

## Appendix C



Integrated Impact Assessment Form  
Promoting Equality, Human Rights and Sustainability

<b>Title of Policy/ Proposal</b>	Community Learning and Development Partners' Strategic Plan
<b>Completion Date</b>	May 2021 to August 2021
<b>Completed by</b>	Council staff, third sector partners and stakeholders
<b>Lead officer</b>	Annette Lang

### Type of Initiative:

#### /Strategy

Plan  
Project  
Service  
Function  
Statement of Intent

#### Updated Strategy with action plan

**New**  
Changing/Updated  
Review or existing  
Other

### 1. Briefly describe the policy/proposal you are assessing.

Set out a clear understanding of the purpose of the policy being developed or reviewed (e.g. objectives, aims) including the context within which it will operate.

**We are required to revisit our current shared plan for learning and development in the community (regardless of who provides the activity) and produce a new plan laying out our priorities for the next 3 years in terms of:**

- learning in the community
- supporting communities with issues and action
- youth work
- adult learning
- family learning
- employability support
- poverty
- ensuring appropriate staff development is in place to meet those challenges

- consider if our joint offer is adequate and efficient
- Is there unmet need

**This is a link to the guidance:**

<https://www.gov.scot/publications/cld-plans-guidance-note>

### What will change as a result of this policy?










Due to the impact of Covid19, this strategy and plan will set out the activities we will offer to attempt to engage with a similar number of local people and groups as before the pandemic in 2019. These activities will cover: youth work, adult learning and community capacity building which is supporting community groups to attract resources, run services or campaign for improvements in their community.

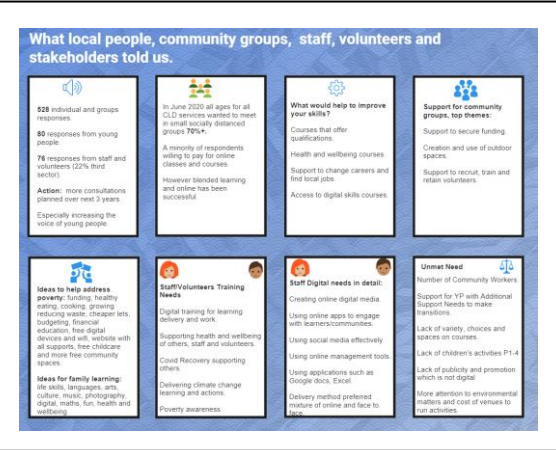

## 2. Do I need to undertake a Combined Impact Assessment?

High Relevance	Yes/no
The policy/ proposal has consequences for or affects people	yes
The policy/proposal has potential to make a significant impact on equality	yes
The policy/ proposal has the potential to make a significant impact on the economy and the delivery of economic outcomes	yes
The policy/proposal is likely to have a significant environmental impact	No
Low Relevance	
The policy/proposal has little relevance to equality	no
The policy/proposal has negligible impact on the economy	no
The policy/proposal has no/ minimal impact on the environment	Yes
<b>If you have identified low relevance please give a brief description of your reasoning here and send it to your Head of Service to record.</b>	
<b>If you have answered yes to high relevance above, please proceed to complete the Integrated Impact Assessment.</b>	

## 3. What information/data/ consultation have you used to inform the policy to date?

Evidence	Comments: what does the evidence tell you?
<b>Data on populations in need</b>	<p>We have analysed the information in the Midlothian 2019 profile and we have highlighted key facts which influence our work for providing learning and development activities. This is the link to the profile:  <a href="#">Community Planning in Midlothian   Midlothian Council</a></p> <p>There is a graphic in the plan which shows this. For example there are 5,000 people in Midlothian with no qualifications. The graphic in the plan looks like this.</p>

