p> <p>March 2020: See me, Hear Me: young woman's group rolled out in school to referred young people around mental and emotional wellbeing (school request) - online until group can run physically x 6, 13-15 yrs</p> <p>Let's Introduce Anxiety [LIAM] Management Intervention, 11/11/20 started drop in lunchtime sessions to identify future support work -small group x4 /6 established in St Thomas Aquin's HS as a pilot - ongoing to Feb break 2021</p> <p>Sept 2019 - Feb 2020:</p> <ul style="list-style-type: none"> • Young people signposted and supported to attend Health Opportunity Team group in Gilmerton CC (average of 15 p/w) • One to one in school, group work with focus on wellbeing (S1 girls Liberton high). Individuals supported to access CAMHS services.

- One to one support around domestic violence, anxiety
- LOG groups in localities – LLL team are part of group who assess new referrals from vulnerable families -post COVID – May 2020-> offering a triage arrangement to filter requests and info share-a making best use of resources- such as shared response to Xmas 2020 for hardship gift distribution

Family Fridays: The Family Friday group aims to provide a safe, secure and stimulating environment for families to meet, learn new skills, develop an understanding of services within their community and develop and sustain friendships.

The two Family Friday groups Tollcross and Braidwood- cooking, crafts, learning about local wildlife and local attractions/services available to them- worked in partnership with the libraries who did some storytelling sessions and invited families up to the rhyme time sessions in their local library.

Families enjoyed having a space to be together and took part in an activity a week with snack provided. Weekly evaluation data indicated that felt they had spoken to someone new, learned something new and spent time as a family.

Sept 2019 - Feb 2020:

- **Issue based training** for young people in centres referred/self-referred around topics inc; Domestic abuse, Under pressure (gender/sex/relationships) Challenging stigma around mental health/healthy relationships & grooming/Self Harm (Goodtrees/Gilmerton/Valleypark)
- young people from Gracemount and Liberton targeted for work focusing on territorial divisions, knife safety, conflict resolution - in partnership with Police - no knives /better lives
- this was as a result of issues raised in Youthtalk engagements/events in 2019
- Rolling out '**Being confidently myself**' women's mental health group in SE locality in partnership with Health in Mind - Aug 2019 - spring 2020, x 8 women completed introductory course

Open All Hours at Warrender Swim Centre+ Gracemount LC 2hr provision in partnership with Edinburgh Leisure for 80plus S1-S4 age young people from the SE locality

The attendees have had the opportunity to swim, attend gym sessions, eat healthy snack and engage with youth worker led activities and socialise with peers.

10 weeks October19 to March 20 with a significant increase in new attendees in the last weeks in Feb 2020 through the advertising of the provision to local primary 7 s . This has in turn provided many of the young people with their first experience of 'youth work'.

	<p>Space provided indoors 3 nights a week at valleypark through winter 2019/20. Up to 60 young people attending, opportunities to play sport, socialise, eat together, obtain advice and support re well-being including c-card service (which had continued through detached work) -similar in Goodtrees NC – with substantial input from committee resources @ YW</p> <p><u>Adventure/outdoors- focus of summer programme 2019:</u> Detached work in parks- open barbecues and social gatherings spaces/adventure games - discouraging anti-social behaviour and promoting community safety -2 sessions per week- for 25 young people per session -targeted at those most at risk and disengaged -parallel offer via centres for under 12's funded in main by committees</p> <p><u>detached work on bonfire week 2019 and 2020:</u> as part of operation crackle-with police and fire services).</p> <p>2019 Diversionary activity – trip out of area for targeted x12 young people - reported reductions in anti-social behaviour in bonfire period by police/fire services</p> <p>2020 – streetwork and information sessions-to actively deter anti-social behaviour - plus on line quiz/challenge Detached Streetwork sessions commenced in September 2020: 4/5 sessions per week contacting 50 + per session. This is a key bridge to maintaining relationships with young people when indoor YW settings are closed-this has been a key aspect of adaptation and renewal process for the SE LLL team</p> <p>Offered a virtual advent calendar Dec 2020 so that families can open a different activity a day to enjoy together</p>
<p>Social isolation is reduced for people of all ages</p>	<p>Hard of Hearing Adults improve their everyday lipreading skills in local provision of weekly groups in South Bridge Resource centre (pre COVID) . 2 groups in total. <u>One group currently online during lockdown.</u></p> <p>6 week short course for people newly diagnosed with a hearing loss to provide them tools to cope with everyday challenges. 1 group per term (pre-COVID).</p> <p>Deaf Literacy (English for speakers of other languages) provision in South Bridge for adults to improve their written English (pre-COVID).</p> <p>During lockdown - April 2020-Oct 2020:</p> <ul style="list-style-type: none"> • Provision of library services for housebound adults city wide • Local SE library staff maintain phone contact with vulnerable service users <p>May2020-Aug 2020</p> <ul style="list-style-type: none"> • Support with shopping/finances /medicines /social isolation for housebound individual- 3 x LLLDO staff

