

GRANTON WATERFRONT

A Learning Strategy for Granton



REVISIONS:

February 2020 1st Draft Issue
April 2020 2nd Draft Issue

June 2020 Final Issue for Board Approval

FORMATTED BY:

Collective Architecture

A Learning Strategy for Granton

Whole Life Learning in a Post Covid 19 World

In March 2020, the education sector in Scotland had to rapidly adapt to the COVID-19 pandemic and the closure of schools. Systems have been created or accelerated to support the sudden switch to home based learning that has become the norm. Looking ahead, education as we have known it may change fundamentally as the crisis is opening the door into new environments for learning even more quickly than we had anticipated. The emerging learning approach also presents us with an opportunity to think about learning opportunities across a person's whole life in a community. For this new whole life learning approach to work well, there will need to be strong partnership working between partners in communities across the city.

The Granton Learning Strategy shows how this can be achieved. As such, it is a blueprint for changes that will start to happen across the city.

Contents

1.	Background to Learning Strategy.....	p.6
2.	The Learning Environment.....	p.12
3.	Learning Assets in Granton.....	p.20
4.	Work & Employability.....	p.34
5.	Case Studies - Place Based Learning Strategies	p.42
6.	The Granton Learning Strategy.....	p.50
7.	Making Change Happen.....	p.66

Annex A: Working Group & Consultees

Annex B: Learning Pathways in the Granton Learning Neighbourhood

1.0 Background to Learning Strategy

1.1 City of Edinburgh Council own around 120 acres (50 hectares) of land at Granton Waterfront and intend to deliver a new waterfront district for the city in the next 10 – 15 years.

1.2 Working alongside strategic partners that all have an interest in the area, including Edinburgh College, the Scottish Government (SG), National Museums Scotland (NMS) and the National Galleries of Scotland (NGS), the agreed vision for the Granton Waterfront¹ is to:

- Create one of the best places to live in Edinburgh, safe and well connected with homes, commercial development and community facilities.
- Develop the Waterfront so that it both faces the Forth and connects to existing neighbouring communities.
- Cherish Granton's unique natural and historic assets so that local identity will be sustained.
- Place culture, businesses and the creative industries at the heart of Granton's social and economic life.
- Attract people to live at the waterfront and make the area accessible and welcoming.

1.3 The agreed working objectives specifically highlight the importance of harnessing Waterfront's redevelopment to regenerate neighbouring areas including include Granton, Wardie, Pilton and Muirhouse. These 11 objectives are set out in Table 1 overleaf. The connection of these objectives with the learning strategy have also been highlighted to demonstrate how learning in its widest sense cuts across many of these.

1.4 In terms of **how** these objectives are to be achieved, strategic partners will:

- Work to align strategic direction and activity in Granton to the vision, outcomes and objectives outlined within the document.
- Adopt the [Place Principle](#), agreed in 2019 between SG and CoSLA, by committing to taking a collaborative, place based approach with a shared purpose to support a clear way forward for all services, assets and investments which will maximise the impact of their combined resources
- Work collaboratively to engage the community and other stakeholders in the regeneration of Granton.

¹ Agreed by the Strategic Partners Forum and contained within a Memorandum of Understanding between the partners established in August 2018.

Table 1 Granton Waterfront Objectives	Connection with Learning Strategy
To reduce inequalities by enhancing access to services; maximising collaboration and co-location; building neighbourhoods around existing amenities; and delivering affordable homes for low to medium income households.	High
To support social inclusion by creating enhanced access to lifelong activity and learning, enabling access to public buildings, parks and green spaces and supporting community gardens and growing areas.	High
To increase entrepreneurial and social innovation capacities and strengthen lifelong learning opportunities by support growth sectors including tech and creative industries; deliver a suitable mix of modern workspaces; build a sustainable cultural programme and building a brand for the area.	High
To encourage innovation and ensure new development respects the waterfront location, creates a network of parks and green spaces and maximises the opportunity that this presents in terms of enriched cultural, leisure and community life.	High
To create an environment which promotes the health and wellbeing of its residents and visitors by encouraging active travel, discouraging car use, increasing access to sport and leisure facilities, creating a new greenspace stretching from Cramond to Granton and a promenade from Cramond to Joppa.	Medium
To create high quality public realm which utilises placemaking techniques to promote civic pride, identity and create safe and comfortable public spaces.	Medium
To create a place which utilises and protects its rich cultural and natural heritage. Granton's unique natural and historic assets will be cherished so that the local identity will be sustained for now and for future generations.	Medium
To create a place of importance both locally, nationally and internationally where visitors and residents can enjoy the character of the waterfront city quarter.	Medium
To create a balanced density where residential, cultural and work environments flourish to create vibrancy and vitality.	Low
To build structures that have low life cycle costs, are cheap to heat, have a low carbon impact, utilise renewable sources of energy, are built from sustainable materials and protect natural ecology.	Low

1.0 Background to Learning Strategy

- 1.5** CEC have commissioned a Development Framework to set out key principles and a design code for future development in the area. However, for those objectives that relate to opportunity, inclusion, learning and capacity, different but complementary strategies must be developed. This is to ensure the physical capacity created through the Development Framework is matched by developments in social capacity and capital. It is also to ensure that the capital investment in Granton Waterfront is a real catalyst for inclusive economic growth and an improvement in outcomes for people living within and around the new waterfront district.
- 1.6** The development of a learning strategy is key to delivering these wider objectives.

Strategic Context of Granton Learning Strategy

- 1.7** The Granton Learning Strategy responds not just to the specific context of the Granton Waterfront but to a wider strategic context.
- 1.8** The overriding theme of the **2018 Edinburgh Economic Strategy** is **“Enabling Good Growth”** for the city’s economy. By this, the City aims to deliver actions that encourage an economy that is fair in terms of opportunity, job security and fulfilment while respecting and listening to its workforce and communities. The other key point is to find means to help the city thrive as a home of innovative businesses that create new jobs and good career opportunities for the city’s residents. It seeks to:
- Reduce equality gaps
 - Ensure no community is remote from opportunity
 - Improve access to well paid, fulfilling work with opportunity to progress
 - Inspire new, innovative, socially responsible businesses.
 - To this through collaboration between public, private, and third sectors.
- 1.9** Helping to realise this is the **Edinburgh and South-East Scotland City Region Deal**, a mechanism for accelerating economic and inclusive growth in the City Region whereby the UK Government and Scottish Government are investing £600 million into the city region – which comprises six local authorities in the South East of Scotland including Edinburgh - over the next 15 years. In addition to local authorities, there is also targeted investment in the city region’s universities and colleges, the private and third sectors. The total investment package comprises £1.3 billion and there is a particular focus on developing skills in data driven innovation and the housing and construction industry. These are discussed in more detail later in this strategy, but provide important context.

1.10 Finally, an additional part of the strategic picture that should be taken into account in developing a learning strategy for Granton Waterfront is the [National Performance Framework](#). This is the outcome based approach that should be shaping the activities and priorities of all organisations in Scotland (see Figure 1 for key diagram).



Figure 1: Scotland's National Performance Framework

1.0 Background to Learning Strategy

- 1.11 There are a range of outcomes that the redevelopment at Granton Waterfront can seek to contribute to. There are few that a comprehensive place-based learning would not make a positive impact on.
- 1.12 Figure 2 summarises the strategic context of this learning strategy.

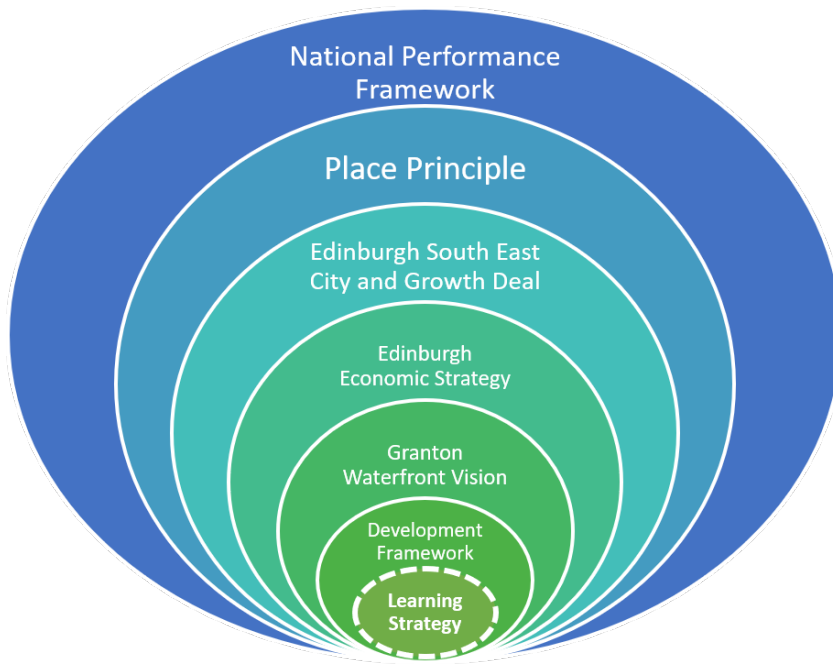


Figure 2: Strategic Context of Granton Learning Strategy

- 1.13 In a place-based learning strategy, there are no boundaries between learning that takes place in community centres, schools, the outdoors or in locally based charities or companies. Similarly, learners include a baby at a Book Bug session, a teenager riding a bike along the shoreline and a researcher at a local company. All of those people are learners and all of those places are learning environments.
- 1.14 Learning links across all age groups and supports culture, health, wellbeing, community capital and resilience, skills, employment and ambition. Granton also has some outstanding assets that can be capitalised on to enhance local learning experiences and outcomes. Taking a place-based approach to learning in the Granton Waterfront area will ensure we make the most of these assets.
- 1.15 A Granton Learning Strategy will create a place-based means for the principles of these broader strategic documents to transmit locally and make a tangible impact on people's lives.

1.16 The intent of this strategy therefore is to create a place-based learning strategy for the Granton Waterfront redevelopment and the surrounding communities that will:

- i.** Transmit policies and objectives on learning, skills and work at the national, regional and city wide level into practice at the local level, making sure communities around Granton Waterfront feel the benefits of regeneration and the 11 working objectives of Granton Waterfront's Strategic Partners Forum are realised.
- ii.** Be based on the needs and ambitions of learners in the area, which are connected to the city's needs as it seeks to generate inclusive growth in all its communities.
- iii.** Take a clear place-based approach, which means considering all the available learning assets and environments in the area and making the most of them while developing partnerships between learners and employers to make sure learners' ambitions can be expanded and realised.
- iv.** Set out ambitious and achievable actions that will result in learning being delivered differently by local and regional partners to advance inclusion, capacity, ambition and opportunity.
- v.** In this way ensure the new Coastal District of Granton Waterfront and its surrounding communities make a distinctive and significant contribution to realising the city's economic strategy.

1.17 The remainder of this strategy sets out the following:

- The Learning Environment
- Learning Assets & Activities
- Work & Employability
- Case Studies - Place Based Learning Strategies
- The Granton Learning Strategy
- Making Change Happen

1.18 This strategy informs the development framework delivery process, where there are physical or spatial implications associated with the strategy's conclusions. The strategy will also guide changes in how services and experiences that relate to learning can be integrated and connected across the area to create a distinctive identity for learning in Granton that will support the vision of making the Granton Waterfront truly one of the best places to live in Edinburgh.

2.0 The Learning Environment

The Granton Waterfront Area

- 2.1** Granton in North Edinburgh forms part of the city's shoreline along the Forth Estuary. Once a thriving industrial area with Granton Harbour at its centre, it is now dominated by derelict brownfield land, obsolescent warehouses, and at risk historic buildings including a redundant [train station](#) (built in 1903), a [decommissioned gas-holder](#) (built in 1898), and the dilapidated [Madelvic Motor Carriage Company](#) factory (built in 1898) – all recently brought into public ownership.

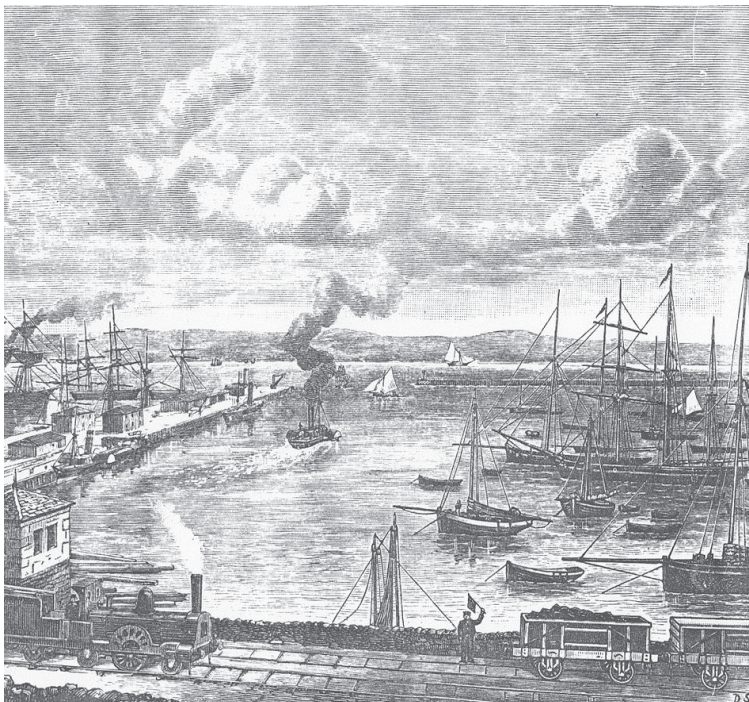


Figure 3: Granton Harbour, 1860's from J Grant, Old & New Edinburgh 1880

- 2.2** The areas of Muirhouse, Pilton, Granton, Royston and Wardieburn, which are all near or adjacent to the Granton Waterfront site, have significant social and economic challenges. Together, these neighbourhoods have the second lowest average household income in Edinburgh and 30% of children live in households in relative poverty. Of those deemed 'economically inactive' across the North West Edinburgh locality, 26% live in this area and Muirhouse is currently ranked as one of the top ten most deprived areas in Scotland. It also has the highest concentrations of benefits dependency in the city.

Deprivation in Granton Area

- 2.3 The [Scottish Index of Multiple Deprivation](#) (SIMD) reveals areas of Granton and surrounding housing estates in Muirhouse and Pilton are among the 5% most deprived areas of Scotland. Local levels of deprivation have recently increased. Since the last SIMD data was released in 2016, the two datazones at Granton have moved from being in the 10% most deprived in Scotland to being in the most deprived 5%.
- 2.4 They face several key challenges such as: Economic: high levels of inequality; limited local employment opportunities; fragile economic base with few high-growth businesses. Physical: large areas of derelict land; physically disconnected from the rest of the city; low-quality retail/services offering. Social: low skills base; poor health; high levels of antisocial behaviour. Environment: large areas of contaminated land; low quality public realm; underutilised and in places inaccessible coastline.
- 2.5 In broad terms, SIMD mapping shows those areas experiencing higher levels of deprivation in red and lower deprivation in blue. The figure below shows concentrations of red in the neighbourhoods around the Granton Waterfront. These are datazones (areas of up to 200 households) experiencing high levels of deprivation across a number of indicators.