	<p><b>What do we know about Midlothian?</b></p> <div> <div>  <p><b>Midlothian</b> is 352 sq miles 93,150 population 13.8% projected population growth 19% of the population predicted to be under 16 45 to 64 year olds largest % of population although 75+ age group increasing</p> </div> <div>  <p><b>Scottish Index Multiple Deprivation (SIMD)</b> 115 data zones, 7 within 15% most deprived and 1 within 5% most deprived. <b>Health</b> 24.2% of the adult population have a limiting long term condition. 19.1% of the population were prescribed drugs for depression, anxiety or psychosis in 19/20.</p> </div> <div>  <p><b>Employability</b> 3,000 employees furloughed in July 2021 46,700 aged 16+ in Midlothian were deemed economically active 1500 were unemployed 91% of young people who left school between Sept 19 and Sept 20 are in positive destination.</p> </div> <div>  <p><b>Midlothian's Population below the Scottish average for 2 levels of SQA qualifications:</b> 24,200 with SVQ Level 4 quals 34,100 with SVQ level 3 quals 5300 people with no qualifications</p> </div> <div>  <p><b>Wages</b> £556.80 average weekly pay if living in Midlothian £38.20 less than Scottish Average £552 if full time working with a Midlothian Employer £40 a week less than Scottish Average</p> </div> <div>  <p><b>Employees</b> 31,000 employees working with Midlothian based businesses. 64% full time 32.3% part time <b>Activity Levels</b> 87% of adults say they are active for 30 mins at least once per week.</p> </div> <div>  <p><b>Local Businesses</b> 87.2% (2180) employed 9 people or less 10.8% (270) employed between 10 and 49 1.6% (40) employed between 50 and 249 0.2% (5) employed more than 250</p> </div> </div>
<b>Data on service uptake/access</b>	<p>We have compared Covid 19 take up of Community Lifelong Learning and Employability services with pre Covid levels and we wish to ensure through the plan pre Covid levels are achieved again. We have an annual report which shows this in the plan it is appendix.</p> <p></p> <p>CLLE Annual Report with trend data 2020</p>
<b>Data on quality/outcomes</b>	<p>We have data in our annual report above about satisfaction levels of those accessing the service. Our last external inspection of quality and outcomes was in 2015 where our partners' services received a Very Good for all indicators. This is dated now and there have been changes especially with Covid so this is an area for consideration as the plan moves forward and we re-engage with learners and communities.</p>
<b>Research/literature evidence</b>	<p>This is the guidance we have to follow to produce the plan. It is given to us from Education Scotland. We have also reviewed the previous plans from other local authorities and also two new plans from Borders and Fife.</p> <p>In the appendices of the report there are 9 support research/literature documents to give partners and stakeholders the full background to the work.</p> <p></p> <p>cld-plans-guidance-note-2021-24 (2).pd</p>
<b>Service user experience information</b>	<p>We have an annual satisfaction survey for Communities, Lifelong Learning and Employability which demonstrates over 80% satisfaction with our services. We also have individual evaluation forms for course and opportunities we offer which provides space for people to tell us about the improvements they wish.</p>
<b>Consultation and involvement findings</b>	<p>We conducted 5 consultations since June 2020 to inform this plan with young people, adults, staff, partners and volunteers. The results are summarised in the document in a graphic which looks like this:</p>