	<p>worked in partnership with HSC teams to facilitate contact and visits on a weekly appointment basis</p> <ul style="list-style-type: none"> • Summer 2020 - Online compendium of “stuck at home activities” for children young people and families developed and circulated around city to improve mental health and impact of social isolation https://www.edinburgh.gov.uk/schools/activities-home-kids-adults-coronavirus-advice • Summer 2020 Gilmerton CC (SE) using their Facebook and social media as a platform for connecting with local families; currently working on RAK (Random Acts of Kindness) Calendar -targeting loneliness/isolation/MH
Briefly outline any planned next steps, and note if they are in any way informed by Covid	<p>‘Being Confidently Myself’ woman’s mental health group being set up as online version to be rolled out in March 2021</p> <p>Recommencing of in school group work and one to one work with permission @recommencement of work with school – oct 2020 -St Thomas/Liberton/Boroughmuir /JGHS</p> <p>OAH - The plan is to restart this provision in the new year (2021) using an outdoor sports activity model until centres can be accessed</p>
<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	<p>Self-evaluation high level narrative (please be brief and note impact, stats etc to illustrate a key point – max 1,000 words)</p> <p>Leave blank if nothing to report under this outcome</p>
Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes	<p>Under British Sign Language Local Plan as a LLDO working with colleagues (cross-departments) looking at ways to improve our colleagues’ understanding of BSL users’ needs and deaf culture through various channels i.e. promoting LLDO learning programmes, offering BSL classes, and BSL/Deaf awareness training.</p> <p>Training staff in SE locality on 1-5 Poverty - throughout 2019 and up to COVID lockdown</p> <p>16 days of action (against violence against women) with CEC HR dept to roll out [Nov 2020] for colleagues</p>
Lifelong Learning staff share good practice and expertise and embed the learning in their own practice	<p>Delivering ACE and Resilience training in SE locality (including schools/youth workers/church groups) to upskill organisations and front line staff to have a more trauma informed workforce – Sept 2019-Feb 2020</p> <p>Rolling out period poverty training & information to staff and YP and establishing other venues in SE to host these-throughout</p>

	<p>Aug 2019 - sites for products in centres and libraries. Plans to roll out training to tertiary staff 2021</p> <p>Rolling out Domestic Abuse levels 1&2 training to CEC staff, AUG - Dec 2019 - pre covid x 6 partner sessions</p> <p>Aug-Dec 2020: training for all staff including tertiary tutors @ use of social media platforms for service delivery as part of adaptation and renewal for digital responses including Digital Youth Work Workshops, TEAMS familiarisation and streetwork good practice sessions</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>CURRENT Involved in discussions around possibilities of putting DA levels 1&2 available for online training</p> <p>Offering enhanced training regarding digital delivery for all staff to enhance services we can offer service users</p>

APPENDIX 10: South West Locality Team

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact: Hana MacKecknie, Acting Lifelong Learning Service Manager (South West)

Since March 2020 we have adapted our work in the South West Locality to continue to support learners and deliver services that meet the needs of communities. This has involved a great deal of work in changing the way we deliver to ensure that we are following government guidelines restrictions, whilst also responding to changing needs through being part of city wide and local forums and operational groups and developing work based on gaps identified through those various workstreams. Below are examples of how the South West locality team has delivered against each of the priorities specifically during Lockdown. **We have decided to focus this report on work from March onwards** because the work has been so different to how we operated pre lockdown, but the priorities below have still been very relevant, if not more so, in the past twelve months.