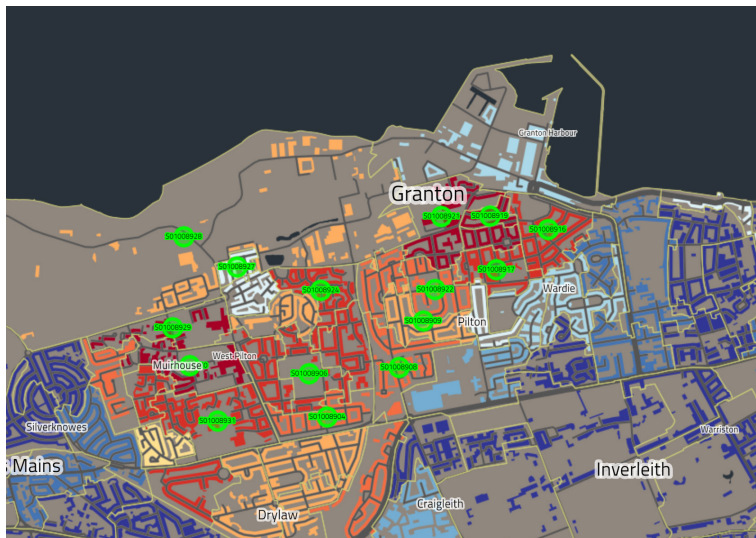


Figure 4: Granton Waterfront SIMD Datazones 2020

2.0 The Learning Environment

2.6 The most recent SIMD data relates to 2020 and shows a range of indicators in relation to education for these datazones. Those of most relevance to this strategy show that:

- The average school attendance for pupils of all ages ranges from a low of 59% in one datazone in West Pilton to a high of 75% in Granton West and Salvensen. The average attendance between the 14 local datazones is 68%. The Edinburgh average is 80%. It should be noted that school attendance at Secondary School is typically lower than primary school.
- The average highest attainment level of school leavers within the selected area is 5. This means that in their last 3 years of education, the best level of qualification school leavers in the area achieved was SCQF Level 5 (or National 5 level). The Edinburgh average is 5.5.
- In relation to 16-19 year olds not participating in education, training or employment, the average across the area is 8%. This measure of participation varies significantly from area to area however, with 15% of young adults not participating in Granton % Wardieburn, but just 5% not participating in West Pilton and Boswall and Pilton.
- 4% of 17-21 year olds are enrolled in a full time course at University. The Edinburgh average is 12%.”
- Within this wider area, it is notable that the two datazones around Granton harbour have dropped from being in Scotland’s 10% most deprived to 5% most deprived in Scotland.

2.7 Within the Forth ward, which is the local constituency ward that best reflects the datazones highlighted above, just over a quarter of local residents felt comfortable on their household income. The largest proportion (46%) were “coping” while 30% either found things difficult or very difficult on their household income.

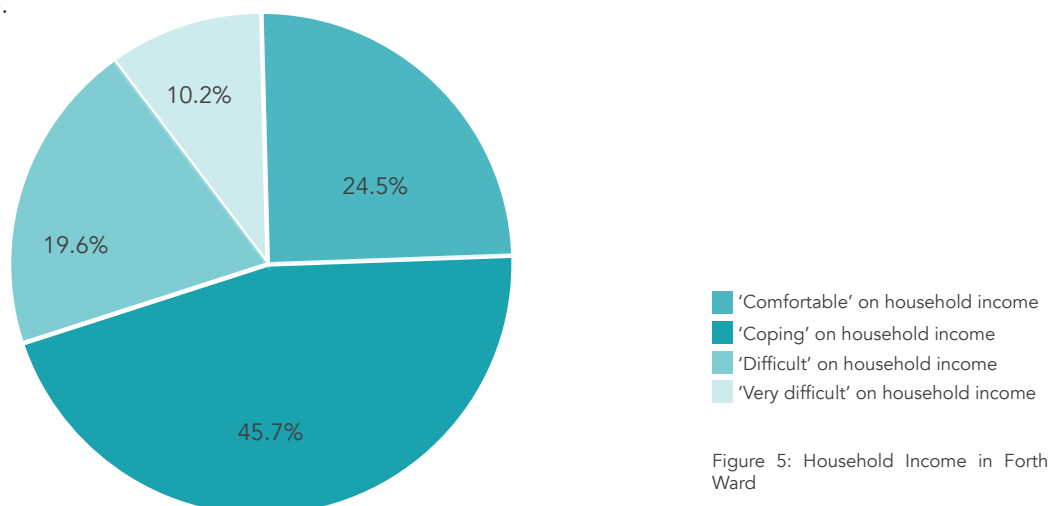


Figure 5: Household Income in Forth Ward

- 2.8** In the same ward, **over 31% of children live in poverty.** This contrasts with the Edinburgh average of 21%. The ward boundary includes relatively affluent areas such as Trinity and Newhaven. Therefore the proportion of families living in poverty that attend local primary and secondary schools in Granton, Pilton and Muirhouse are likely to be higher.
- 2.9** The previous data sets out the range of challenges facing learners and those delivering learning in the Granton area, with high levels of deprivation correlating with relatively low levels of attendance and attainment, which can impact on ability to access further or higher education and work. This then perpetuates inequality and social exclusion.
- 2.10** However, this is not a cycle that is accepted as inevitable by those delivering learning in the area or by local residents. Their approach is that attainment does not have to be defined by a context of deprivation. This strategy takes it cues from them.
- 2.11** Homes in the new community of Granton Waterfront will be a mix of tenure with up to half being some form of affordable housing and the remaining being homes to rent privately or to buy. As a result, the new residents might be from a different demographic to the existing communities close to the site and may bring different experiences of learning.
- 2.12** The learning strategy should benefit both existing and future residents and avoid the risk that the new development might deepen existing inequality. Instead it should be a catalyst to create new routes to opportunity and prosperity for the all of the community.

Learning in the Granton Waterfront Area

- 2.13** A broadly based working group was established to inform the development of this strategy². It included the headteachers of local primary and secondary schools, those working within lifelong learning in the area as well as officers from CEC and representatives from Scottish Futures Trust and Architecture & Design Scotland.
- 2.14** Those working in local schools provided vital insights into the challenges and opportunities afforded by working with children in the area. They are rightly proud of their achievements and how inclusive and supportive working practices have evolved in the area.

² For participants, see Appendix 1

2.0 The Learning Environment

- 2.15 In a recent article in the Times Education Supplement, the headteacher of Craigroyston Community High School articulated their ethos:

“It is fundamentally to not have the excuse of poverty. We could sit back and say ‘Oh our children aren’t going to make it – its cyclical, they’re not going to get a job, they’re not going to do this.’ It’s about absolutely having high expectations of every single pupil and never faltering on it”.

Craigroyston Community High School
Headteacher, Times Education
Supplement

- 2.16 From several sessions with this group, and through broader consultation, a **rationale for change** developed:

- i. **Disengagement** from learning by both pupils and parents was a key challenge. Where parents failed to engage with the school or with learning generally, it became difficult to sustain a child’s engagement. Lack of parental engagement could stem from their own negative experiences with education, which results in a lack of value attached to education and lack of help and support at home for children.
- ii. **Need for Nurture.** Many local learners face challenges outside school linked to deprivation and a lack of nurture. Craigroyston Community High School has the highest number of care experienced students than any other high school in Edinburgh. Schools seek to provide safe and caring environments for students that will also have additional support needs, be they academic or emotional. Those working in learning environments want to be able to provide nurture and support to these children, however the buildings they work in (and the consequence of rising rolls) can result in a lack of suitable space and resource to address these pupils needs.
- iii. **Managing transitions.** The transition from Primary to Secondary school is recognised as a time when learners can disengage from education, with many finding secondary school an overwhelming environment and difficult to cope with. Local schools expend considerable effort helping children make that transition. In addition, the transition from secondary school onto Higher or Further Education was difficult for local students who were accepted onto courses and Craigroyston Community High has a specific after-care process to support former pupils with that. The teachers anticipated difficulties supporting these transitions if pupil intake were to increase (as is anticipated with the Granton Waterfront development) and demand for that support would also increase.

- iv. **Flexible Learning Packages.** Packaging up learning into elements that can be delivered in different locations, by different organisations, but building to a common goal of gaining qualifications is a route that both Edinburgh College and Craigmoynton Community High School are keen to pursue further. They see this more flexible approach (echoing the No Wrong Path social media campaign by Young Scots) can widen access and attract and retain more learners over time.
- v. **Information sharing.** The importance of sharing information between services was highlighted to allow schools to prepare for children who might need additional support, particularly in relation to children under 5 that were known to other services, such as health visitors, but for which schools had no advance records of through school registration processes. Some of these information-sharing practices had previously taken place and would benefit from being revived.
- vi. **Under-employment / low skilled work.** Local stakeholders highlighted how families that moved to the area from outside the UK were sometimes required to take up employment for which they were overqualified, as their qualifications did not easily transfer. This resulted in individuals working in low paid employment and struggling to update their qualifications.
- vii. **Limited take up of literacy based adult learning classes in the local area.** Both Edinburgh College and the North West Locality's lifelong learning team highlighted low take up of adult literacy classes that could form the basis of accessing further education.
- viii. **Limited access to experiences outside neighbourhood.** All learners in the area tended to live within the community and could not access a wide range of experiences outwith the Granton area largely due to their socio-economic circumstances. This further inhibited learners' confidence and reduced their likelihood of accessing opportunities at a later date.
- ix. **Outside school options.** The options for accessing outside school classes did not seem to be availed of by local children and adults. It was felt that creativity in areas such as music and dance was potentially being stifled due to the cost or failure to access lessons that could support those abilities in the local area. There was also a lack of more adrenaline-fuelled activities (such as climbing, biking and other active sports) that would be attractive to older children and teenagers. It was felt that one of the key challenges was communicating to parents and carers what classes were available and the need to build people's confidence to access them.

2.0 The Learning Environment

Themes for Granton Learning Strategy

2.17 Taking these challenges together, four themes emerge that define the Granton Learning Strategy.



Figure 6: Granton Learning Strategy Themes

2.18 Improve the environment for learning. The basics have to be in place to help learners to learn. The physical environment, from good buildings to quality outdoor space, can support learning. But the home environment is critical too. Supportive networks around learners need to be strong to increase levels of learner engagement and attainment. If adults are supported to value learning, outcomes for children in a community will be more positive.

2.19 There is need for **more diverse pathways into and through learning.** People will learn in different ways and at different times in their lives. Those providing learning programmes and spaces have to be flexible and adapt to learners needs in terms of how, when and where learning is delivered.

2.20 Better connected experiences make the pathway through learning easier by making the people, the faces and the expectations familiar and predictable. This takes away the unknown, which might shake an individual's confidence. A place-based approach to learning in Granton introduces scope within the Granton area to deliver outstanding connected experiences through innovative collaboration by the locally based organisations. There is scope for that to be further enhanced by new entries into the learning environment in future.

2.21 The level of ambitions and the range opportunities need to be raised in the community. The Granton Learning Strategy will ensure that learners are ambitious for themselves and that there are more and better opportunities to realise those ambitions. Granton can be better linked into city-wide initiatives to create pathways to well paid, sustainable employment and personal fulfilment. National and global connections of investors in the area should be leveraged to achieve this.

3.0 Learning Assets & Activities

Granton's Learning Assets

- 3.1** The Granton Learning Strategy has been developed in partnership with the following organisations who all deliver learning programmes in the area.



Figure 7: Learning Strategy Partners

- 3.2** The Granton Waterfront area has series of connected learning assets that will support a new place-based learning strategy. These are currently distributed across the area and include schools, libraries, community centres and assets specific to Granton including the National Museums Collection Centre, which is home to millions of items not currently displayed by the NMS, and part of the NGS collection.
- 3.3** From stakeholder discussion it is clear that some assets, for example the local high school and primary schools within the catchment area, are well connected. There are also strengthening or emerging connections between assets such as Edinburgh College and Craigroyston; NGS and Edinburgh College; and NMS and local schools for example. However, the overall pattern is one of an intermittent network of learning assets in the area.
- 3.4** In addition, the schools do not make extensive use of the outdoors and their local learning environment, in particular the shoreline, due to its inaccessibility.
- 3.5** The aim of this learning strategy is to both enhance connections between these assets but also the connection of these assets to their local area in order to develop a fully networked place based area for learning.

Learning Assets

- 3.6** The key characteristics of the school estate in the wider Granton area are the following.

Early Years & Nursery Provision

- 3.7** Existing Early Years (birth – 5 years) provision in the area is based at Early Years Centre on Pennywell Road and at Granton Early Years Centre. Each has limited provision for babies and 2-3 year olds. Most spaces are reserved for 3-5 yrs.
- 3.8** Nursery provision in the area is based at Pirniehall, Forthview, St Davids RC and Granton Primary Schools. There is a private nursery (Waterfront Nursery) within Edinburgh College. North Edinburgh Childcare (birth – 12 years) provides affordable childcare as well as childcare training.
- 3.9** There is an overall aim to expand outdoor learning opportunities across Edinburgh and the trial of a Forest Kindergarten at nearby Lauriston Castle was a success, resulting in Forest Kindergartens becoming a permanent feature of Early Years provision in the city. Children at the Craigroyston Primary School nursery attend the Cammo Estate and it is anticipated that children attending the new Pennywell Early Years centre will be able to avail of a Forest Kindergarten as well.
- 3.10** The wider context for this is the upcoming expansion of Early Years (3-5yr) provision across Scotland which will double free entitlement to 1140 hours per year from 2020.

Primary Provision

- 3.11** There is a range of local primary schools within buildings that vary in age and condition. St David's RC Primary and Granton Primary both have rising rolls. St David's has been expanded to address increased rolls in the short term and there is potentially scope for further growth on that site. Granton PS has recently been extended to accommodate pupil growth. There are no plans to expand Pirniehall PS or Forthview PS.

3.0 Learning Assets & Activities

- 3.12** There are outstanding examples of good practice within each of the local Primary Schools in the wider Granton Area. These include:
- o The Granton Guarantee at Granton PS that ensures that each pupil will have a specific number of experiences during their time at the school.
 - o Forthview Primary School has been nominated for the Place2Be Award as an Adult Champion for Wellbeing in Schools, having worked with parents suffering from anxiety to produce a book of stories.
 - o A Pirniehall PS P6 pupil recently won a UK-wide STEM competition for her invention using water and light as power sources.
- 3.13** Local primary schools emphasise the importance of engaging families of pupils within the school. This engagement can then support their own learning needs and has the effect of supporting their pupils as well. Forthview Primary has a dedicated Family Learning Worker that fulfils this role.
- 3.14** A new primary school will be required to be built to serve new residents within the Granton Waterfront.

Secondary Provision

- 3.15** Craigroyston Community High School (CCHS) is the catchment Non-Denominational High School that will serve the majority of the pupils living within the Granton Waterfront development.
- 3.16** The school was opened in 2010 and has built capacity of 600 pupils with current roll, as at 2018, of 544, which has been rising in recent years. It will need to be expanded to accommodate additional pupils from Granton Waterfront in the future.
- 3.17** CCHS has a highly inclusive and supportive ethos. It is a Scottish Attainment Challenge School and utilises the additional funding it receives from this to provide one to one mentoring and support for the middle 60% of pupils. This has had a significant and positive impact on attainment levels within the school and the school's focus is now on improving attendance through similar support.
- 3.18** The school's curriculum is broad and regularly refreshed. It offers Advanced Highers in 7 subjects.
- 3.19** The school is working to develop more flexibility in how students study for their qualification, including utilising the travel column in the school timetable on Tuesdays and Thursdays to allow students to study at Edinburgh College, Scran Academy or elsewhere.