	<p><b>What local people, community groups, staff, volunteers and stakeholders told us.</b></p>  <p>The infographic is divided into eight sections with icons and text:</p> <ul style="list-style-type: none"> <li><b>122 individual and groups responses</b>: 80 responses from young people, 78 responses from staff and volunteers (22% third sector). Action: more consultations planned over next 3 years. Especially increasing the voice of young people.</li> <li><b>In June 2020</b>: all ages for all GLD services wanted to meet in small socially distanced groups 70%+.</li> <li><b>What would help to improve your skills?</b>: Courses that offer qualifications, Health and wellbeing courses, Support to change careers and find local jobs, Access to digital skills courses.</li> <li><b>Support for community groups, top themes</b>: Support to secure funding, Creation and use of outdoor spaces, Support to recruit, train and retain volunteers.</li> <li><b>Ideas to help address poverty</b>: funding, healthy eating, cooking, growing, reducing waste, cheaper lets, budgeting, financial education, free digital devices and wifi, vegetable with all supports, free childcare and more free community spaces.</li> <li><b>Ideas for family learning</b>: life skills, languages, arts, culture, music, photography, digital, maths, fun, health and wellbeing.</li> <li><b>Staff/Volunteers Training Needs</b>: Digital training for learning delivery and work, Supporting health and wellbeing of others, staff and volunteers, Covid Recovery supporting others, Delivering climate change learning and actions, Poverty awareness.</li> <li><b>Staff Digital needs in detail</b>: Creating online digital media, Using online apps to engage with learners/communities, Using social media effectively, Using online management tools, Using applications such as Google Docs, Excel, Delivery method preferred mixture of online and face to face.</li> <li><b>Unmet Need</b>: Number of Community Workers, Support for YP with Additional Support Needs to make transitions, Lack of safety, choices and spaces on courses, Lack of children's activities P1-4, Lack of publicity and promotion, which is not digital, More attention to environmental matters and cost of venues to run activities.</li> </ul> <p>We only got 80 young people to respond so we need to increase our consultation work with young people over the length of the plan. The young people's results are contained in the plan and are summarised in a graphic that looks like this:</p>  <p>The infographic '80 Young People through Street Work told us.....' has five numbered points:</p> <ol style="list-style-type: none"> <li><b>1 to increase</b>: volunteering opportunities, more support with mental health, young driver education, more physical activities, informal youth club drop ins and more after school activities. They would prefer these take place outside or in community buildings after school or in the evenings.</li> <li><b>2 Suitable Online Activities</b>: Video, art activities, Peer support, Zoom Classes, Gaming. Note: some had poor wifi access, a lot lack of online.</li> <li><b>3 Conversations post Covid19</b>: Talk with us about support to get a positive destination, our health and especially our mental health and keeping safe online.</li> <li><b>4 We need support to find a job through work placements and mock job interviews</b>.</li> <li><b>5 Challenging Issues for the next 12 months</b>: Preparing for exams and the future, Transition to High School, Finding a job, Home Learning.</li> </ol>
<b>Good practice guidelines</b>	The guidance which tells us what to put in the plan is the main good practice guidelines we have to follow. This is included above.
<b>Other (please specify)</b>	None
<b>Is any further information required? How will you gather this?</b>	We will do an annual consultation on the plan and we will specifically do more consultation work with young people on their return to school and what services they want in the next 3 years from community learning and development activities.

#### 4. How does the policy meet the different needs of and impact on groups in the community?

Equality Groups	Comments – positive/ negative impact
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<b>Older people, people in the middle years,</b>	The plan will provide opportunities for all ages to learn in the community either face to face, online or blended through digital learning.
<b>Young people and children</b>	The plan will support young people to take part in youth work activities and secure support to gain a positive destination including qualifications, volunteering or getting a job.
<b>Women, men and transgender people (includes issues relating to pregnancy and maternity)</b>	In some respects the opportunities offered work towards breaking down stereotypes for example promotion of health and social care careers to key groups such as men.
<b>Disabled people (included physical disability; learning disability; sensory impairment; long term medical conditions; mental health problem)</b>	Programmes of learning are specifically co design to meet a range of learners needs. In addition local people have benefitted from the SCVO digital devices programmes to address digital isolation.
<b>Minority ethnic people (includes Gypsy/Travellers migrant workers non-English)</b>	Within the plan there is a dedicated service to support adults with literacy and numeracy issues and for speakers of other languages our ESOL service.
<b>Refugees and asylum seekers</b>	The ESOL/Literacy and Numeracy service has a good record of providing support with learning to refugees and asylum seekers. Activities for this group are included within the plan. Although it is noted that demand may stretch resources resulting in unmet need for example through the operation of waiting lists for services.
<b>People with different religions or beliefs (included people with no religion or belief.</b>	Community learning values and principles are contained with the document and services should address inequalities and have a core principle of inclusion in terms of the activities contained within the plan.
<b>Lesbian; gay bisexual and heterosexual people</b>	As above
<b>People who are unmarried; married or in a civil partnership</b>	As above
<b>Those vulnerable to falling into poverty</b>	