<u>Priority 1:</u> <i>Reduce inequalities, improve equity</i>	
Outcomes	Self-evaluation high level narrative (please be brief and note impact, stats etc to illustrate a key point – max 1,000 words) Leave blank if nothing to report under this outcome
Leadership across Schools and Lifelong learning is cohesive with shared purpose	<p>South West Targeted Family Support : The 2020 SIMD statistics identify the Clovenstone area as among the most deprived five per cent in Scotland. A survey conducted through Clovenstone Community Centre and Clovenstone Primary School with evidence of engagement statistics in E-Learning Journals highlighted the digital divide in the area with many families currently excluded or with very limited access to participate.</p> <p>The survey identified that 86% respondents only have a smart mobile phone with only 14% respondents having a lap-top. The survey also asked what methods of learning families were less confident in or know nothing about. Responses were - Online learning, using Zoom and Teams.</p> <p>Prior to lockdown digital access and support was provided in community centres and libraries as part of community provision. Families continue to engage through food distribution and the centre Facebook page. Previously the team worked with families to support their children’s homework, create email accounts, access social media – particularly the schools and community centres Facebook pages which is a primary way to communicate important information. It was therefore important to identify ways to continue this support and ensure families</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>could still participate in learning opportunities. One of the Locality Lifelong Learning Development Officers (LLDOs) applied to the Connecting Scotland fund and was successful in gaining 40 iPads, 25 Chromebooks and 65 Mifis for the Clovenstone Community.</p> <p>The next step was to then allocate this equipment and support families to use them. Lifelong Learning /school staff have considerable experience of supporting families holistically, supporting them to develop digital skills and confidence staying safe online are integral during our current times and for the future. Staff have specialist knowledge and training in using devices/software/websites which support families to get online and access resources that can improve their confidence.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Lockdown has highlighted the digital divide as many families are currently excluded or have very limited access to participate. We want to address this gap in the provision and ensure that all the families have equitable access to online learning and feel confident in supporting their families.</p>
<p><u>Priority 2:</u> <i>Reduce the achievement and attainment gap, between those learners (of all ages) facing the greatest and least disadvantage</i></p>	
<p>Outcome</p>	<p>Self-evaluation high level narrative</p>
<p>Food anxiety, hunger and learning loss during school holidays is reduced</p>	<p><i>Discover!</i> is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing).</p> <p>As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to <i>Discover!</i> below</p> <p>More detail and information on <i>Discover!</i> is contained in the <u>Strategic Health and Wellbeing Appendix</u>.</p> <p>In South West locality the team dedicated time to calling local families recommended to <i>Discover!</i> to check in, connect them with Discover online, get feedback and determine any further support needed. This was a successful piece of work as officers were able to make connections with families and in some instances signpost them to further services within the locality.</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>South West Youth Providers group: The SWYP group has continued to meet throughout the pandemic with meeting every 3 weeks. This means every youth organisation has been able to keep up to date with what each other is doing. This has helped organisation, share information and good practice. The police and social work attend these meeting which means we can support other services where and when needed. The providers group was also where the grant funding of £60k was put</p>

	<p>together for the educational recovery fund. Where 7 organisations come together to apply for funding to work collectively and individually to support young people during this pandemic.</p> <p>South West Arts and Creative Learning: In the South West Locality the arts and creative learning officer has worked with groups online across different creative areas. This has been a great success not only in expanding learner’s skill sets but in tackling isolation by connecting people through a variety of tools such as photography and creative writing. This work also applies to priority four and has a huge focus in helping to reduce isolation amongst older men, adults with mental health issues and women from ethnic minority communities. Improved support around the individual, making services accessible, peer support, increased confidence and mental Health and well-being supported. For example:</p> <ul style="list-style-type: none"> • Out & About Group. Adult Learning Group engaged in exploring Edinburgh’s Art Galleries and Museums. After lockdown participated in on-line art courses through Coursera (MOMA) - Modern Art and Ideas and Sexing the Canvas; Art and Gender. • Clickers Club. Adult Learning group involved in peer learning and peer support to develop camera skills and knowledge of photographic practice. Since April 2020 members have continued with peer support and learning by taking part in regular assignments and sharing their work. Work was exhibited in the ‘Creative Spaces Gallery’. • Art Zine Group. Adult Learning group from Oxfangs using collage techniques to explore the art of 'zine' making. Since April 2020 group have continued to develop their skills by engaging with regular assignments and sharing their work on WhatsApp. Work then exhibited in the ‘Creative Spaces Gallery’. • Artspace55 Art Club. Art project initiated since April 2020 for adults. Broad community participation from adults and sharing their art on Instagram. Work created during the summer exhibited in the second exhibition in the ‘Creative Spaces Gallery’.
<p>A culture of Getting It Right is in place in all learning settings and establishments</p>	<p>South West School Libraries</p> <p>Tynecastle High School: We held school-wide vote (660 students) during Black History Month giving students an opportunity to take the lead in stock purchasing decisions. The activity was aimed at increasing diversity in the school library's collection to enhance cultural representation and participation. S5 student-led group shortlisted categories to ensure new resources underpin a clear and inclusive collection.</p>
<p>Our looked After child and Young people are supported to achieve</p>	

	<p>Planned Next Steps: Online engagement and book purchase vote during LGBT History Month.</p> <p>Balerno High School: The School Library Development Leader at Balerno High School will be supporting a group of vulnerable pupils with their communication skills, relationship building and teamwork. Balerno High currently has links with outside agencies which provide superb projects for young boys such as RUTS (a motorcycle and bicycle-based programme), Shed Building at Drumbryden, and in previous years, the Cool Down Crew, run by the Scottish Fire & Rescue Service. Undoubtedly these projects are invaluable for some of our disengaged pupils, however they are also seen as ‘macho’, appealing to some of our boys, but certainly not all of them, and very few girls. At Balerno we aim to provide inclusive and equal opportunities for all our pupils, so Board of School would allow us to offer some softer skills in school to both boys and girls. We have applied for funding to invest in new board games and pupils would spend time with the me, playing games which encourage team work and problem solving, with an opportunity to chat and form friendships, something which many of these pupils have struggled with since returning to school after lockdown.</p> <p>Firrhill High School: After learning how reading dogs can help calm pupils, we contacted Canine Concern Scotland resulting in a handler and his dog visiting the School library once a week. Pupils in S1 identified by support for learning would come down in small groups for around 30 minutes. The school Library Development Leader leads sessions along with Skye the Spaniel and Calum her handler who was exceptionally enthusiastic and keen to encourage reading and talking. The session was arranged so that the pupils would first get to meet the dog then we would take turns in reading to her. One of the books we used was the Black Dog by Levi Pinfold that uses a giant dog metaphor to help pupils think about facing their fears. The other book we often read was a poetry book called everything all at once. This dealt with bullying, coming to a big school for the first time and many other issues. It allowed for some discussion about these subjects and helped the pupils to talk about some of their own experiences.</p>
Briefly outline any planned next steps, and note if they are in any way informed by Covid	
<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>	
Outcomes	Self-evaluation high level narrative
Learners of all ages are aware of the different pathways	South West Community Libraries