- 3.20** CCHS is developing a closer working relationship with Edinburgh College, exploring how some College courses could be delivered within the school itself such as construction skills. Other important partners include Police Scotland and Muirhouse Development Youth Group, while the school has formal links to partners including Standard Life, Leonardo Engineering (which is based in the area) and Apex Hotels, which provide apprenticeship programmes to pupils .
- 3.21** Craigroyston Community High School (and other schools across North Edinburgh) currently utilise the Alternative School provided by Spartans Community Football Academy, based locally at Fetlor Youth Club. This School provides 16 young people (in 2018/19), who are referred to them by the school as they are at risk of exclusion from school, with an alternative place to learn. Students attend for 1.5 days per week and there is a focus on English, Maths and physical activities as well as personal development and fostering a growth mindset. The Academy also provides primary schools with youth workers and homework clubs for over 100 learners.

Lifelong Learning

- 3.22** The strategic priorities for Lifelong Learning in Edinburgh are:
1. Reduce inequalities and improve equity
 2. Reduce the achievement and attainment gap between those learners of all ages that face 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
 5. Develop workforce skills, knowledge and capacity for improving outcomes for learners of all ages.
- 3.23** Many lifelong learning opportunities are provided through the **Community Learning & Development (CLD) and Libraries** team.
- 3.24** CLD supports disadvantaged or vulnerable people who are engaging in learning or active citizenship. Its covers adult learning, English for Speakers of Other Languages (ESOL), family learning and programmes tackling social isolation and health inequalities. CLD is delivered by the CLD Partnership, which includes a range of partners such as Edinburgh College, Police Scotland, Skills Development Scotland and NHS Lothian. The environments used for CLD range from Granton and Muirhouse libraries, Craigroyston Community High School and high school library, Muirhouse Youth Development Group, Pilton Youth Project, Granton Youth Centre, the Millennium Centre; Granton: Hub at Maldevic House and Royston Wardieburn Community Centre.

3.0 Learning Assets & Activities

- 3.25** Some community centres also host after school clubs for local children, which can be vital in supporting local parents or carers who need to work longer hours than school hours.
- 3.26** Another key strand for lifelong learning locally is the library service which delivers on a number of national ambitions to support digital inclusion, reduce social isolation and support attainment through initiatives such as the First Minister's Reading Challenge, READ, WRITE, COUNT, Every Child a Library Member and Bookbug.
- 3.27** Libraries aim to be a living room for the community, a familiar and welcoming place people identify with and feel comfortable in, where they feel relaxed, not obligated to participate, being part of something but apart too if they wish.
- 3.28** To combat this, the team provides free learning activities, which aims to increase participation in and widening access to. The locality team has also found their **mentoring programmes are highly effective**, particularly those that target children in primary school who are at risk of disengagement. Teaming a young person with a young adult who has lived skills (not necessarily a professional employment background) has benefits for both for the child and for the young adult by introducing a supportive and positive relationship into a child's life outside school, which helps them remain engaged in school. It is mostly local school leavers (aged 18-20) who become mentors. The training they receive to help them become mentors also helps them to access employment. However, there are challenges around finding the right mentors who are able to stay with the programme.
- 3.29** Attracting adults to **literacy courses** can be very challenging due to stigma and difficulties being experienced at home. The Council works with other services who can refer adults to them, and family engagement workers based in schools are an important means to identify and support adult learners..

- 3.30** Another challenge locally is finding space to deliver the Council's adult learning programme. In the past, these classes (ranging from beginners Spanish to arts & crafts to History from 5 Scottish Novels) were delivered within designated classrooms in CCHS. However due to a rising roll, there is no one classroom available consistently, which presents significant timetabling difficulties. A suitable new home is needed locally.
- 3.31** The Discover! Project currently being rolled out across Edinburgh and led by the lifelong learning service also aims to provide a space for families, referred by other services, to come into schools during holiday periods where they can access food to combat holiday hunger, but also a wide range of other organisation including Skills Development Scotland. NMS and NGS are participating in this project. NGS is also providing its own holiday hunger project.

Learning with 3rd Sector Organisations

- 3.32** There are a range of 3rd Sector organisations working with the local community that provide extensive learning opportunities. Just a few of these feature in a typical programme for North Edinburgh Arts, show in Figure 8 overleaf. As can be seen, they cater to the needs of a wide range of the local population.
- 3.33** A 2018 consultation exercise by the National Galleries of Scotland Community Development Officer resulted in an in-depth account of the needs of 3rd sector organisations. Key themes were:
- i. The need for safe, welcoming, calming green spaces that also supported community growing and play spaces, including skate parks, woodland and natural play areas.
 - ii. Indoor spaces desired by community groups included a free crèche, exhibition space, community café, community kitchens and multi-purpose general needs spaces.
 - iii. The need for new training and education opportunities to be developed, including free training for community organisations that would support their work, and a need for more than construction apprenticeships to be made available.
 - iv. A desire to centre local social history and that of the local Black, Asian and Minority Ethnic community, to improve the local environment through better connection and reduce social isolation and poor local mental health.
- 3.34** Feedback from the Community Development Officer is that North Edinburgh Arts, Community Renewal, the Granton Youth Centre and Pilton Youth and Children's Project in particular deliver a wide range of out of school learning opportunities in the area. The pricing of these aim to make them widely accessible, with many activities at North Edinburgh Arts available for 50p per session.

WEEKLY ON

MON
Garden Club Families welcome. Drop-in
 Age: 8-12 years / Time: from 3.15pm
TUE
Knit and Natter
 All ages, drop in / Time: 10am-12 noon
Play Rangers
 Time: 3.15pm - 5.15pm
 Age: all welcome. Drop-in
 Outdoor play, Linear Park
TinderBox Hub
 Time: 6pm-8pm / Age: 10-18
 Beginners to advanced, everyone is welcome!
 Learn an instrument, play in a band and learn to write songs.
WED
U3A Art Group
 Time: 10am-12 noon
 Art group for all ages.
 www.u3a.org.uk/Edinburgh
Room for Art
 Time: 12.30pm - 2.30pm
 Age: 16+ years
 Try out new creative techniques using a range of materials in this weekly session. With one to one introductions to support you taking part, you will have a chance to explore your creativity and focus on what you're interested in.
 www.facebook.com/artinhealthcarecharity
 www.artinhealthcare.org.uk/blog.php
 With refreshments, crèche available with booking
Zoo Arts
 Age: 9-14 years
 Time: 4.00-5.30pm/Cost: 50p GN*/E3
 Mixed media workshops for young creatives, including trips to exhibitions, outdoor drawing, animation and an end of term party to showcase the creativity of the group. A healthy snack included.
 facebook.com/zooartsextra

THU
Create
 Age: 0-5 years
 Time: 10am-12pm/Cost: 50p GN*/E3
 Drop-in, artist-led creative messy play/art sessions for under 5s and their parents/carers combined with colourful Montessori elements. Includes a healthy snack
 facebook.com/CreateNorthEdinburghArts
Garden Club Families welcome. Drop-in
 Age: 8-12 years / Time: from 3.15pm
MYDG Drama Group
 Time: 3.30pm-5.30pm
 More details at www.mydg.org.uk
Theatre
 Age: 16+ years
 Time: 5.30pm-7.30pm
 North Edinburgh Theatre Project is an established theatre group, showcasing exciting and innovative productions and events; and creating work which involves Social Change, highlighting our communities, our needs and aspirations, as well as focusing on wider, international influences. No previous acting experience is required. New members are welcome.
FRI
Gentle Exercise
 All ages welcome, drop in
 Time: 11am-12 noon
 Cost: £3, EIGN
Play Rangers
 All ages welcome, drop in
 Time: 1.30pm-3.30pm W. Pitton Park
 Time: 4pm-6pm Linear Park
 https://northeinburgharts.co.uk/projects-2/
 play-rangers/

SAT
Create
 Age: 0-5 years
 Time: 10.30am-12.30pm
Saturday Arts
 Age: 5-7 years Time: 10.30am-11.40am
 Age: 8-12 years Time: 11.40am-12.30pm
 Colourful and fun recycled art and craft workshops for children to create something unique to take home. A healthy snack included.
 Cost: 50p GN*/E3
Saturday Dance
 Age: 8-12 years Time: 10.30am-11.40am
 Age: 5-7 years Time: 11.40am-12.30pm
 Energetic dance workshops combining group games with different dance and movement styles. A healthy snack included.
 Cost: 50p GN*/E3
Yoga by donation
 Time: 10.30 - 11.30am (Beginners)
 11.30am - 12.30pm (Improvers)
Recording Studio
EMBER
 A multi-purpose music studio focusing on work with under 25s.
Practice Sessions
 A safe and supportive music rehearsal space. (Young people can book directly).
Production Recording Sessions
 For young people who want to record/produce their own music.
 Sessions are supported by a professional musician.
 Flexible schedule subject to availability.
 Online: soundcloud.com/north-edinburgh-arts
 Email: studioember4@gmail.com

SHED
 The Community Shed is a place where people from North Edinburgh can come to work with wood and/or fabric to either make things or mend things. Tools, space and support is provided.
Weekly drop-in sessions
 Age: 16+, All levels of experience welcome. Refreshments will be provided. Crèche is available but advance booking is required.
 Come and work on your own projects:
Tuesdays, Wednesdays & Thursdays
 9.30am - 12.30pm, 1pm - 3pm
Every 3rd Saturday of the month
 9.30am - 12.30pm
 Climate Challenge Fund
 Greener Scotland
 Scottish Government
 NEA's award-winning garden is a hidden sanctuary in the heart of Muirhouse. The garden is open to all and is used frequently as a community garden space by local residents, groups and other garden projects. NEA's garden incorporates seats and spaces for relaxing, a play area, water tap, sand pits and community gardening plots. It also grows fruit and veg for the Pop-In Community Café.
Garden sessions
 Age: 16+
 Tue: 1.30-4.30pm & Fri: 10am-12 noon
 Drop in, all levels of experience welcome, refreshments provided
Garden Club
 Age: 8-12 years
 Mon & Thu from 3.15pm
 Drop-in. Join us to learn more about the environment, gardening, outdoor art and cooking. We'll be exploring and getting creative in the NEA garden and the local community. Healthy snacks provided. Families welcome.

Figure 8: North Edinburgh Arts Programme (Spring 2019)

- 3.35 The Prentice Centre was also seen as a valuable local asset and offers dance, theatre and art classes, albeit for a higher fee per session.
- 3.36 However, while there is a lot of local activity, what can be a barrier to participation is lack of knowledge about what is available locally. This was a key point made to the NGS community learning officer. In addition, lack of confidence and social isolation prevent higher levels of participation.

Edinburgh College

- 3.37 Part of the multi-base Edinburgh College, the Granton Campus was built in 2006 and accommodates on average 1800 students per day, providing a wide range of courses. 6874 students were enrolled in 2018/19 at the Granton Campus. Of these, 1570 students (22.8%) were from the North West Locality, half of these from the ward of Forth.

- 3.38** The following is a breakdown of the courses being studied by students from the Forth Ward:
- 41% in Languages, Business Hair and Beauty, Hospitality and Cookery (this includes English as a Second Language courses);
 - 26% in Health and Social Care, Childcare, Sports and Social Science courses,
 - 16% are registered to study Creative Industries; and
 - 16% in Construction and Engineering.
- 3.39** The College commented that they would like to encourage more local students onto a wider range of courses. They also commented that they struggled to attract local adult learners onto their college preparation courses, which work to build confidence and generally literacy skills.
- 3.40** Edinburgh College is keen to expand the College's presence in the community and has recently extended its opening hours in the evenings and at the weekend to ensure the College and its facilities is seen as a community resource that local residents feel ownership of.
- 3.41** The College delivers part of its curriculum off site and will continue to seek opportunities to do this within Granton. The College is keen to ensure that its function is not seen as being restricted to its campus.
- 3.42** Edinburgh College also has a specific remit to widen access to further education, particularly for those who come from deprived backgrounds. The College has a team dedicated to delivering this.
- 3.43** The Edinburgh College Construction Centre is based at West Shore Road in an area that will be redeveloped as part of the overall Development Framework for the site. A new home for the Construction Skills Centre will need to be found. The College see this as a transformational opportunity to create a new Construction Centre for Excellence, which will be a centre for innovation in construction for Scotland.
- 3.44** Currently at discussion / scoping stage, it is hoped that this centre could bring together different disciplines within the Built Environment faculty in new ways as well as well as linking with partners such as Edinburgh's Universities in order to both test and use the latest technology for construction in Scotland and equip students with new and emerging skills to develop an innovation pipeline relating to Modern Methods of Construction, from Research & Development to implementation on the ground.

3.0 Learning Assets & Activities



Image courtesy of Edinburgh College

- 3.45** This requirement has arisen by the need to relocate, but reflects the opportunity of having a huge redevelopment site on the College's doorstep and a community of learners who will benefit from new, quality opportunities for learning and work that will stand the test of time.
- 3.46** The College would like to use the new Centre for Excellence as an exemplar project that integrates with the local community, making it both more accessible and offering more diverse pathways into its courses that suit local learners.
- 3.47** There is also an ambition to explore the links between technology and social care, an area closely related to housing and aging populations and which could drive local participation in developing innovative approaches to local challenges.
- 3.48** In addition to the above, Edinburgh College:
- Delivers Adult Learning and college preparation courses locally, but report that take up in the Granton area is low.
 - Are seeking to expand **"off campus" courses** to overcome potential student anxiety about transition to college, build confidence, increase course take up and provide more connectivity between school and college.
 - Creating a Digital Learning Hub with pilot schools (the first school will be Royal High) that extend the College's Moodle learning platform to selected schools, allowing the creation of more personalised, interactive learning plans with an initial focus on numeracy. Moodle can also allow remote delivery of courses that schools might struggle to accommodate within their timetable or with existing staffing, broadening the range of opportunities for students.

- 3.49** Edinburgh College believes that the Granton Waterfront development creates the opportunity to build a Granton Learning Strategy where a seamless joined up local learner journey from primary, secondary, college to HE is possible.
- 3.50** The College sees the benefits of actively participating as a partner in the Learning Strategy. It highlighted that Education Scotland places a high value on partnerships and considers them integral to the way highly effective Schools, Colleges, Businesses and Communities in the self-evaluation frameworks for schools and Colleges “How Good is our School” (indicator 4.7) and “How good is our College” (indicator 2.6).
- 3.51** Such partnerships allowed the highest quality delivery of transition based activities to take place as well as integrated learning projects and qualification programme delivery through Developing Young Workforce (DYW) and Schools College Partnership (SCP) programmes.



Image courtesy of National Museums Scotland

National Museums Scotland

- 3.52** National Museums Scotland (NMS) is a major public sector presence within the neighbourhood, given that the National Museums Collection Centre has been based in Granton since the 1970s. NMS has been investing in the site as part of its estates strategy, bringing all of its stored collections to Granton and renovating and replacing its older storage buildings. Over the past 10 years it has invested over £25 million in the site and now has some 40 employees based there.
- 3.53** The Collection Centre is only accessible to the public via formal, organised tours, which are regularly accommodated (currently monthly and during the Edinburgh Science Festival and Doors Open Weekend) as well as by special appointment for researchers and specialists. Tours are also enabled regularly for groups with a more specialised interest in the collection, including university and college students studying anything from fashion to zoology.

