

INTEGRATED IMPACT ASSESSMENT SUMMARY REPORT TEMPLATE FOR EMERGENCY DECISIONS

1. **Title of proposal** **Adult and Family Learning**

2. **What will change as a result of this proposal? Access for vulnerable adults to services and loss of income to council (up to £430,000)**
 Students will no longer have access to adult learning to improve literacy, numeracy, BSL, English as a second Language support, improve mental health and reduce social isolation. Further demand for additional support may be placed on translation and health and social care services as a result of these services not being available

 The Adult Education Programme generates around £200,00 per annum and the council receives £230,000 from external funding to provide English as a Second Language (ESOL) to migrants and Syrian Refugees (Scottish Government and Home Office)

3. **Briefly describe public involvement in this proposal to date and planned (Surveys ongoing with staff and learners. To date over 1,000 surveys completed from learners who would normally attend Adult Education Programme classes. Other surveys being conducted with learners known to mental health services, Syrian refugees, learners who have English as a Second Language (ESOL) learners and adults and families with poor literacy)**

4. **Date of IIA** **21/05/20**

5. **Who was involved in carrying out the IIA?** (please list lead officer and other staff)

Name	Job Title
Sheila Duncan	Strategic Lead Officer – Adult Learning

6. Evidence available at the time of the IIA

Evidence	Available – detail source	Comments: what does the evidence tell you about different groups who may be affected?
Data on populations in need	Edinburgh by numbers	
Data on service uptake/access	17,005 adults and parents	Community Based Adult Learning – Annual Report. January 2020.
Data on socio-economic disadvantage e.g. low income, material/area-based deprivation.	Edinburgh by Numbers Scottish Government website data	Locality plans
Data on equality outcomes	Equalities Act Locality Plans Annual reports to CEC and external funding bodies	Annual data provided through Lifelong Learning Service Plans; CLD Plan; CEC committee reports; Edinburgh Partnership; Scottish Government; Education Scotland and Home Office (Syrian Resettlement Programme)
Research/literature evidence	Not available at this time	
Public/patient/client experience information	N/A	

Evidence	Available – detail source	Comments: what does the evidence tell you about different groups who may be affected?
Insight from public / service user engagement	Not available at this time	Information being collated from student and service users.
Evidence of unmet need	Phone contact to literacy learners not consistent across city. Contact details remain within community centres which are closed Adults and families on low incomes do not have access to devices, online resources and learning opportunities	No online platform available to continue to deliver courses and classes meantime Tutors maintaining contact with learners using own devices (phone and tablets) Some face to face groups and classes should be established asap as measures are relaxed. New learning to include upskilling adults on how to use digital devices with access to resources, tablets or other, for learners to use in the class.
Good practice guidelines	Education Scotland ALiS 2020 and Scotland's ESOL Strategy 2015-20	
Carbon emissions generated/reduced	N/A	
Environmental data	N/A	
Risk from cumulative impacts	Multi-agency/Government Covid-19 ongoing impact reporting	Isolation and vulnerable adults further isolated, poor mental health exacerbated through lack of contact, no access to English classes delays and affects refugee adults and family communication and access to other services. 34.6% adults using our daytime, evening classes are from SIMD areas and over 40% are retired and older adults.
Other (please specify)		
Additional evidence required?		

7. In summary, what impacts were identified and which groups will they affect?

Equality, Health and Wellbeing and Human Rights	Affected populations
Positive :	

<p>We are investigating options for delivering online classes for those who are housebound and unable to physically attend classes</p> <p>Use lessons learned relating to ‘kindness and wellbeing’ from lockdown period to inform what’s essential within our practice moving forward</p> <p>Negative: Many of our learners are vulnerable, are ‘just coping’ with poor mental health and little social contact outside their weekly classes. Others use classes to build their language and communications skills to enable them to integrate within local communities and communicate effectively with services.</p>	<ul style="list-style-type: none"> • Adult referrals who use mental health services • Adults (settled scots) unable to read or write in English • English as a Second Language (ESOL) provision for migrants and settled adults • Syrian Resettlement Project – English classes for Syrian refugees • British Sign Language and lip-reading classes for the deaf or hard of hearing • Classes for retired and elderly adults who want to keep mentally and physically fit • Family and parent learning for those who want to develop learning strategies to support their children’s learning.
---	---

<p>Environment and Sustainability including climate change emissions and impacts</p> <p>Positive</p> <p>Negative</p>	<p>Affected populations</p>
---	------------------------------------

<p>Economic including socio-economic disadvantage</p> <p>Positive</p> <p>An opportunity for us to think of collegiately to engage and harness the skills of our communities to build an integrated economic and wellbeing agenda, more inclusive for all.</p>	<p>Affected populations</p> <p>Adults and families across the city, particularly those in SIMD areas.</p>
---	--

Negative

Adults already on low incomes or benefits will be further disadvantaged. Unemployment and lack of opportunity for adults to find alternative employment will affect mental health of the whole family

Local priorities which divert resources away from 'vulnerable' categories to support only the economic agenda would put additional pressure on health and social care sectors and increase social isolation of the poor.

- 8. Is any part of this policy/ service to be carried out wholly or partly by contractors and if so how will equality, human right, including socio-economic disadvantage, environmental and sustainability issues be addressed?**

N/A

- 9. Describe how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language?**

We are maintaining contact with our learners through council websites, www.joininedinburgh.org social media accounts and paper copies of newsletters designed to share information and for learners to maintain contact with one another. Tutors are contacting literacy learners by phone and we use multi-lingual tutors/interpreters to contact ESOL learners who have no or low literacy in their first language.

- 10. Is the policy likely to result in significant environmental effects, either positive or negative? If yes, it is likely that a Strategic Environmental Assessment (SEA) will be required and the impacts identified in the IIA should be included in this.**

N/A

- 11. What, if any, actions are recommended in response to the impacts identified above?** This can include keeping the proposal under review, gathering more data, or specific actions to mitigate identified impacts.

Ongoing surveys with learners and staff will identify ongoing difficulties learners face; concerns for 'recovery' phases and any further training and support required to enable learners to access and use online learning options. This data will be used to inform recovery planning and any additional supports required meantime.

Specific actions (as a result of the IIA which may include responding to financial implications, mitigating negative impacts, action to manage the risk of cumulative impacts)	Who will take them forward (name and job title)	Deadline for progressing	Review date
Income Target for Adult Education Programme (£200,000 per annum)	Sheila Duncan/ David Bruce	August 2020	November 2020
Impact analysis report from online survey with recommendations	Sheila Duncan	June 2020	
External funding commitments – Home Office and Scottish Government funding for ESOL and Syrian Refugees (£230,00.00 per annum) Need to clarify the ongoing CLD ESOL offer, secure an online adult learning platform and reinstate when appropriate face to face classroom learning options	Sheila Duncan Strategic Adult Learning Team ICT/CGI team	May 2020 June – August 2020	June 2020

12. Are there any negative impacts in section 7 for which there are no identified mitigating actions?

Maintaining access to adult and family learning services for those on low incomes on no access to digital technology.

13. How will you monitor how this proposal affects different groups, including people with protected characteristics?

Regular surveys and feedback from learners and staff will inform further changes including financial considerations.

Liaison with localities on emerging local needs will inform adult and family learning curriculum development and changes to the same

14. Sign off by Head of Service

Name: Andy Gray

Date: 27 May 2020

15. Publication

Completed and signed IIAs should be sent to strategyandbusinessplanning@edinburgh.gov.uk to be published on the IIA directory on the Council website www.edinburgh.gov.uk/impactassessments