available to them and make informed choices about their next steps

As part of Wester Hailes Library's Children and Young People's remit, we run a children's STEM group named FUNgineers. FUNgineers: Digging up the Past! has formed part of our digital STEM provision during the Libraries' closures. To keep the group's activities running, we made archaeology activity videos to post on our Library Facebook page. Archaeology is a brilliant cross-curricular, hands-on subject spanning the humanities and STEM subjects. It is an excellent topic to create fun learning opportunities for learners of all ages and to share a STEM career pathway.

We made a little collection of primary school-level activity videos covering different aspects and periods of archaeology with a STEM or higher order thinking skills (hands-on) activity, with the objective to keep materials required as inclusive as possible: interpretation in archaeology; the Neolithic; Ancient Egypt; the Iron Age; and Viking Age. The main themes connecting them are the importance of interpretation and the value which archaeological burials can bring by providing insight into specific individuals from the past, and what they tell us about past societies and their belief systems.

We got in touch with Archaeology Scotland, a leading educational charity promoting Scotland's archaeological heritage. They run a Heritage Resources Portal and our activity videos have been added to their website.

-under 'Primary school level resources':

<https://archaeologyscotland.org.uk/heritage-resources-portal/fungineers/>-and 'Home education':

<https://archaeologyscotland.org.uk/heritage-resources-portal/fungineers-2/>

Content in each video can be expanded and allows for differentiation to support Curriculum for Excellence and home education/learning, and is intended for use by everyone.

Colinton, Currie and Balerno Libraries: Running the 5th year of the Pentland book festival, a collaboration between library staff and members of the local community. The book festival began with the aim to provide opportunities to connect with literature and authors direct in the local community, to highlight subjects and topics of relevance to the area and to engender an increased sense of community.

This years planning was hit hard by COVID and we had to essentially start are planning from scratch to adapt to the new situation. All the content was viewed online but we will be publishing copies of the community writing project to make available to those without online access. We produced a wide variety of content, using well known authors with a local connection like Jackie Kay, talks on local and Edinburgh history, virtual walks of the area, graphic novel illustration and a community writing project to allow people to express their vision of a post-pandemic future.

	<p>All these events were free to attend, and we had a total of 7 events that reached a live audience of 329.</p>
<p>Children, young people and adult learners are increasingly confident in identifying their interests, strengths and skills</p>	<p>South West Youth Work</p> <p>Outdoor Youth Work – September – December 2020. Young people (P5-S2) could take part in activities, games, sessions that they had planned in partnership with youth work staff. Young people were not attending any other outdoor groups and were keen to meet with their friends and youth work staff in a fun environment – whilst adhering to current Government Guidelines. It gave young people the opportunity not only to have fun but also to talk about any worries, anxieties that they might have in relation to Covid-19 but also any other issues that might arise – family issues, financial etc. Youth Work staff were able to have group discussions with young people and assist with referring for grants and food deliveries if required.</p> <p>Due to Government Guidelines these clubs will be moving online – the youth workers will be meeting the groups weekly using MS Teams. They will also be looking at doing some accredited awards with them – Hi5 & Dynamic Youth Award. Recent feedback regarding these sessions from parents has been very positive; <i>‘Horrible times at the moment for the kids but these clubs are keeping a bit of normality for them, so thanks again.’</i></p> <p>Streetwork: continued again before Christmas where we went out on the streets of the south west speaking to young people and asking them if they needed any support. We have completed 17 Streetwork session in the south west of Edinburgh. We have contacted 217 young people during these sessions, with a breakdown of 143 males and 73 females. We have kept in contact with Police Scotland social work, family support team and partner youth organisations in the south west.</p> <p>Young Mums Group Aged 16-25: During Lockdown March 2020 onwards we carried out weekly calls with the mums – offering phone support. Covid 19 and lockdown were having huge implications on some of the mum’s mental health & wellbeing as well as financially.</p> <p>The Lifelong Learning Locality Development Officer made regular food referrals for the mums, and made them aware of where they could access food parcels and any other support that they required. We sent out regular emails with activates, links and supports for activities. We also started to meet weekly on google duo to have catch ups and the mums appreciated the face to face contact albeit virtually. I also made referral for counselling as some of the mums were really struggling. When restrictions lifted we were able to meet the mums outdoors in parks and go for walks. This was a real lifeline for the mums as they appreciated the face to face contact, during these weekly sessions the mums really opened up about relationship and</p>