3.0 Learning Assets & Activities

- 3.54** Limitations to public access is driven by a number of factors, including ensuring the security of the collections and the design of some of the older buildings on the site. Uncontrolled access to the site is also not possible for this reason. NMS has invested heavily in the National Museum of Scotland on Chamber St in Edinburgh and their focus is to encourage people to visit that landmark property.
- 3.55** The Development Plan for the site envisages the creation of a publicly accessible Visitor Centre in the medium term. This would have a public reception, exhibition area and facilities for education or other groups and to host meetings and tours. It is envisaged that items from the collection relating to the former Granton Gasworks would be on display to the public in this new facility.
- 3.56** NMS engages with local communities in a range of ways. Their approach is to work in situ with community (developing relationships and sometimes resources that can be used in the future) and then, once relationships and confidence have been built up, the work is transferred into the museum environment. They describe this as an in-reach/out-reach approach as part of their Community Engagement provision. This activity forms part of an extensive learning programme NMS has across its sites to engage a range of audiences with their with their collections (<https://www.nms.ac.uk/about-us/>).
- 3.57** There is a small Community Engagement team whose remit is to work with under-represented groups and people who do not currently visit or engage with its museums. A new Learning and Engagement strategy is in development with community engagement, health and wellbeing and youth engagement being of particular focus.
- 3.58** There is scope to develop existing activities further and to develop stronger links through NMS's learning programme, given the collection's home within the community.
- 3.59** There are also potential opportunities for local learners, such as school and College students, to benefit from the world class facilities that are housed within the National Museums Collection Centre, which have yet to be explored. These could incorporate the extensive laboratories and workshops used for conservation, scientific analysis, photography and research.

- 3.60** There is also scope to explore opportunities through Scotland 365, a youth engagement project run in partnership with Young Scot and Project Scotland. This is funded by £776,000 from the National Lottery Heritage Fund and will last from 2018-21. Research has identified young people's (aged 16-25) attitudes towards Scottish heritage and how they engage with it. This has informed a range of activities and programmes being developed. NMS will consider, when developing the Activity Plan, how it can align with their strategic focus on Granton.
- 3.61** NMS has developed a series of Modern Apprenticeships in their Visitor Experience team, although they have not explored working specifically with local schools and the College in relation to these. NMS does work with Edinburgh College as a provider of management training, as well as the Construction Centre for local skill-based training.
- 3.62** There is a commitment for the NMS to be more present in the community of Granton and to participate in a place-based learning strategy for Granton as a major public sector investor.

National Galleries of Scotland

- 3.63** National Galleries of Scotland currently house part of their collection within one building based in the facility operated by the NMS at Granton. As such, they are also currently a public sector presence within Granton. There are also plans to significantly expand their presence through the development of new facility called 'The Art Works' (TAW) on an adjoining site at Granton, (note: The Art Works was formerly known as the National Collection Facility).
- 3.64** The TAW has the potential to be one of the key public sector investments in the area, which could help transform perceptions of Granton while providing new learning environments and opportunities. The TAW aims to bring the NGS collection into a single purpose built centre and provide a world class facility for staff, researchers from across the world and visitors, while providing state of the art spaces for conservation and study.
- 3.65** NGS also intends the TAW to be an open and accessible facility for members of the public and the local community. The aspiration is for the TAW to provide spaces dedicated to community use. NGS intends for TAW to be a place that meets their needs and for local people and local organisations to feel welcome there. Art will be within the public spaces, so that even casual visitors can see the national art collection at the TAW. This approach aims to support and develop learning, participation and health and wellbeing.

3.0 Learning Assets & Activities

- 3.66** NGS is enthusiastic about the opportunities the TAW can offer the local community and local learners and how they can work with partners.
- 3.67** In addition to future opportunities, there is rich potential to explore how existing relationships between local learners and the NGS could be deepened. The NGS runs an extensive learning programme based both in their galleries but also in communities with an ethos of meeting learners needs through art and creativity.
- 3.68** Working in partnership with community focused organisations to develop and deliver the most appropriate learning offer and reach audiences is an approach that is prioritised. They do not have an established partner within the Granton area, however there have been many instances of groups and schools in Granton and neighbouring communities engaging with NGS through youth work, the family programme and the schools programme. In addition, NGS funded a community development officer to understand the needs of the local communities and build relationships between local groups and NGS.
- 3.69** The NGS learning programme is delivered across the following audiences:
- Families and Early Years
 - Schools
 - Young People
 - Adults.
 - Older adults
 - Audiences with additional access requirements
- 3.70** An area of strategic development is the consolidation and further development of health and wellbeing across the programmes.
- 3.71** Like NMS, NGS is working on the Discover! Holiday hunger programme with CEC, which includes working out of CCHS and also delivers its own holiday hunger programme for families in school holidays that can be booked directly with them by local groups.

3.72 While there is limited collaboration between NMS and NGS, one example of where collaboration has worked well has been “The Social Programme”, a programme for anyone affected by dementia, originally developed by NGS but expanded to NMS and National Library of Scotland and now also Edinburgh Zoo and St Cecilia’s Hall. Each partner takes a slot within a weekly programme of Friday events. In this way, each partner can deliver the session within a standard but flexible format, but collaborate to ensuring there is regular free events provided. This is a potential model for Granton.

Conclusions

3.73 The Granton Waterfront area is fortunate to have such significant, active and interested learning providers within the area.

3.74 There is some excellent practice underway. However, there is clearly scope for relationships to be further developed. Many of the organisations featured here do not connect with each other in terms of delivering learning, leading to potentially disjointed experiences. There are also assets that sit within the community that have learning potential but are underutilised.

3.75 While there are individual connections between teams or teachers, there is no collective dialogue around how, together, the organisations in the Granton area can work together to expand learning opportunities together and improve local outcomes.

3.76 Any new learning estate projects, such as the Construction Centre for Excellence, the new primary school and the TAW, if they proceed without that collective dialogue, could result in missed opportunities. An overarching learning strategy would therefore help shape what these capital projects are seeking to deliver and how they operate.

4.0 Work & Employability

- 4.1 Opportunities for work and employment, and ensuring learners are in a position to benefit from these, are essential elements to this learning strategy. With the comprehensive redevelopment of the Granton Waterfront site as a new waterfront district for the city, new job opportunities will be created as firms invest in the area.
- 4.2 The nature of the investment will vary from small coffee shops to serve people along the waterfront promenade, a new hotel, the new primary school and office developments. It is not envisaged that Granton Waterfront will be a major new office location, however the development framework and this strategy aims to ensure that this area will be an attractive place to invest, both physically and on the basis of an available and well education workforce.

Opportunities Generated by Granton Waterfront

- 4.3 The Development Framework for Granton Waterfront has not yet been finalised, however Cushman & Wakefield have been advising the Granton Waterfront designers, Collective Architecture, in relation to the likely levels of demand for commercial space that should be accommodated within that development framework.
- 4.4 This advice indicates that the level of commercial demand to locate in Granton Waterfront could range between 9,000sqm and 20,000sqm, with the future connectivity of the site to the city via Mass Rapid Transit the key determinant.
- 4.5 It is expected that commercial office users will be attracted to the waterfront area in a variety of accommodation, including live/work units.
- 4.6 The demand analysis also indicates that retail as well as food and drink businesses will seek to locate here, particularly as the new Waterfront area is opened up, which is anticipated to attract visitors from across Edinburgh and Scotland.
- 4.7 There is also a proposal to embed culture and creative industries within the development, both in terms of integrating cultural outputs within the development and attracting artists and creative entrepreneurs to the area.
- 4.8 There is an aspiration to attract an operator to create a new venue at Granton, potentially based at the former gasholder. This would drive demand for restaurants / bars locally and also sustain a small hotel in the area. This highlights the potential for work in the hospitality and catering sectors and well as within the creative industries.
- 4.9 Cushman & Wakefield have also highlighted the potential for work opportunities in the expanded learning estate.

- 4.10** There will also be significant opportunities to work on the development itself as the site is remediated and redeveloped.
- 4.11** CEC have stated that they will be seeking innovative ways to deliver homes within Granton Waterfront, including exploring Modern Methods of Construction. That will entail greater levels of off-site manufacture and potentially less local job creation. However, they may be ways to manage contracts with contractors to ensure that local people have access to emerging job opportunities, including those off-site. Off-site manufacture also widens access into construction and has the potential to have a better gender balance of roles than the traditional trades.
- 4.12** There may also be scope for connections between Edinburgh College and the appointed contractors to be forged to ensure students at the College can gain experience through the redevelopment of the Waterfront site.

Linking with Employers

- 4.13** There is work underway at the City Region level that provides a platform for the Granton Waterfront learning programme to feed in opportunities and benefit from a wider employer and business network.
- 4.14** Capital City Partnership co-ordinates the Job Strategy Group for Edinburgh, bringing together key stakeholders for joint working, collaborations and to align strategically where possible. Membership includes Skills Development Scotland, Department of Work and Pensions, NHS Lothian, Edinburgh College, Edinburgh Universities, Chamber of Commerce, The City of Edinburgh Council and Capital City Partnership. The Job Strategy Group could be a central point of reference for support to the Waterfront development.
- 4.15** Underneath this, Capital City Partnership co-ordinates the Joined Up for Jobs programme with a Strategic Skills Pipeline of commissioned frontline service providers to support 7000 disadvantaged clients into jobs. This can be utilised to ensure opportunities generated from the Waterfront development are matched to workers in a way that will maximise benefits in relation to inclusive growth.
- 4.16** The Joined Up for Business partnership, which works with employers to understand their skills and employment demands and to ensure they are met, can support employer recruitment; and the new City Region Deal Integrated Employer Engagement team can facilitate pop up recruitment, support Community Benefits and provide a regional Job Matching Talent Bank system.

4.0 Work & Employability

- 4.17** In addition, [Developing the Young Workforce \(DYW\)](#) is a 7-year programme (2014-2021) that aims to get young people ready for the world of work and reduce young unemployment by 40% by 2021. A network of regional groups has been developed across Scotland.
- 4.18** These groups are working to improve and increase industry engagement with schools and education more widely. There are a variety of routes for industry to engage, from delivering CV workshops and speaking at careers days to providing Foundation Apprenticeships. There are also opportunities for industry to feed into school curricula, in terms of what they as employers are seeking from school leavers.
- 4.19** The aim of DYW is to scale up the approaches that work well and roll those out more widely across schools.
- 4.20** For example, individual schools currently develop their own links with local employers. While this can work well, it can result in a relatively narrow range of opportunities for students. There is an opportunity for a broader place-based approach to be taken, where a group of schools collaborate and share their employer links to allow a wider range of placements to be offered to students.



Image courtesy of [IEA teched](#)

- 4.21** Other industry led initiatives that support specific areas include:
- [Daydream Believers](#) – a project initially developed with Whitespace, Skyscanner and AmazeRealise that links with Art & Design students in S3, leading to a Foundation Apprenticeship and HND qualification in Graphic Design. This could be rolled out more widely.
 - Transition Programme for STEM, comprising a series of events and activities which has recently been successfully piloted at Ross High in Haddington.
 - Fuse Academy, a retail and hospitality academy that has

been set up and funded by developers of the St James Quarter in the city centre although it will work across the city.

4.22 DYW feels there is scope for more such initiatives. There is also scope to integrate the emerging workplace needs from both the development process into predicting and planning for skills requirements locally.

4.23 In addition, the Skills Development Scotland review of skills³ identified a number of growth areas for Edinburgh. These include professional services, tourism, health and social care and digital. Proactively seeking connections with employers in these sectors will firstly ensure that students are working in growth sectors with better access to secure and rewarding work, and also contribute to the city's economy.

³ <https://www.skillsdevelopmentscotland.co.uk/media/44071/edinburgh-city-la.pdf>

Business Gateway

4.24 The Edinburgh Business Gateway is currently based within Waverley Court, the offices of City of Edinburgh Council. The team provides a variety of support services for people who are starting a business or running a small business and has a strong track record of helping firms that go on to grow.

4.25 The Gateway is keen to relocate some of their staff into neighbourhood areas and are currently considering Granton as a relocation opportunity although these ideas are at an early stage and will require further testing.

4.26 A previous model for this type of local enterprise hub was the Creative Exchange in Leith, where the Business Gateway offered support to businesses working in the creative industries. The facility also provided desk space for businesses to work from. Edinburgh College were also partners in this. The Creative Exchange had to close following an increase in rent for the property and has yet to be replaced by an equivalent service.



EDINBURGH AND SOUTH EAST SCOTLAND CITY REGION DEAL

4.27 Such a facility in Granton would provide be a valuable asset in supporting local people develop and establish their enterprise ideas.

City Region Deal – Skills Gateways

4.28 A key element of the Edinburgh and South East Scotland City Region Deal is the development of an Integrated Regional Employability and Skills Programme (IRES). The overall aim of this is to drive progress to a more inclusive labour market and address its characteristics of low unemployment, high inequality environment with significant issues of entrenched and persistent poverty and disadvantage⁴ and putting in place stronger regional employability and skills service infrastructure.

⁴IRES Business Case, December 2018

4.29 Pillar 4 of IRES is targeted skills development and within that, the regional project will be seeking to create integrated, flexible and well understood career pathways into the region's key sectors. The partnership is therefore developing two projects to streamline and make more inclusive the routes into two key sectors: Data Driven Innovation (DDI) and Housing, Construction and Infrastructure (HCI).

4.30 The **DDI Skills Gateway** is being led by the University of Edinburgh to develop the skills pipeline for this sector. It will be seeking to:

- Support the development of knowledge sharing schools to help embed data skills in the curriculum.
- Help develop a coherent data science curriculum across SCQF level and stages supported by high-quality learning materials.
- Support the creation of coherent and visible data career pathways into advanced data careers that can flex to the needs of all sections of society.
- CPD learning and Learning Networks for teachers, FE lecturers, Executives, employability professionals, those in changing job roles and data scientists.
- Inclusive learning, coaching, mentoring and support for disadvantaged and under-represented groups within the sector.

4.31 A budget of £6.5m has been allocated to DDI targeted skills gateways with further philanthropic and private sector support being sought.

4.32 The **HCI Skills Gateway** is being led by Edinburgh Napier University and aims to capitalise on the current strength of the construction sector along with additional proposals for increased housebuilding and retrofitting through City Region Deal investment to create a skills pipeline into sector opportunities.

- 4.33** Granton Waterfront is one of the strategic housing sites highlighted within the City Region Deal. In order to support this housing growth and create this skills pipeline, areas being explored include:
- Linking education and employability providers with sectoral opportunities to unlock opportunities for all our citizens and help reduce skills shortages.
 - Piloting new approaches to enhance productivity and support inclusive economic growth
 - Develop inclusive employment pathways that enhance outreach to disadvantaged and under-represented populations and accelerate progression into good careers.
- 4.34** A budget of £6.5m has been allocated to HCI targeted skills gateways with further philanthropic and private sector support being sought.
- 4.35** Edinburgh College has commented that the opportunity presented by the City Region Deal providing additional fully funded training opportunities for data skills and construction skills is especially relevant to the Granton Waterfront area.
- 4.36** The City Region Deal has allocated specific funding for more schools inspiration work, i.e. programmes run through schools aimed at inspiring young people to work in key sectors or specific areas. It has also allocated funding for schools to build in data science and computational thinking into the school and College curriculum over the next 7 years.
- 4.37** Linked to this, University of Edinburgh is seeking schools to participate in a programme that will encourage them to change their approach to teaching and learning in order to prepare students to work in data driven environments. Newbattle High School in Midlothian is the first school to use this approach and has become a Regional Knowledge School Hub. There may be scope to extend this scheme to Craigoyston Community High School.