<b>Unemployed</b>	Activities contained within the plan provide local people both young people and adults with support to access employment or take positive steps on that journey
<b>People on Benefits</b>	The majority of the community learning and development activities are free and those with a cost have a reduced rate for those on benefits or low income.
<b>Single Parents and vulnerable families</b>	Whilst activities are open to all there are some externally funded targeted employability programmes for single parents and vulnerable people
<b>Pensioners</b>	The majority of the community learning and development activities are free and those with a cost have a reduced rate for those on benefits or low income.
<b>Looked after Children</b>	We have a close working partnership with children services and operated targeted and universal youth and employability support and engage with young people with care experience through these programmes either through referral or self-choice
<b>Those leaving care settings ((including children and young people and those with illness)</b>	As above
<b>Homeless People</b>	We have a partnership with homeless accommodation units to promote the services community learning and development offer through adult learning, youth work and employability supports offered through this plan.
<b>Carers (including young carers)</b>	We operate youth work, adult learning and employability services for carers on a referral basis or through self-choice these opportunities are contained within the plan
<b>Those involved in the criminal justice system</b>	We have a strong partnership with criminal justice and support learners to secure qualifications through the work contained in the plan.
<b>Those living in the most deprived communities (bottom 20% SIMD areas)</b>	The majority of the community learning and development activities are free and those with a cost have a reduced rate for those

	on benefits or low income. We actively work with partners in SIMD areas to promote the services available through learning and employability.
<b>People misusing services</b>	Community learning values and principles are contained with the document and services should address inequalities and have a core principle of inclusion in terms of the activities contained within the plan.
<b>People with low literacy/numeracy</b>	The ESOL/Literacy and Numeracy service has a good record of providing support with learners with additional support needs. Activities for this group are included within the plan. Although it is noted that demand may stretch resources resulting in unmet need for example through the operation of waiting lists for services.
<b>Others e.g. veterans, students</b>	We are partner of the armed forces covenant and have strong partnership work with local third sector organisations who support veterans and also with colleges both Newbattle and Edinburgh. Activities for learning, employability support both groups.
<b>Geographical Communities</b>	
<p>Rural/ semi-rural Communities/Urban Communities</p> <p>The activities in the plan are based in local communities mainly towns, areas of deprivation with some activities in more remote and rural locations through village halls and development trusts</p> <p>Online and blended learning offers can make some of our activities more accessible and supports are in place for those with digital inclusion issues.</p> <p>We also have a specific focus on delivering activities in areas of deprivation</p>	

**5. Are there any other factors which will affect the way this policy impacts on the community or staff groups?**

The plan sets out through consultation the personal development and training which will take place to ensure a skilled and competent work force. Covid recovery work will be a key factor in the early days of the plan for example: coaxing learners back out, community venues reopening, rebuilding youth volunteering. These factors affects some equality groups more than others.

**6. Is any part of this policy/ service to be carried out wholly or partly by contractors?**

If yes, how have you included equality and human rights considerations into the contract?

No, some of the partners will enhance services by securing external funding to increase their offers locally.

**7. Have you considered how you will communicate information about this policy or policy change to those affected e.g. to those with hearing loss, speech impairment or English as a second language?**

Yes, we will have the document on the council website in the correct format for use of automated reading tools. We are also hoping to produce a digital animation which can support and explain the launch of the plan. Partners will also promote to their client groups taking into account any additional needs. Midlothian People's Equality Group will also promote through their networks. For any other required formats please contact the Council's Equality Officer on 0131 271 3658 or email [equalities@midlothian.gov.uk](mailto:equalities@midlothian.gov.uk)