	<p>financial issues. Again, we were able to help with Christmas food and Christmas presents. Additionally, we were able to get devices for the mums so that they could do courses online. One of the mums is at college and another is doing her Inspiring young youth worker award so having a laptop has been a real lifeline rather than using their phones. Pre Lockdown we had started the John Muir Award so we also used these outdoor sessions to continue with the award.</p> <p>Youth Work Partnership – Tynecastle High School: With the support of the South East Improvement Collaborative, and Youth Link Scotland we are working in partnership with Tynecastle High school to carry out a practitioner enquiry with youth workers (CLD and third sector) and formal educators from the South West area to develop new strategies, frameworks and resources to enable more effective planning and evaluation of youth work in partnership with the school. A similar programme is being duplicated across Scotland to contrast and compare findings.</p>
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Briefly outline any planned next steps, and note if they are in any way informed by Covid	
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Priority 4:
Improve health and wellbeing and reduce social isolation

Outcomes	Self-evaluation high level narrative
Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing	<p>South West – Capacity Building</p> <p>This lockdown is proving to be a bit more difficult for people with the cold, icy weather. We’ve had some really good news though. Women who from the Health Agency Women’s Group in SW Edinburgh now have devices and support to enable them to access online groups, activities and information. We are now able to meet with women who were previously excluded. We have a technical support tutor who is available to set up equipment and support women. This has ensured the process of connecting women has gone smoothly. Women are contributing to the sessions and enjoying learning all that their new devices can offer. The group plan to share information, links, support, give demos of what they’ve found out and cheer each other up. This lockdown is proving to be a bit more difficult with the cold, icy weather. What’s good is that we’re all learning together.</p>
Social isolation is reduced for people of all ages	<p>South West – Scots literacy pack: The Oxgangs Forum in SW Edinburgh highlighted the issue of isolated older people who did not have access to technology. Pre-Covid-19 we delivered Scots Literacy Courses to community groups. The sessions were titled Guid Fer a Laugh and used Scottish comedians, jokes, words, phrases songs and poems to highlight the use of Scots language.</p>

	<p>During lockdown we adapted material from the sessions into literacy packs. The packs were emailed, photocopied and distributed to adults by: Community Forums, Organisations, Groups and individuals. Some hospitals, care settings have used the pack with their residents. Feedback is encouraged and this has ensured participant involvement in the development of future packs. We have included their jokes, poems, photos and ideas. Age Scotland has created a national interest after emailing information about the pack to their networks. The pack been emailed to over 120 organisations, groups and individuals all over Scotland. The CLD Standard Council for Scotland has also expressed interest in adding the packs to their Develop Literacy Resources. Scots Literacy Packs will continue to be developed with progression from level 1 – 5 with four packs in each level.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	
<p><u>Priority 5:</u> <i>Develop our workforce skills, knowledge and capacity for improving outcomes for learners of all ages</i></p>	
<p>Outcomes</p>	<p>Self-evaluation high level narrative</p>
<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>Lifelong Learning Staff Development: As a result of lockdown and through consultation with students and tutors our learning priorities have changed to reflect identified needs. One example of how we are changing our approach is that we delivered Teams training to LLDO's & Tutors and have worked together to plan sessions for students.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	

APPENDIX11: Parent and Carer Support – 4 localities

Lifelong Learning Plan Year 2 (1 July 2019 – 30 June 2020) and part of Year 3 (1 July 2020 – 12 Feb 2021)

Contact: Patricia Santelices, Lifelong Learning Strategy Officer (Health and Wellbeing)

Priority 1:

Reduce inequalities, improve equity

Outcomes	Self-evaluation high level narrative
Leadership across Schools and Lifelong learning is cohesive with shared purpose	Co-ordination and delivery of four evidence-based parenting programmes: Peep Learning Together, Triple P, The Incredible Years and Teen Triple P .
Joint planning and evaluation across schools and lifelong learning is targeted and effective	Peep Learning Together universal provision for parents and carers of children aged 0 – 5 years. Supports parents and carers to value and build on the home learning environment and attachment relationships.
The equity profile of learners of all ages is well understood and used to plan, interventions, learning and activity	<p><u>Sept - Dec 2019</u></p> <p>Early Years and Lifelong Learning facilitated Peep sessions across 23 settings, 186 parents and 190 pre-school aged children engaged in a Peep group. Evaluations record outcomes.</p> <p><u>Feb - March 2020</u> Planned provision postponed.</p> <p><u>Sept - Dec 2020</u></p> <p>Launch of Early Years Digital Peep to support early years recovery plan. Recorded Peep sessions piloted to families with children attending all year- round early years settings.</p> <p>Parent and Carer Support provides quality assurance/delivery support and Evaluation coordination to record outcomes for parents and carers. Pilot introduced to term time settings Nov 2020.</p> <p>Triple P and Incredible Years programmes for parents and carers of children aged 3-10 years displaying elevated behaviours. Pre & Post Strengths and Difficulties Questionnaires (SDQs), measure outcomes for these children.</p> <p><u>Sept 2019-March 2020</u> - 8 x Incredible Years courses scheduled with 80 registered parents/carers (4 of these that started in Jan/Feb 2020 were cut short due to Covid-19).</p> <p><u>Sept-Dec 2019</u> – 5 x Triple P courses with 45 registered parents/carers.</p> <p><u>April-Nov 2020</u> – 106 parents/carers have had assessments via the online application process. Of these, 42 parents have enrolled in Triple P Online; 30+ have been referred to Solihull;</p>

	<p>the remain wish to wait for the resumption of face to face provision.</p> <p>Co-ordination and delivery of the 9 week Teen Triple P programme. This is a targeted programme for parents and carers with children aged 11-16 years of age. Pre and post Strengths and Difficulties (SDQ) questionnaires are utilised to measure outcomes and the parents are asked to complete an evaluation following the course.</p> <p><u>Sept 2019- March 2020</u> – 6 Teen Triple P Courses ran. 71 parents/ carers were offered places 62 engaged with the programme (The end session of 2 courses were completed by phone as a result of lockdown)</p> <p>Online Teen Triple P codes were purchased in order to continue support for parents during the pandemic. Parents are offered a 6 module online individual course with the support of weekly phone calls from a Teen Triple P facilitator.</p> <p><u>April- November 2020</u> – 27 parents have been offered an online Teen Triple P programme to date, 15 have completed, 11 are currently participating.</p> <p>Family circumstances are discussed with parents who apply to Teen Triple P and they are supported to access appropriate support if required alongside or instead of the online Teen Triple P course. Some parents have wished to remain on the waiting list for face to face groups to resume, some families requiring information on stage of development rather than support have been given information on alternative courses such as Solihull.</p> <p>79 new applications have been received since March 2020 indicating parents are aware of the support.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	<p>Covid-19 closed down all in-person groups so Triple P Online filled the gap and has allowed a wider cohort of participants to take part because they can study at their own pace, at times that suit, without the need for travel and childcare. The model's success increases our reach and we plan to continue a blended approach when face-to-face groups resume to also include the TPO online option. The model allowed the age range of children being catered for to increase from 3-6 year olds, to 3-10 years old.</p> <p>Training to run The Incredible Years via Teams is underway and will start in the New Year.</p> <p>To support and develop Digital Peep to engage families and continue to support the EYs recovery plan during Covid.</p> <p>Training in Peep Learning Together - Family Learning Scotland Programme, planned for February 2021.</p> <p>Training to run Connecting with Parents Motivations via Teams is underway and will star in the New Year.</p>

Priority 2:

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

Outcome	Self-evaluation high level narrative
Food anxiety, hunger and learning loss during school holidays is reduced	<p>Discover! is planned by a Planning Group with a representative from each locality, other colleagues and partners. It is overseen centrally and chaired by the Lifelong Learning Strategic Manager (Creativity, Health and Wellbeing).</p> <p>As the only Lifelong Learning programme that is whole-service and citywide, each Locality Team and Strategic Team Appendix outlines its specific contributions to Discover! below</p> <p>More detail and information on Discover! is contained in the Strategic Health and Wellbeing Appendix.</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	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	

Priority 3:

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

Outcomes	Self-evaluation high level narrative
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	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	
<u>Priority 4:</u> <i>Improve health and wellbeing and reduce social isolation</i>	
Outcomes	Self-evaluation high level narrative
Children, young people and adults are resilient, engaged and creative, with good mental and physical health and wellbeing	<p>Support for Families Locality Booklet/Leaflet: Parents and carers are signposted and supported to access appropriate support via the Supporting Parents and Carers in (name of locality) Programmes, Activities and Groups booklet, – 2 updates annually. Organisations and practitioners are equipped with up to date information on support available for families in each locality. The booklet is downloadable from CEC website.</p> <p>Covid-19 frequently changing situation and both reduction and change of format of many services led to the booklets being adapted into a more easily edited leaflet version: Support for Families Locality Leaflet, with updates being produced every month from May 2020. This has been updated more frequently to reflect the changing environment and widely distributed to Schools and Lifelong Learning, NHS and Third Sector services across all localities. Link to the current locality leaflets listed on Supports for families www.edinburgh.gov.uk/pacs</p> <p>Transition Support for Parents and Carers : Parent and Carer Collaborative in collaboration with Lifelong Learning Parent and Carer Support, Health and Well Being and Psychological Services promoted a 14-day media campaign to support families with school transitions. Building Resilience - Back to School Tips were developed as a resource for parents and carers to support themselves and their children to cope with change, build resilience for returning to school.</p> <p>Schools, Libraries and Third Sector organisations supported the duration of the campaign, leading up the start of term in August. The campaign complemented the Building Resilience primary and secondary school wellbeing resources and supported the early years and school recovery plans, focusing on health and wellbeing. https://www.edinburgh.gov.uk/schools-learning/building-resilience-%E2%80%93-back-school-tips</p>
Social isolation is reduced for people of all ages	
Briefly outline any planned next steps, and note if they are in any way informed by Covid	