Conclusions

- 4.38** Making connection with employers is of critical importance for schools such as Craigoyston, where many students cannot afford to attend Higher or Further Education, feel that it's not a route available to them or do not obtain the qualifications required. Employment and the income it provides is understandably a priority. There is a risk however that the employment opportunities students avail of will result in low paid, low skill work with minimum job security and, as a result, a limited or negative impact on the city's ambitions for inclusive economic growth.

4.0 Work & Employability

- 4.39** This strategy therefore needs to place a strong emphasis on providing more and better routes to employment, where there is a chance for students to gain further qualifications and skills. This in turn will allow students in Granton to access more and better jobs in time, improving both their personal outcomes and having a positive impact on the city's economy.
- 4.40** In the shorter term, **a wider place-based approach should be developed between high schools along the Forth in relation to links with employers.** Craigroyston Community High School benefits from a relatively narrow range of links with employers who offer hugely beneficial work and training placements to students. Working collaboratively with other high schools in the wider area would result in a wider range of relationships and student opportunities, suiting a wider range of aptitudes and ambitions.
- 4.41** This collaboration should also not just be limited to opportunities to students. Thought should be given as to how these relationships could also benefit the families of students, including adult learners.
- 4.42** Engaging on that wider scale may also access to, or the development of new, **employer led initiatives** such as those described above. In the context of limited local authority resources, leveraging in private sector resources to help students discover their aptitudes and how they can be applied should be a priority.
- 4.43** This wider collaboration between schools should be facilitated by an agreement between schools and adult learning organisation around **utilising their learning spaces as a shared resource, with co-ordinated timetabling**, to support these initiatives and make them accessible to as many people as possible.
- 4.44** This wider collaborative effort should focus on the following **themes**, which tie together growth sectors but also specific opportunities presented by the Granton Waterfront development and the local learning assets that are already in the area:
- Outdoor learning, facilitated by the development of a series of exciting new outdoor environments as part of the Granton Waterfront development and the provision of early years opportunities and training;
 - Care, and specifically linking advances in social care with digital innovation;
 - Creativity, where there are opportunities to build excellence in developing skills for the creative and cultural economy, supported by enterprise opportunities, strategic partnerships with national and international institutions and high quality productions at waterfront;

- Construction, where as discussed there are opportunities to leverage the investment in the Granton Waterfront and capitalise on the proposed Construction Skills Centre of Excellence proposed by Edinburgh College;
- Skills sets required by the city economy, including professional services, tourism, health and social care and digital.

4.45 As a longer term goal, a process is needed to ensure that employers moving into the Granton Waterfront development are **approached and engaged to establish what they can offer the area in terms of training opportunities**. The Edinburgh Guarantee⁵ scheme is a useful means to frame that discussion. However, there may be an opportunity to develop more locally based relationships and build on the proposed collaboration across schools.

⁵ <https://www.edinburghguarantee.org/employers.html>

4.46 Furthermore, the sheer range of skills and jobs required to deliver a site of the scale of the Granton Waterfront should be part of the local employment and skills conversation to generate interest and excitement in the development and make people aware of the job opportunities available in the HCI sector. Future **lead developers of the site must assume a responsibility** for engaging with learners and creating opportunities to train with them.

4.47 The strategy also needs to reflect the objectives set out by the Strategic Partners which seeks to increase entrepreneurial and social innovation capacities and strengthen lifelong learning opportunities by supporting growth sectors including tech and creative industries. Developing more DDI and HCI skills in the city region is critical to Edinburgh's prosperity. Directing learners or all ages into these sectors not only benefits the city, but also benefits the individual, but ensuring they are qualified or trained to work in a sector that is likely to offer jobs that are well paid and will continue to be required in the future. The Granton Learning Strategy must assist in meeting these city-wide objectives.

4.48 All opportunities to identify and support opportunities for **enterprise and innovation** should be supported locally to allow individuals and their ideas to thrive. The partnership between Edinburgh College and Edinburgh's Business Gateway team should be re-ignited and the scope for a new Enterprise and Innovation Hub based at Granton Railway Station should be supported. The Railway Station is a centrally located asset that could be an ideal hub of activity. Such a use would comply with the emerging Development Framework for the area and would support the objectives of the Granton Cultural Strategy, which seeks to support those working in the creative industries by providing a platform for artist and maker work locally within Granton.

5.0 Case Studies – Place Based Learning Strategies

- 5.1** Place-based learning strategies have been developed in a variety of contexts around the world. These are well established and embedded in public policy in their respective areas. There are valuable lessons that can be learnt from them, as set out in the following case studies.

Case Study 1: Espoo Learning City, Finland

Context

Espoo's municipal authority's aim is to enable all its citizens to fulfil their potential by providing them with opportunities to follow consistent learning paths. The city's strategy ("The Espoo Story") sets out the goal for the city to be a good place to live, learn, work and do business in. This formed the context for the municipal authority restructuring in the midst of budgetary pressure and the need to do more with less; a desire to become more creative in finding cost-effective ways to provide quality education that will meet future needs; and the desire to address issues associated with high performing schools housed in poor buildings and children who felt they didn't enjoy school. The city was also keen to tackle issues arising from a growing older population and issues related to loneliness as well as a desire to ensure older people stayed mentally and physically active and healthy for as long as possible. There were also the challenges of new technology emerging and how best to utilise it, an increasingly diverse and multicultural population in the city and the related issue of how lifelong learning services can support new arrivals.

Establishing a Learning City

The Espoo Local Development Plan for Education 2020 was developed in 2013 in consultation with residents and sets out to promote competent and creative residents with a learning spirit who can function in an uncertain future; consistent learning paths for all learners to follow throughout their various life stages in harmony with the environment; and responsible leadership involving individual and shared responsibility for the realization of common goals. This guides all education activities in the city, including lifelong learning. Examples of the projects that emerged from this renewed focus on learning in the city include:

- KYKY – Schools develop technology products and services together with locally based tech companies through process of co-production.
- School as a Service Experiment (SaaS): This project explores a new way to organise education with Aalto University by bringing school spaces and resources together with the University to co-create different kinds of learning.

- Culture Clinics: Run in three maternity clinics in Espoo, these aim to help families support their child’s cognitive, emotional and physical development through creative activities that can be done at home or in local art centres.
- The KULPS! Programme: This aims to offer all children in Espoo equal access to local arts and sports activities.
- City of Maker Culture: The city aims to have maker space in every learning environment including schools and libraries.
- The Cultural Chain programme: local artists and art associations provide activities for older people living in care homes and hospitals, from live performances and art workshops to book readings.
- Jukebox: this project highlights how libraries serve as meeting places by creating a space for young people to relax, watch performances and create their own programme for the Jukebox Open Stage.

Place Based Approach

Below is an extract from the Learning City brochure, highlighting how it takes a place-based approach to understanding and utilising all learning environments. What is clear in this extract is the purposeful blend and equal value attached to formal and informal learning. This graphic also highlights the important role of companies and business communities in contributing to people’s learning experiences.



Extract from EPOO Learning City Brochure

5.0 Case Studies – Place Based Learning Strategies

Case Study 2: Dumfries Learning Town

Context

Dumfries is a town with a population of just over 5,000 residents, which is served by four secondary schools. Some of these schools needed significant capital investment and there was a wider aspiration to improve curricular options available within the schools and the level of collaboration between them. There was also a desire to improve attainment and outcomes for learners in the town. Dumfries & Galloway Council had initially proposed to build a “super” senior phase campus that would serve the four secondaries. However, following consultation, an alternative proposal was drawn up that became the Dumfries Learning Town project.

Establishing a Learning Town

Dumfries Learning Town brings all the schools across Dumfries together to deliver education on a ‘whole town’ (i.e. place-based) basis. The four schools now offer:

- Revised curriculum options to ensure they are appealing and relevant subjects for young learners that also fit the economic needs of the area;
- Common timetables;
- Shared resources;
- Improved and extended facilities; and
- Increased aspiration.

Each Dumfries learner can now have the same choices and opportunities no matter which school they attend. Each learner has a base school but can follow courses offered at any of the other facilities as they get older. The common timetabling allows pupils to move between schools in order to take up subjects not offered in their base schools. Time is built into their timetable to allow for travel between schools. Moving pupils around has been a challenge however and initially there was no dedicated transport for students, with the expectation that they would walk or cycle. In response to feedback, the Council is seeking alternative means of transport for pupils.

In addition to reorganising the school’s timetables and curriculum, there has been targeted capital investment undertaken within the town’s schools with one school replaced and other undergoing an extensive refurbishment. Further investment may be made in the future. In addition to this, a wholly new facility has been provided in the town, called “The Bridge”.



Image courtesy of [Dumfries & Galloway News](#)

The Bridge

The Bridge is a shared learning facility for all primary and secondary schools and Dumfries College. Its overriding aim is to provide state of the art specialist learning facilities that aren't currently available in the town and bridge the gap between learning and work.

Officially opened in May 2019, The Bridge has been designed to ensure that learning is visible and celebrated. It incorporates extensive glass walls and panels, allowing younger learners visiting to see older students at work in the laboratories, kitchens and studios.

Its facilities are unique and give learners the opportunity to apply knowledge in professional environments could not be replicated in each secondary schools across the region. These include:

- Performance and Film Theatre
- Lecture Space
- Professional Kitchen
- Design and Engineering Hub
- Industry Standard Technology
- Professional Laboratory
- Media and Recording Studios

Teaching staff are drawn from local schools, other council services, further and higher education partners, specialist providers and partners such as Skills Development Scotland, Employability, NHS Dumfries & Galloway and local enterprises.

Case Study 3: Quartier de la Création, Nantes, France

Context

The Nantes metropolitan area (Nantes Métropole) is the sixth largest in France and is known for job creation, its low unemployment rate and relatively young population. The island of Nantes was not associated with this thriving economy. Located at the heart of the city, the island had been the base for shipbuilding and freight activities. Post deindustrialisation the island was left largely derelict, cut off from the city and it failed to attract investment, even as Nantes itself used culture and the creative industries as a driver for change and growth in the city from 1990.

Creating a New Cultural City Quarter

The Île de Nantes/ Quartier de la Création project has reinvented Nantes by stimulating creativity in the former industrial area of the island. This regeneration process is structured around two core phases:

- Phase I (2000-10) was designed to create a vision that would adapt and respond to future urban dynamics. Public spaces were reconfigured with a special attention to sustainability and social inclusion. Access roads, bridges and footpaths were recreated to reconnect to the city centre and a new creative cluster was developed on the island.
- Phase II (2010-30) focuses on further developing the results of the previous phase with a special emphasis on sustainability (both economic and environmental). Specific objectives of phase II are to develop projects for the new creative and eco-districts, build new transport networks with a focus on sustainable mobility, and redevelop railway land to create bike paths and parks.

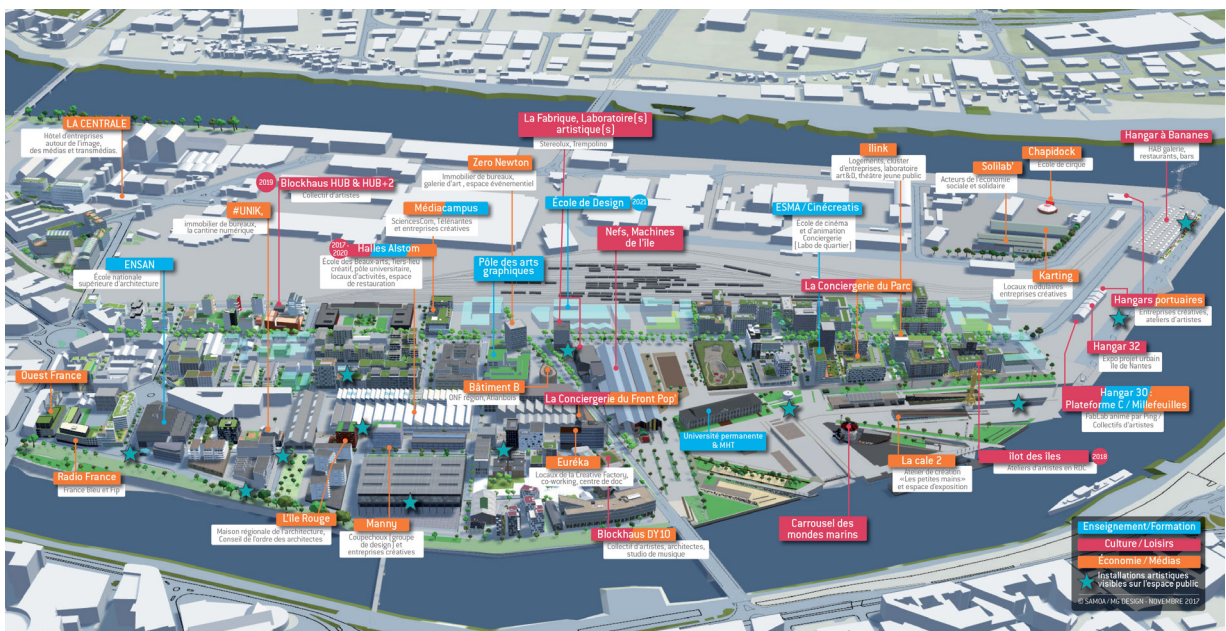


Image courtesy of <https://www.creativefactory.info/territoire/carte/>

The Île de Nantes is now host to a vivid creative ecosystem. The Quartier de la Création, located on the western part of the Island, is a centre for new creative productions in Nantes emerging from the meeting of artists, researchers, entrepreneurs and students. Coordinated by the urban redevelopment agency in charge of the island of Nantes (SAMOA), the creative cluster aims to:

- Build bridges with higher education and research, leading a network partners involved in scientific and technological culture.
- Structure and lead the creative enterprises network, which has over 280 businesses, traders and associations involved.
- Support the projects by providing information and assistance in finding office space, obtaining funding and promoting innovation.
- Promote collaborative projects across local creative businesses, linking them to larger businesses and European partners to develop competitive projects locally, nationally or internationally.
- Develop business space to facilitate the establishment of creative businesses, based on the successful experience of the Karting (a creative incubator hosting around 50 start-ups).
- Supports the Green Island Initiative, bringing stakeholders, citizens and creative practitioners together to define solutions for new development sites.



In addition to SAMOA, a culture and tourism management structure has been put in place (“Le voyage à Nantes”) that manages the promotion of Nantes’ cultural offer and produces its own programme with a cultural trail across the island and the wider city. This was supported by the creation of the Great Elephant by La Machine, which has become the city’s icon.