**8. Please consider how your policy will impact on each of the following?**

Objectives Equality and Human Rights	Comments
<b>Promotes / advances equality of opportunity e.g. improves access to and quality of services, status</b>	The plan sets out how we will re-engage with learners post Covid supporting equity of opportunity to learn in the community and secure employability support which helps with financial and health inequalities.
<b>Promotes good relations within and between people with protected characteristics and tackles harassment</b>	The plan promotes the core principles of the Community Education Sector and competences for the workforce which reflect inclusion, equity and fairness.
<b>Promotes participation, inclusion, dignity and self- control over decisions</b>	Engagement with Community Learning and Development (CLD) activity is voluntary and as stated above inclusion, equity and fairness are core to its delivery as set out in the partners plan for CLD.
<b>Builds family support networks, resilience and community capacity</b>	We specifically offer family learning based on the core values of inclusion, equity and fairness. Our approach is holistic and helps local people achieve their desired goals for themselves or their communities.
<b>Reduces crime and fear of crime</b>	Through our youth work activities and specifically street work we aim to encourage young people into youth activities available to them. We also link with our colleagues in community justice to ensure we meet the learning needs of their clients. We based our services on need as evidenced through the Midlothian Profile which provides clear information on levels of crime in Midlothian.



<b>Promotes healthier lifestyles including</b> <b>Diet and nutrition</b> <b>Sexual Health</b> <b>Substance Misuse</b> <b>Exercise and physical activity</b> <b>Life Skills</b>	<p>One of the plan's key themes is social interaction, health and wellbeing. The plan contains opportunities to learn and increase health outcomes through courses and classes. We also offer a sexual health service in partnership with NHS Lothian based in Dalkeith for young people.</p>
<b>Environmental</b>	
<b>Reduce greenhouse gas (GHG) emissions in Midlothian (including carbon management)</b>	<p>Community Learning and Development contribution to climate change has been set out in the plan. Including awareness raising, education and training for staff and communities.</p>
<b>Plan for future climate change</b>	
<b>Pollution: air/ water/ soil/ noise</b>	
<b>Protect coastal and inland waters</b>	<b>N/A</b>
<b>Enhance biodiversity</b>	<p>CLD contribution to climate change has been set out in the plan. Including awareness raising, education and training for staff and communities.</p>
<b>Public Safety: Minimise waste generation/ infection control/ accidental injury /fire risk</b>	<p>Robust risk assessments are undertaken for all CLD activities and risk reduction measures are put in place for outdoor trips, indoor learning and communities' activities.</p>
<b>Reduce need to travel / promote sustainable forms or transport</b>	<p>CLD staff and partners are operating a blended working and learning model of home, online and face to face which supports the reduction in unnecessary car travel.</p>
<b>Improves the physical environment e.g. housing quality, public and green space</b>	<p>The plan encourages and supports use of outdoor learning spaces and will help communities to attract funding for these where possible.</p>
<b>Economic</b>	
<b>Maximises income and /or reduces income inequality</b>	<p>The CLD plan directly contributes to this through employability programmes, income maximisation and supporting people to increase their qualifications. In addition it supports young people to participate in modern apprenticeships. Volunteering is a key activity of this plan which supports both adults and young people to progress along the employability pipeline.</p>
<b>Helps young people into positive destinations</b>	
<b>Supports local business</b>	<p>The services in the CLD and partnerships do this through advice to businesses, links with work experience, employability and</p>

	wage subsidies
<b>Helps people to access jobs (both paid and unpaid)</b>	As above
<b>Improving literacy and numeracy</b>	The service has a dedicated literacy and numeracy service which supports local people to learning in groups and through face to face as well as online.
<b>Improves working conditions, including equal pay</b>	Promotes living wage to those partners we work with.
<b>Improves local employment opportunities</b>	We work with colleagues across the community planning partnership to support economic growth and diversity of opportunity.

**9. Is the policy a qualifying Policy, Programme or Strategy as defined by The Environmental Impact Assessment (Scotland) Act 2005?**

No

**10. Action Plan**

<b>Identified negative impact</b>	<b>Mitigating circumstances</b>	<b>Mitigating actions</b>	<b>Timeline</b>	<b>Responsible person</b>
Lack of young people contributing to the consultation	Level of Covid pressures on schools and young people	Renew consultations with young people to inform activities offered going forward	From Oct 2021	Heather Fleming
Mainly digital responses	Due to Covid and restrictions the majority of consultation responses were on line.	Moving forward we will consult with further targeted groups using paper forms for example older people's groups.	From Oct 2021	All partners Lesley Kelly Karen McGowan Heather Fleming

**11. Sign off by Sign off by Chief Officer**

Name                      Fiona Robertson  
Date                        25 August 2021