Priority 5:

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

Outcomes	Self-evaluation high level narrative
<p>Lifelong Learning staff are aware of relevant policy developments and use this knowledge to improve learner outcomes</p>	<p>Mapping Family Support.</p> <p>A Family Support mapping exercise was undertaken in Edinburgh by the Locality Operational Groups (LOGs) with the support of the Lifelong Learning Parent and Carer Support Development Officers. The exercise was completed in response to a request from Jackie Irvine, Chief Social Work Officer from the Childcare Partnership. The exercise aimed to highlight the Family Support services <u>currently</u> operating in each area and help to identify any gaps in support. Approximately 150 organisations were contacted and invited to contribute to the Family Support Mapping process. A total of 145 responses were collated, indicating a recognition of the importance placed on Family Support and the willingness of services to work together to identify and address gaps.</p> <p>Staff who work in School Communities were asked to respond to the Family Support mapping exercise. There were 50 response to the survey, the responses were collated from each locality and different sectors. The Family Support Mapping is ongoing, and a report will be presented to the Edinburgh Childcare Partnership.</p> <p>Parental Consultation – Developed in conjunction with and reports to the Parent and Carer Collaborative. At the time of writing almost 2000 responses have been submitted and analysis has been carried out on 1400 responses (end date 20 Nov 2020).</p> <p>Both pieces of work are linked to the Scottish Government Family Support Paper and the Edinburgh Partnership Family Support and the Promise Report:</p> <p>‘Services and support available is already being mapped in each locality by the team, this information could be better used to highlight and address inequalities of provision and inform commissioning’.</p> <p><i>‘We want that improvement to be informed by data which reflects our ambitions for family support and what families tell us is important to them’</i></p> <p>Development Officers for Parent and Carer Support are leading on both the Mapping of Family Support and the Parental Consultation.</p>
<p>Lifelong Learning staff share good practice and expertise</p>	<p>Training and Peer Support</p>

<p>and embed the learning in their own practice</p>	<p><u>April –Nov 2020 – Peer Assisted Supervision & Support (PASS)</u> sessions for TPO practitioners. Fortnightly sessions for the 13 professionals who support TPO participants via regular phone calls. PASS sessions encourage reflection and self-direction and practice improvement using the Triple P a self-regulation framework. Peers share supervision, presentation and facilitation roles.</p> <p><u>Nov 2019–Mar 2020 - Connecting with Parents’ Motivations Training (CWPMPT)</u> 34 delegates over 3 trainings. Partnership with LAYC to include After School Managers.</p> <p><u>Nov 2019 – March 2020 - Peep Learning Together Programme Practitioner Training</u> 25 early years delegates attended 2 x 2 day trainings. Facilitated by Parent and Carer Support Peep LT Programme trainer.</p> <p><u>Oct – Nov 2020 - Peep Learning Together Programme Online Practitioner Training</u> 14 Senior EYs Intervention Officers are currently attending 5 online training sessions. Facilitated by Parent and Carer Support and Peep programme trainers.</p> <p>Peep Learning Together was selected as the evidenced based programme by the Scottish Government for the Family Learning Scotland Programme. Peep were awarded the contract to provide national family learning training and support.</p> <p>To increase family learning within early learning and childcare within disadvantaged areas. CEC was awarded 18 delegates places funded by the SG Tackling Child Poverty.</p>
<p>Briefly outline any planned next steps, and note if they are in any way informed by Covid</p>	

Lifelong Learning

Services for Young People

YEAR IN NUMBERS 2019 - 2020

Overview

The Lifelong Learning service includes a range of distinct services with young people central to the delivery. This can range from individual support with young people experiencing different challenges to universal youth based provision aimed at providing informal learning experiences and through to wider engagement exercises that capture young people's views to influence service provision, plans and strategies.

All services aim to work with and support young people in Edinburgh who are 'ambitious, inspiring, active, confident, knowledgeable and courageous in their actions and choices'. The information provided seeks to provide a broad overview of activity and involvement of young people.

c.17,000

Number of young people that have engaged with the service during July 2019 - December 2020

Whilst every attempt has been made to provide accurate figures, some aspects of data are not available and may be located in closed buildings. Where accurate data is not available, it has either not been included or a rounded down estimate has been included based on previous reports. The information provided does not reflect other aspects of service that might involve specific project based activity unique to individual localities.