5.0 Case Studies – Place Based Learning Strategies

Lessons from Case Studies

- 5.2** There are some valuable lessons from these case studies in terms of how to develop a meaningful and successful place-based learning strategy that will support the physical regeneration of the area and help achieve the objectives of the Vision for the Granton Waterfront.
- a) There is the need for an overarching, flexible, long term vision for the area which has a set of immutable values that will stand the test of time.
 - b) Any strategy that is seeking to develop a place-based approach has to connect with wider policy objectives such as sustainability, culture or economic growth. Such connections ensure the value of the strategy is clear to all and they have the potential to unlock new routes to funding.
 - c) Linked to this is the need for high level buy in from the relevant authorities, who can recognise how the strategy will help them deliver those wider policy objectives.
 - d) Supporting resources are needed to make place-based approaches work. These can be in the form of resources such as dedicated teams like SAMOA or enabling infrastructure, be it digital or transport, that allows place-based strategies to work on the ground.
 - e) The private sector can have a significant role in supporting and delivering place-based strategies, particularly where there is a desire to link work and learning and also to develop new competencies and skills within a community.
- 5.3** These lessons are built into the strategy set out in the following section.

6.0 The Granton Learning Strategy

6.1 The Granton Learning Strategy is based around a set of overarching project objectives. These form the core of the strategy and all projects developed individually that touch on learning and the learning environment should refer back to these to ensure they align and help to deliver on these.

Granton Learning Strategy Objectives

	Environment for Learning
	Granton Learning Strategy's partners will better understand the needs and ambitions of all learners, young and old, and the needs of the city's economy, and their learning provision will actively respond to this.
	The provision of nurture and family space will be recognised as a key priority in the local Learning Estate. This space will support expanded Family Learning in the area.
	Granton Waterfront and surrounding communities will be known as a place where learning and learners are prioritised. This reputation should be strengthened by a Learning Place brand or symbol that is easily identified and synonymous with the values of the Learning Strategy.
	Diverse Pathways
	A place-based approach will be taken to among High Schools along the Forth (e.g. Broughton High, Trinity, Craigroyston, Royal High) to allow for increased curriculum choice, resources and opportunities for local learners and the diversification of routes to qualifications.
	Local learning partners, including schools, Edinburgh College and 3rd sector organisations, will develop closer links and generate a wider range of flexible routes to qualifications offered in the area.
	There will be increased participation in adult literacy in the wider Granton Waterfront area driven by a place-based collaborative approach to delivery.
	Connected Experiences
	Granton Learning Strategy's partners will work together to provide connected learning experiences, linking their assets to support the learning strategy.
	Enabling infrastructure (such as digital/technological/transport solutions) should be invested in to support the delivery of place-based learning objectives.
	A common specification across learning and work places should be put in place in the area for spaces dedicated to: nurture and support; social and family support; outdoor learning; and specialisms.
	Ambition & Opportunity
	Collaboration between local schools and city-wide employers will enhance employer links and offer new resources and opportunities to learners that will support wider policy objectives around inclusive growth.
	Grow the number of local entrepreneurs through the establishment of a new local innovation and enterprise hub in Granton, with the support of Business Gateway and Edinburgh College.
	Future provision of training and employment opportunities should be secured proactively from investors in Granton Waterfront – both from developers and occupiers of commercial space.
	Specific links should be established between the Granton Waterfront development and regeneration programme, the Granton Learning Strategy and the DDI Skills Gateway and HCI Skills Gateway strands of the Edinburgh and South East Scotland City Region Growth Deal.

Learning Strategy Action Plan

- 6.2** There is a wide range of actions that need to be rolled out to allow these objectives to be realised on the ground.
- 6.3** The first set of actions relate to ensuring that the learning strategy is embedded as a strategic policy document across the Granton Waterfront area. These are the highest priority. Following that, there is a sequence of actions that should be followed.
1. Early Actions and Quick Wins – these are actions that can and should be carried out now as they address immediate needs, will result in positive outcomes and do not need to be linked to the delivery of development at Granton Waterfront.
 2. Embedding Longer Term Priorities - these focus on getting collaborative practices in place to ensure that the benefits of large scale regeneration are capitalised on through the Granton Learning Strategy.
 3. Delivering Projects linked to Granton Waterfront Development
- 6.4** Many of the activities that need to happen relate to building and developing partnerships for collaboration. These can happen without any physical developments taking place on the ground at Granton Waterfront. These actions can and should be taken forward regardless of the timescale of delivery of development. Collaborative practice will benefit all learners and there is no reason to delay this.
- 6.5** There is another set of actions specific to capital projects. The timing of these are linked to the timing of these projects. The preliminary work already undertaken as above, i.e. the development of place based collaborative practice, will inform the scoping of these capital projects.

This Strategy was prepared pre-COVID-19 crisis. It has been published in the context of the early months of the crisis (June 2020). The Strategy and its actions will be progressed within ongoing restrictions and Scottish Government Health Guidelines, which will continue to be applied in the short to medium term. Actions set out on the following pages may need to be adapted or their timescales amended due to the ongoing need to maintain social distancing measures and respect the impacts of the crisis on our partners, colleagues and communities.

Learning Strategy Action Plan

Action		Team Lead	2020	2020
			Spring	Summer
Phase 1 - Securing Delivery of Strategy				
1.1	Learning Strategy approved by Strategic Partners Forum.	Granton Waterfront (GW) Programme Director / CEC Housing Management and Development		
1.2	Establish Steering Group for Learning Strategy with key learning partners to develop collaborative working, oversee delivery of actions and scan for new opportunities to take strategy forward.	GW Culture & Learning Lead / CEC Housing Management and Development		
1.3	Embed delivery of specific actions from Learning Strategy in respective organisations and teams, with clarity on named leads.	GW Culture & Learning Lead / Steering Group		
1.4	Promoting the strategy to partners and the community: build on the work done to date and make new connections between other initiatives.	Steering Group / GW Culture and Learning Lead / CEC Housing Management and Development		
1.5	Formalising the Strategy: MOU between partners, joint manifesto, promotion to workforce, embed in performance objectives around joint working.	Steering Group / GW Culture and Learning Lead / CEC Housing Management and Development		
Phase 2 – Early Actions & Quick Wins (Year 1)¹				
2.1	CEC to lead a Learner Led Consultation across wider Edinburgh Waterfront area (multiple schools and inc employers) – what are learners ambitions and interests and how can the curriculum and adult learning programme respond to reflect these?	CEC Schools and Lifelong Learning		
2.2	Find suitable long term accommodation for the local Adult Education team from CEC who are no longer able to use classrooms within CCHS due to rising rolls.	Steering Group / CEC Housing Management and Development / CEC Schools and Lifelong Learning		
2.3	Begin to develop new/shared Learning Estate Strategy with partners that considers how to reflect objectives of learning strategy within capital programmes that have learning component (e.g. schools, Edinburgh College, TAW etc).	Steering Group / CEC Housing Management and Development / CEC Schools and Lifelong Learning		
2.4	Develop a collaborative place or cluster-based approach among High Schools (linked to Learner Led Consultation) to curriculum development, shared resources and opportunities for students with latter focussing on links w employers and new employer based initiatives in target skill sectors.	DYW / CCHS and other headteachers		
2.5	Instigate a collaborative place or cluster-based approach among local primary schools to support more family learning workers based in area, who can support both pupils and their families, linking into adult literacy / learning programmes.	CEC Schools and Lifelong Learning / Local Headteachers		
2.6	Develop a brand for Our Learning Community that can be used by partners in different ways (signage, stickers, map, manifesto) to show places where learning happens in accordance with Learning Strategy and where all learners are welcome.	Steering Group		

¹ All dates indicative based on current estimates

Action		Team Lead	2020	2020
			Spring	Summer
2.7	Local lead for City Region Deal and Skills to be established under Learning Strategy to ensure that opportunities for HCI and DDI skills roll out / investment within Granton Waterfront are fully explored.	Steering Group / Edinburgh College / Capital City Partnership		
2.8	NGS & NMS Learning Programmes - Strategic focus on Granton / North Edinburgh to be embedded in respective Learning Programmes and 1 new collaborative project with NGS, NMS and other suitable partners to be developed.	NGS / NMS		
2.9	Develop technical support packages to allow better communication and signposting of learning opportunities and routes to qualifications for all ages. Link with CEC Locality and Edinburgh College Open-LID project (locally focused website).	Edinburgh College / CEC NW Locality – Lifelong Learning		
2.10	Secure commitment from operator of new quarry outdoor learning facility to provide affordable community orientated sessions for learners in area.	CEC Property and Facilities Management		
2.11	Submit funding application for embedded artist project linked with Carbon neutral development / sustainability and development of The Art Works Facility (linked to Cultural Strategy). Embedded artist to be community advocate with broad brief to move into space where needed, strengthening community voice.	CEC Housing Management and Development / NGS / Creative Carbon		
2.12	Explore potential for Railway Station (or other suitable property) to accommodate an Innovation and Start Up Hub supported by Business Gateway and Edinburgh College.	Business Gateway / Edinburgh College		
2.13	NMS Scotland 365 programme - secure base for Scotland 365 youth engagement programme in Granton area.	Steering Group / NGS		
2.14	CCHS to explore with University of Edinburgh (UoE) ways in which data science and computational thinking can be integrated into the school curriculum.	CCHS / UoE		
2.15	Ensure the approach set out in learning strategy objectives are embedded in overall procurement strategy across Granton Waterfront to secure benefit realisation.	Steering Group / CEC Housing Management and Development / Capital City Partnership		
2.16	Develop linkages between Edinburgh College and proposed Art Works Facility, which is to be an exemplar low energy / passivhaus construction project.	NGS / Edinburgh College		
2.17	Develop partnership approach between Edinburgh College/CEC Lifelong Learning (potentially University of Edinburgh) to review and refresh Adult Literacy and Adult Learning programme in response to requirements identified in Learner Led Consultation. This should be linked to DDI workstream of City Deal.	CEC Schools and Lifelong Learning / Edinburgh College		

Action	Team Lead	2020	2020
		Spring	Summer
Phase 3 – Embedding Longer Term Priorities (Yr 2 /2021 - Granton Waterfront programmed to start on site @ Western Villages)			
3.1	Implement new Place Based Learning Estate Strategy with partners as capital programme moves ahead. This should include integration of learning environment typologies.	Steering Group / CEC Housing Management and Development / CEC Schools and Lifelong Learning	
3.2	Edinburgh College to expand opportunities for local residents to attend courses while at school to develop a wider curriculum choice, in line with Education Scotland 'How good is our School' arrangements.	Edinburgh College / Local Headteachers	
3.3	Suite of community benefits around skills, training and qualifications to be developed with construction firms that deliver Granton Waterfront development.	Steering Group / CEC Housing Management and Development / Edinburgh College	
3.4	Secure requirement for an Information Centre (InfoBox) from lead developer / place-maker - a temporary structure within development site to act as learning resource for the city, providing detailed and regularly updated information allowing community to engage with and learn from development process.	Steering Group / CEC Housing Management and Development	
3.5	Create opportunities for professional staff in the areas (in teaching and other professions) to engage in professional learning (CLPL) to develop approaches that build and sustain their practice around the principles of the Granton Learning Strategy. This can be done through local seminars, conferences and events.	Edinburgh College	
Phase 4 – Delivering Projects Linked to Granton Waterfront Development (Yr 3/2022 onwards)			
4.1	New Primary School scheduled (preliminary) for 2024. Development of design of school to reflect prioritisation of family learning / nurture space.	Steering Group / CEC Schools and Lifelong Learning	
4.2	Ensure teacher training for outdoor education in place before outdoor learning spaces opened up and that relevant qualifications offered in local High Schools and Edinburgh College.	Local headteachers / CEC Schools and Lifelong Learning / Edinburgh College	
4.3	Create new outdoor learning environments and outdoor nursery within Granton Waterfront development.	CEC Housing Management and Development / CEC Schools and Lifelong Learning	
4.4	Expansion of Craigryston Community High School and Broughton High School scheduled for delivery. Design to reflect prioritisation of family learning / nurture space.	Steering Group / CEC Schools and Lifelong Learning	

2020	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Autumn	Winter	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10

Action		Team Lead	2020	2020
			Spring	Summer
4.5	Develop a Granton Virtual Learning Network for schools and communities with a key focus on Numeracy, Literacy, Digital and Data literacy skills as well as wider employability skills.	Edinburgh College / CEC Schools and Lifelong Learning		
4.6	Develop a single booking system for local learning assets to allow fluid use of learning environments by different learning providers and employers. Potential to extend to The Art Works community rooms as well as CEC owned assets.	CEC Strategic Asset Management / CEC Customer and Digital Service		
4.7	Expand successful mentoring of Primary pupils / Life Skills courses to support learners.	CEC NW Locality – Lifelong Learning		
4.8	Explore potential to expand Alternative School within community to assist with the development of packages of qualification suited to individual needs, particularly for those in danger of being excluded from mainstream education.	CEC Schools and Lifelong Learning		
4.9	Deliver flexible community spaces / rooms within The Art Works for open use. Also, outdoor spaces that can be used as a learning environment.	NGS		
4.10	Deliver NMS Visitor Centre in medium term to allow freer access to National Collection Centre and display of collection with local relevance on site.	NMS		
4.11	Creation of a new Construction Centre for Excellence, which will be a centre for innovation in construction for Scotland. This should provide the most up to date, valuable skills for local students and embody ethos of Learning Strategy.	Edinburgh College		
4.12	Secure resource dedicated to developing partnerships with new companies moving into commercial properties in Granton Waterfront to obtain training & employment for local learners.	Steering Group / Edinburgh College / Capital City Partnership		
4.13	Examine options for local library service provision as wider development moves forward.	Steering Group / CEC Schools and Lifelong Learning		

2020	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Autumn	Winter	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10

6.0 The Granton Learning Strategy

Impact of Granton Learning Strategy on the Learner Journey

- 6.6** Scottish Futures Trust, Architecture & Design Scotland and Hawkins Brown collaborated on a series of visualisations to reflect the purpose and aspirations of the Learning Strategy. Figure 9 overleaf is an illustration of what the learner journey for those living in Granton Waterfront and in the surrounding community should look and feel like, if this strategy is implemented.
- 6.7** Here are all the available routes through learning in the Granton area mapped out. There is a central spine along which to progress, and a surrounding learning environment comprised of both outdoor environment and supporting organisations that work to provide learning in different types of environments. There are no dead ends, where progress cannot be made.
- 6.8** If the learning strategy is put into action, all of these components will link together to form this contiguous network, benefitting individual attainment, outcomes and ability to contribute to the city's economy. Annex C sets out a range of routes or pathways that could be taken by different types of learner at different stages of their lives. If there is good knowledge about these opportunities and these all work together, the right kind of support is there for every learner.
- 6.9** Figure 10 established the relationship between this locally networked journey and its relevance to its wider context, specifically in relation to how work is changing and where in the city future employment hot spots reside. If the learning strategy is to have an impact on people's lives, it must connect learners to this changing, advancing environment and ensure that they are able to participate in it.
- 6.10** Figure 11 then examines the opportunities within the north of Edinburgh, both existing and those that will emerge as part of the development of the Granton Waterfront. As highlighted within the actions, there is an opportunity for schools and those providing adult learning opportunities to collaborate, jointly engage and then contribute to these clusters. Taking a place-based approach bring clarity to the nature of the opportunity and allows a more strategic approach to be taken that will result in increased levels of access to a wider range of work and skills.

6.11 Figure 12 illustrates how the proposed action regarding a common specification of learning spaces in the Learning Estate Strategy will work. The need for this arose from a common issue highlighted by learning providers in the area: the provision of nurture and family space was absolutely critical to allow them to develop relationships with families, overcome stigma associated with schools and learning, improve learner engagement (both child and adult). Family space is also key to identifying those in need of family learning support through the lifelong learning team or through the school’s own family worker. Designated space such as this is as important to a classroom as if we fail to support adults, the work invested in children will have less of an impact on engagement and attainment in this community. An established, common specification will put that issue front and centre. It should also be supported, as identified in the actions, by greater collaboration on investing in family work.

6.12 Finally, Figure 13 offers a vision of what this networked learning neighbourhood might look like as the actions put forward in the Strategy are taken forward and the Granton Waterfront development takes shape. This is a learning community where all organisations are aware of their potential to provide support for learners through their work and the environments they create. Everyone here is pulling together to make a positive impact on people’s access and engagement with learning.

6.13 In this way, Granton Waterfront and its surrounding communities can create and offer opportunities to all for learning, work and life.

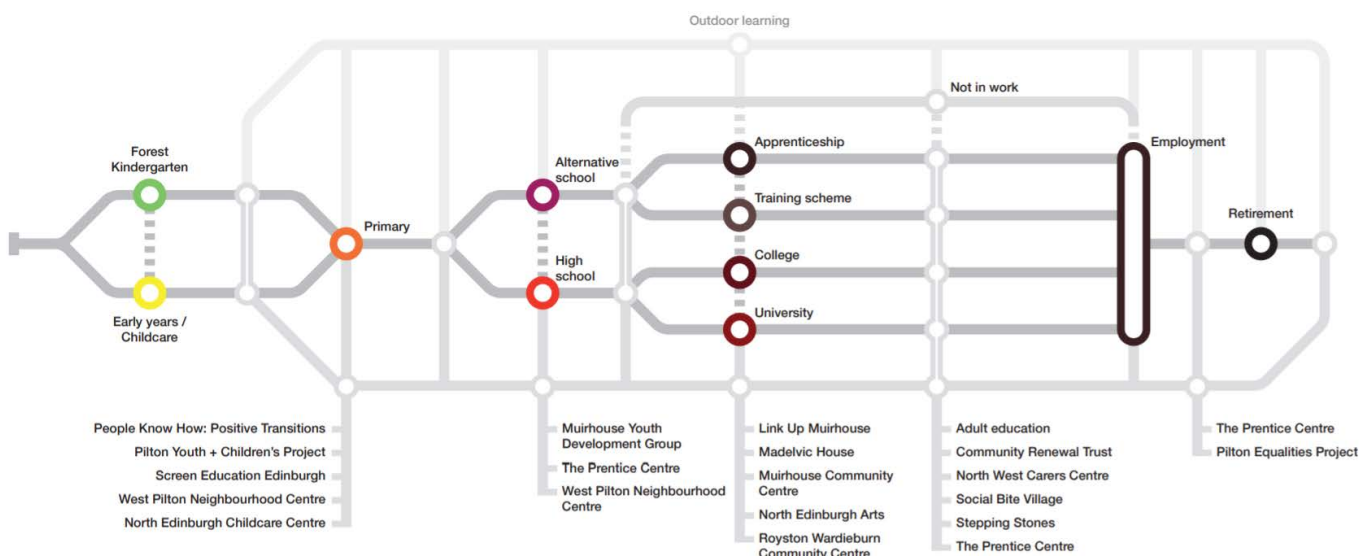


Figure 9: The Granton Learner Journey
Image: Hawkins Brown

6.0 The Granton Learning Strategy

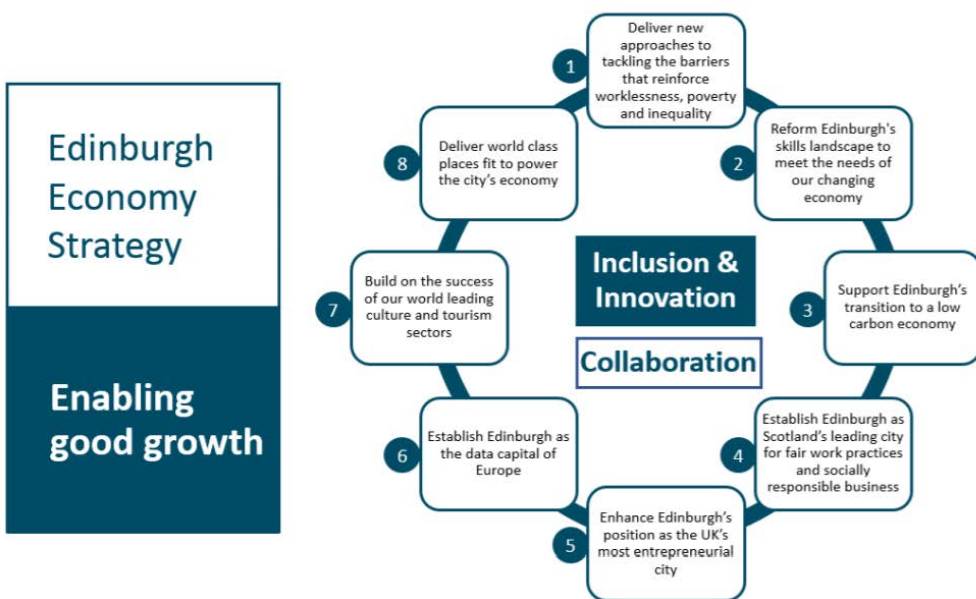
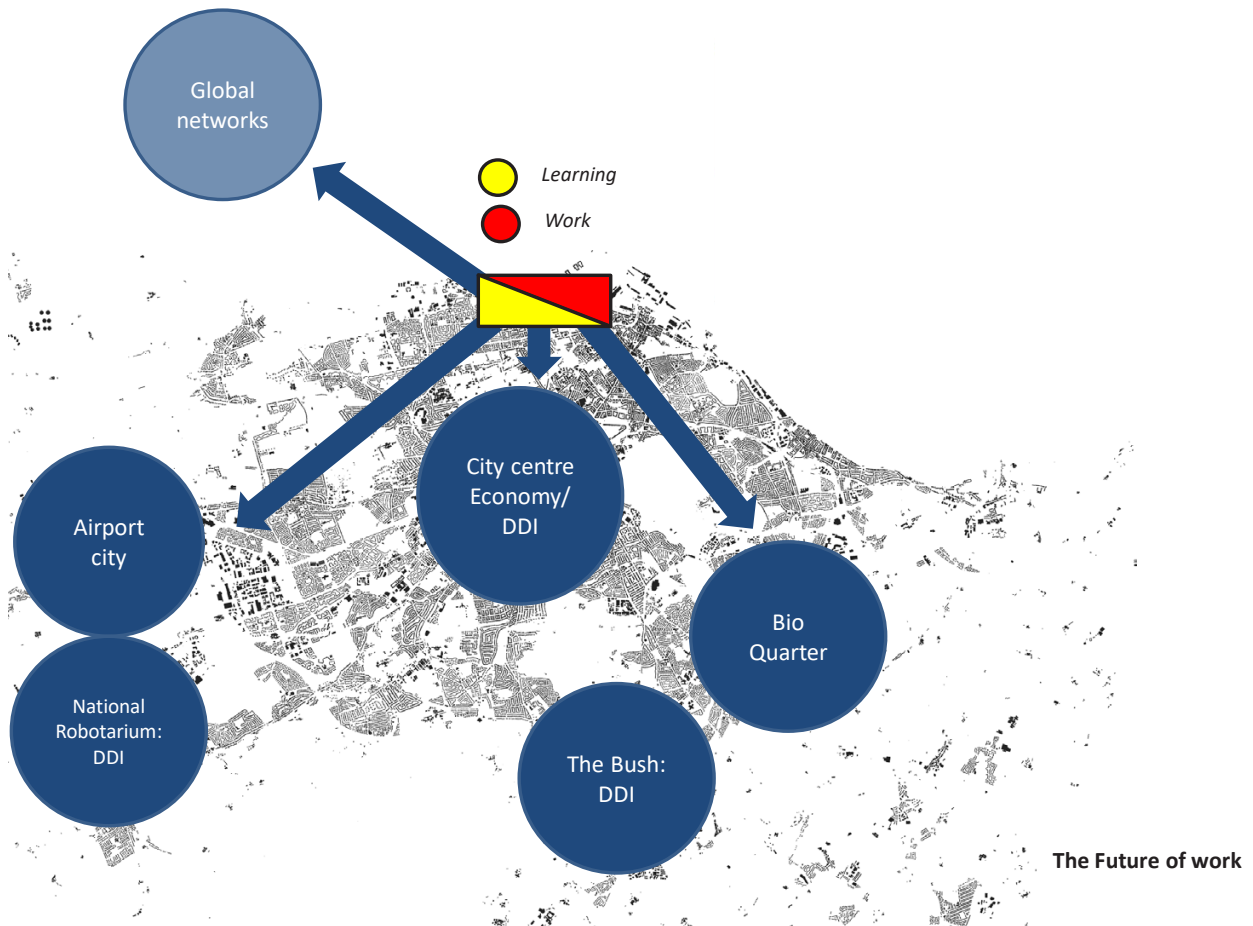


Figure 10: The Future of Work



Figure 11: Linking learning and work clusters in North Edinburgh

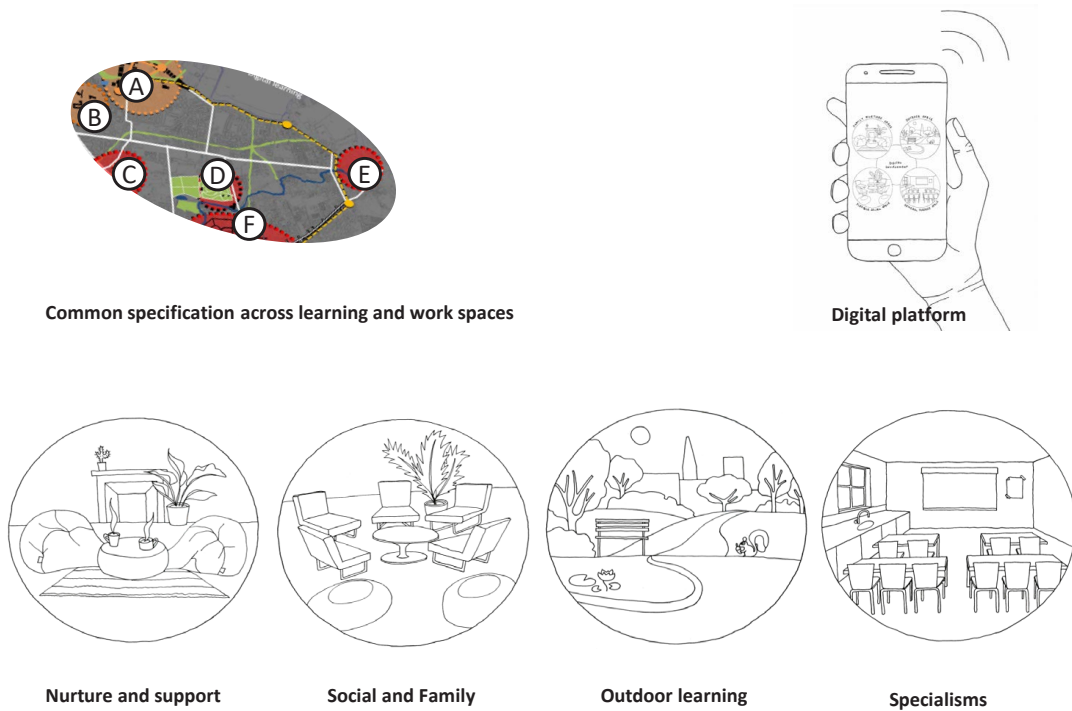


Figure 12: Common Specification across Learning & Work Spaces



Figure 13: Our Learning Neighbourhood
Image: Hawkins Brown



7.0 Making Change Happen

- 7.1** In order to make sure this Learning Strategy becomes embedded into working practice, a few key steps are required to make this happen. These are set out in the Action Programme but some are highlighted below for detail and clarity.

Steering Group for Learning Strategy

- 7.2** A Steering Group that has representatives of key learning partners will be essential to establish. This group will allow the relationships that have started to develop through the creation of the strategy to further embed. It will also be the key group to oversee and guide the completion of key actions.

- 7.3** It is envisaged that the key leads for the Steering Group will be:

- City of Edinburgh Council
– Schools & Lifelong Learning Service Manager
- City of Edinburgh Council
– Lifelong Learning Strategic Manager
- City of Edinburgh Council
– North West Locality Lifelong Learning Service Manager
- Local Schools representative (primary and secondary)
- Edinburgh College
– Vice Principal
- Developing Young Workforce
– Programme Director
- Capital City Partnership
– Chief Executive
- National Galleries of Scotland
– Head of Education
- National Museums Scotland
– Head of Learning & Programmes / Learning Manager
- Architecture & Design Scotland

- 7.4** Edinburgh College has volunteered to provide meeting space and an administrative function for this. There is also an aspiration to provide dedicated resource to support the delivery of the learning strategy's objectives and actions, which is reflected in the proposed governance structure at Figure 14.

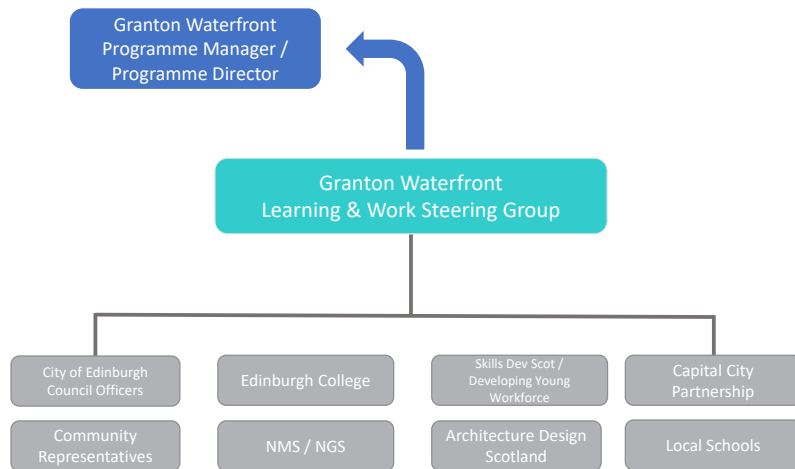


Figure 14: Structure of Learning Strategy Steering Group

- 7.5 It will then be the Steering Group which assesses the best means to **embed delivery** of specific actions from the strategy into their respective organisations and teams.
- 7.6 The Learning Strategy will also require to be approved by the Strategic Partners due to its role underpinning the regeneration of the physical regeneration of the Granton Waterfront site and its surrounding communities.
- 7.7 In order to secure delivery, relevant staff need to be aware of the Strategy and what it is seeking to achieve. A process of **awareness raising** needs to be undertaken with relevant organisations. Ways in which collaborative working can be made normal practice should be embedded, such as including a requirement to demonstrate collaboration within performance reviews.
- 7.8 Given the desire of local community organisations to benefit from greater training opportunities, and a later action that describes how training opportunities could be offered to people working in the area, this also presents an opportunity to discuss the strategy with other social enterprises and charities operating locally that provide learning. There is an opportunity to integrate local 3rd sector learning providers and individuals from the local community into the Steering Group.
- 7.9 These steps are necessary to ensure that the Learning Strategy has a wide level of support and understanding locally and that those tasked with taking it forward have sufficient resources to help them deliver on this vision of Granton as a place of learning.