YouthTalk

Listening to young people

YouthTalk continues to be a key tool for capturing the views of young people - the Flash poll had taken place in the North prior to the first lockdown. The next phase will be developed where young people are invited to discuss in more detail the findings from the flash poll. Findings will be presented to the 'gathering' later in 2021. Engagement also continues in other parts of the city

1,042

Number of young people involved

12

Members of the Scottish Youth Parliament supported by Lifelong Learning



Youth Participation Fund

12

Organisations funded to provide opportunities for

255

young people to be involved in activities designed to address priorities they have identified, many of which are focussed on decision making and youth voice / representation



Community Safety Strategy

70

Young people aged 10 - 21 years involved with identifying issues associated with community safety, perception and the fear of crime amongst their peer group

Open All Hours

Delivering sessions in partnership with Edinburgh Leisure and Third Sector Youth Organisations on Friday evenings across participating leisure centres.

Young people can access facilities some may find challenging to afford and a key offer is building on physical activity to support the mental and physical wellbeing priorities.

160

sessions between July 19 & March 20

Number of young people taking part

3,549

Youth Club Activity

Youth club sessions per week

62

Average number of young people participating

1,341



Number of young people engaged

1,255

City wide youth Work

During Sept- December 2020, youth work teams offered engagements with groups across the city and from this young people's experiences alongside emerging trends and the needs of young people were captured.

Not only has street based interactions during this time acted as a platform whereby young people could engage in public health conversations, these educational engagements have also assisted in amplifying their voices and provided a platform in renewing their relationships with services as their community and city emerges from COVID 19.

School Library Provision



Book week Scotland is an annual celebration of books and reading and is prioritised as a key activity in schools and in public libraries.

Staff based in school play a vital role in supporting the activities and encouraging the involvement of young people via small group and wider school based activity. Almost 100 activities 2019 / 20

2193

Number of students involved in 2019 & 2020

1,973

Number of students involved in dedicated sessions or full school activity

Escape, Connect, Relate is project developed by school-based LL staff to promote positive mental health and wellbeing through reading for enjoyment, bibliotherapy and signposting resources which can provide support, advice, and guidance to the mental, social, and health issues that impact young people.

The school library can act as a hub and a safe space for young people. Extra curricular activities are offered pre school, lunch times and after school and range from chess clubs, debating clubs to table top gaming and 1:1 support

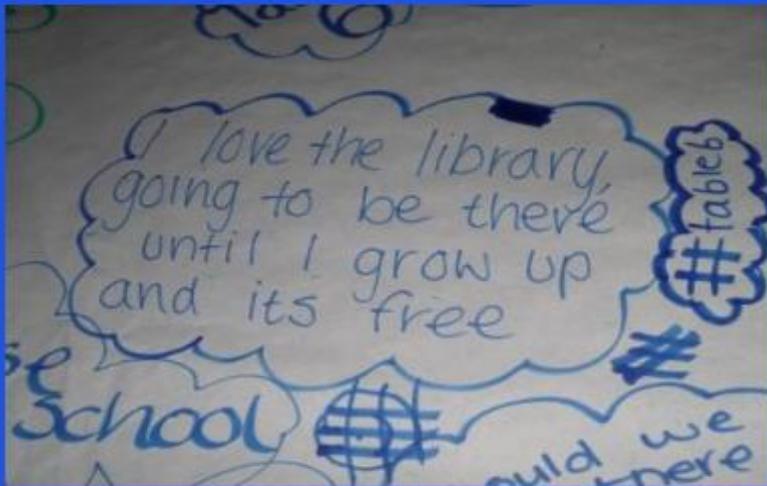
Average number of extra curricular participants each week

175

Digital

During lockdown, school based staff have continued to engage with as many pupils as possible to support home based activity and learning, providing information and where possible retaining activity based sessions. Largely a one way service, it is difficult to establish an exact or average number.

Public Library Provision



Public libraries provide a safe and vibrant space for children and young people. A number of libraries serve young people in areas experiencing high levels of poverty and inequality and can act as a key link for the health and wellbeing of individuals and to support learning and personal development.

132

Average number of children's activities each week

Average number of young people participating each week (10+ yrs)

2,136

Activities provided include formal and informal learning, STEM based sessions, writing groups, film making groups, traditional and current gaming, art and design, baking and lego sessions.

Also includes some drop in activities.

Book week Scotland is an annual celebration of books and reading and is prioritised as a key activity in schools and in public libraries. Staff based in school play a vital role in supporting the activities and encouraging the involvement of young people.

705

Number involved in 2019

1,916

Number involved in 2019

Alongside national challenges, branches host a range of sessions which focus on reading and learning aimed at children and young people and catering for a wide range of needs and ability such as the summer reading challenge