A.A ANNEX A - Working Group & Consultees

	Name	Position	Organisation
Granton Waterfront	Michelle Fraser	Snr Construction Project Mgr	City of Edinburgh Council
Primary Education	Shelagh Dow	Head Teacher	Granton Primary, CEC
	Eileen Littlewood	Head Teacher	Forthview Primary
	Mary Gillespie	Head Teacher	Pirniehall PS
	Lorraine Cusack	Head Teacher	St David's Primary, CEC
Secondary Education	Shelley McLaren	Head Teacher	Craigroyston High School, CEC
Community Learning & Development (CLD)	Scott Donkin	Lifelong Learning Locality Manager	City of Edinburgh Council
	Paul McCloskey	Lifelong Learning Strategic Manager	City of Edinburgh Council
	Linda Lees	Lifelong Learning Strategy Manager (culture)	City of Edinburgh Council
	Helen Bourquin	Lifelong Learning	City of Edinburgh Council
	Cleo Jones	Lifelong Learning (Library Services)	City of Edinburgh Council
	Sheila Duncan	Strategic Head, Adult Learning	City of Edinburgh Council
Education	Lorna Sweeney	Schools and Lifelong Learning Senior Manager, Quality, Improvement and Curriculum	City of Edinburgh Council
	Roberta Porter	Quality Improvement Officer (Framework for Pathways)	City of Edinburgh Council
	Martin Gemmell	Principal Educational Psychologist	City of Edinburgh Council
	Lynn Paterson	Quality Improvement Officer (Early Years)	City of Edinburgh Council
Estates & Asset Management	Crawford McGhie	Asset Planning Manager	City of Edinburgh Council
	Ian Tame	School Estate Planning Officer	City of Edinburgh Council
	Dawn Jeffs	Portfolio Planner I Estate Optimisation Team	City of Edinburgh Council
	Dave Keen	Estates Services Manager	Edinburgh College
Further Education	Nick Croft	Head of Corporate Development	Edinburgh College
	Jakki Jeffrey	Head of Faculty for Creative Industries	Edinburgh College
	Jon Buglass	Vice Principal	Edinburgh College
	Diane Gordon	Stakeholder Manager	Edinburgh College
	Audrey Cumberford	Principal / CEO	Edinburgh College
	Scott Warden	Head of Faculty for Construction and Engineering	Edinburgh College
Culture / Learning Organisations	Jack Ridge	Head of Collections	National Galleries of Scotland
	Siobhan McConnachie	Head of Education	National Galleries of Scotland
	Rosie Priest	Community Development Officer	National Galleries of Scotland
	Xerxes Mazda	Director of Collections	National Museums Scotland
	Jane Miller	Learning Manager	National Museums Scotland
	Stephen Allen	Head of Learning & Programmes	National Museums Scotland
Other Agencies	Stephen Long	Associate Director (Education)	Scottish Futures Trust
	Fiona Clandillon	Associate Director (Planning)	Scottish Futures Trust
	Diarmaid Lawlor	Director of Place	Architecture & Design Scotland
	Carol Kirk		Architecture & Design Scotland
	Julie Coyle	Area Manager (Lothians)	Skills Development Scotland
	Susan Harkins		Business Gateway
	Michelle Fenwick		Developing Young Workforce
	Rona Hunter	Chief Executive Officer	Capital City Partnership

ANNEX B - 7 Learning Pathways in the Granton Learning Neighbourhood

1. Early Years - Primary School - High School - University - Career

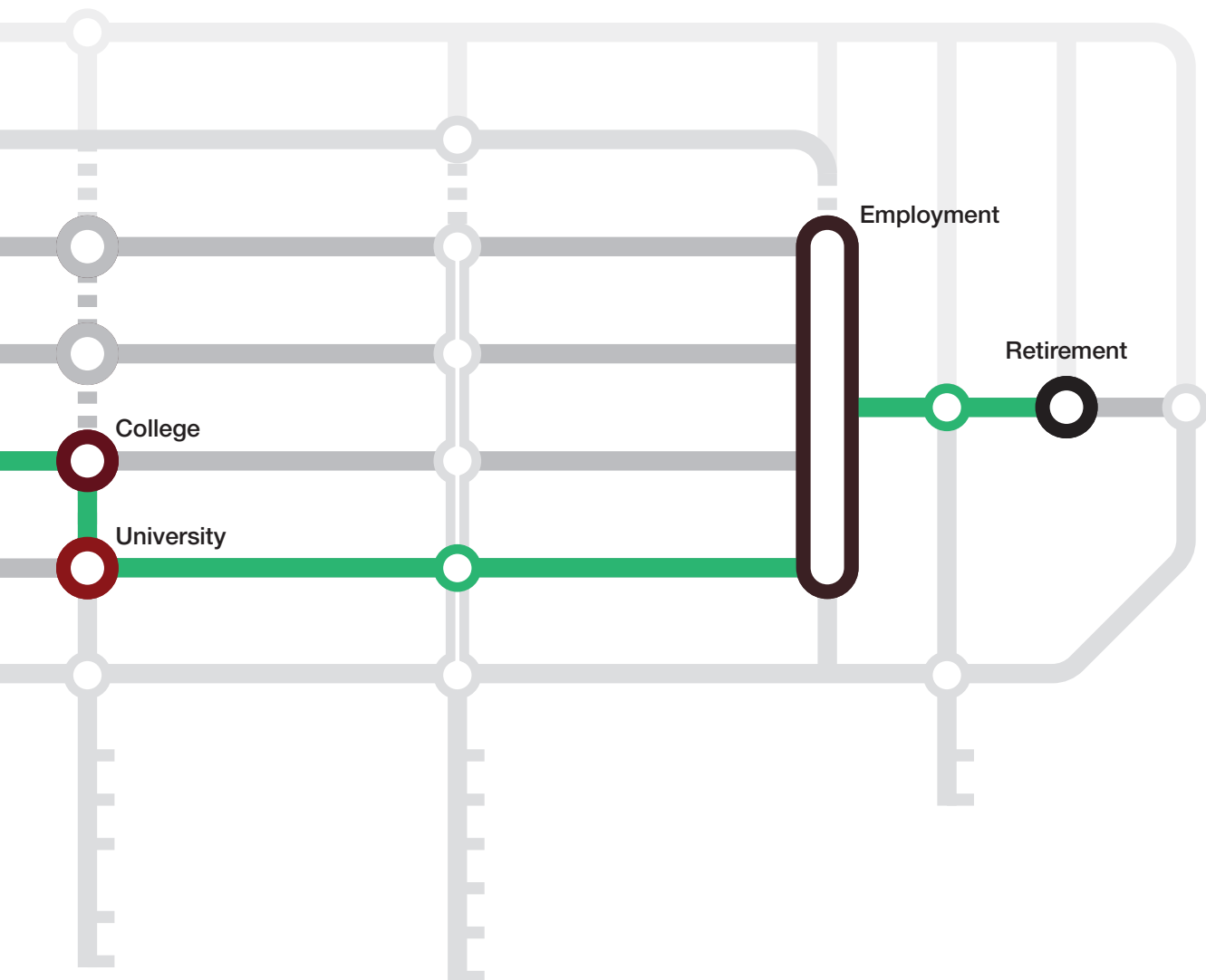
(Standard Professional Route – Professional Services)

Image: Hawkins Brown



ANNEX B - 7 Learning Pathways in the Granton Learning Neighbourhood

A.B



ANNEX B - 7 Learning Pathways in the Granton Learning Neighbourhood

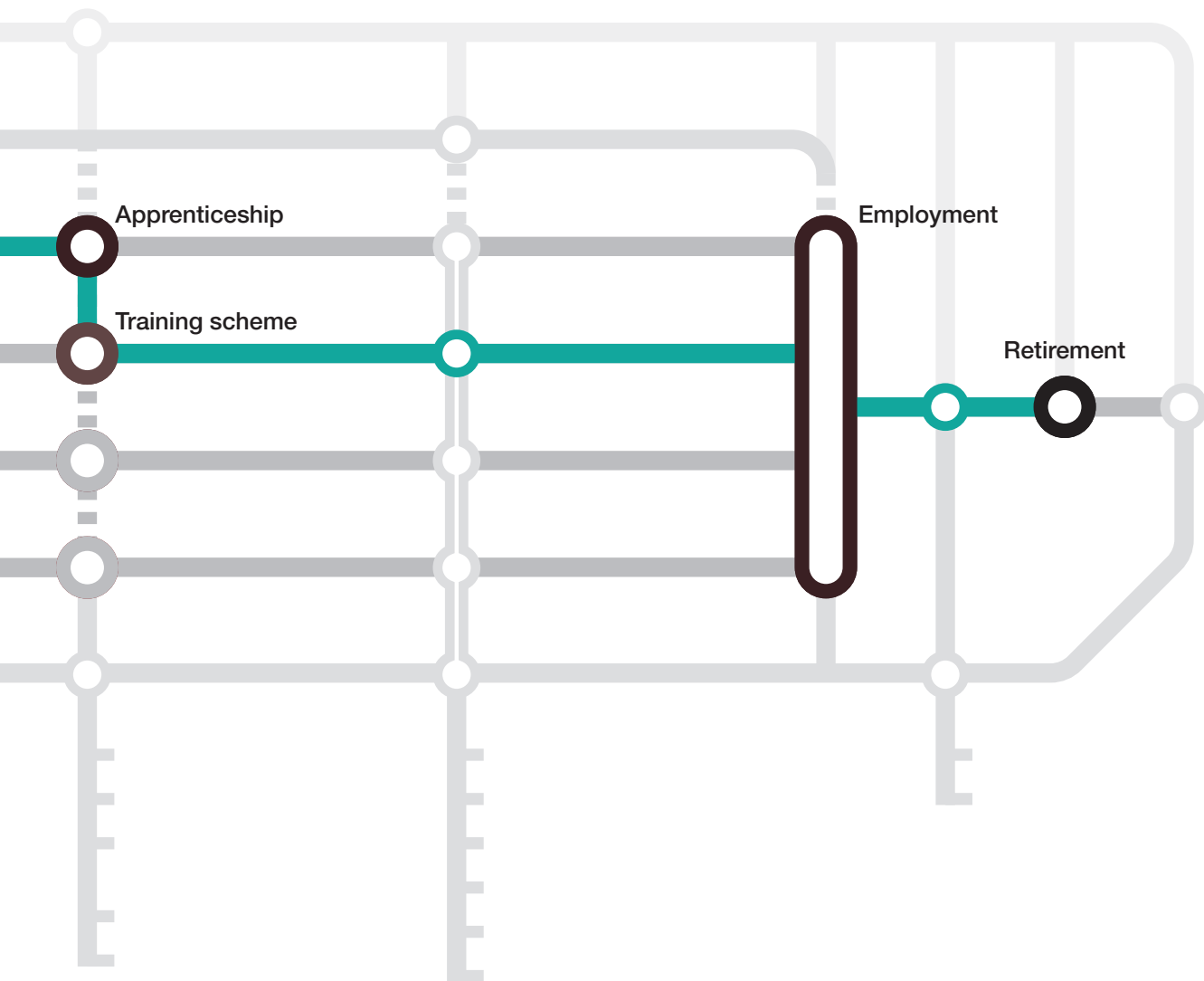
2. Early Years - Primary School - Alternative School/High School - Training Programme -Apprenticeship -Job (Early Years Worker)

Image: Hawkins Brown



ANNEX B - 7 Learning Pathways in the Granton Learning Neighbourhood

A.B

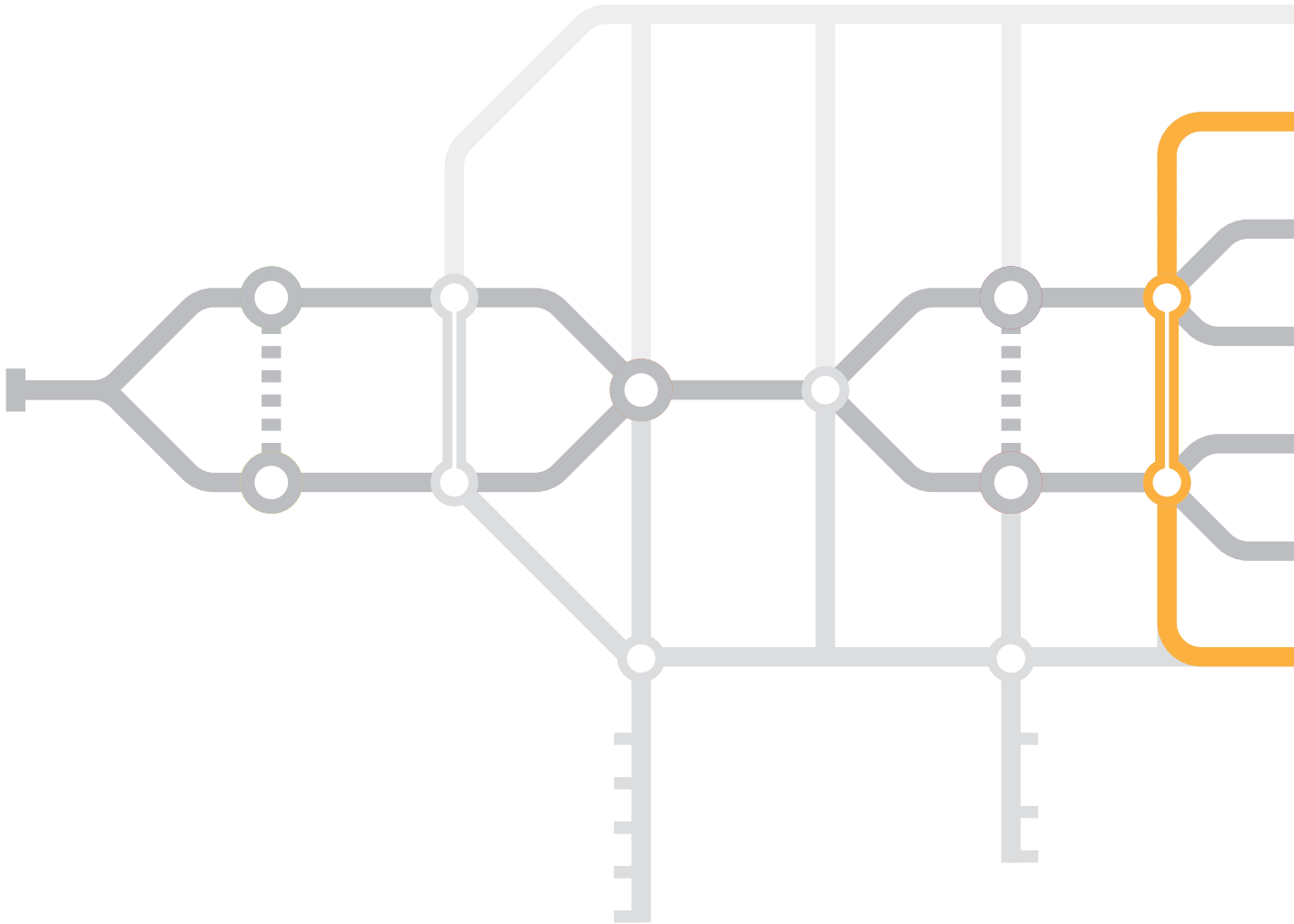


ANNEX B - 7 Learning Pathways in the Granton Learning Neighbourhood

3. Job - Unemployment -Volunteering - Retraining - Job

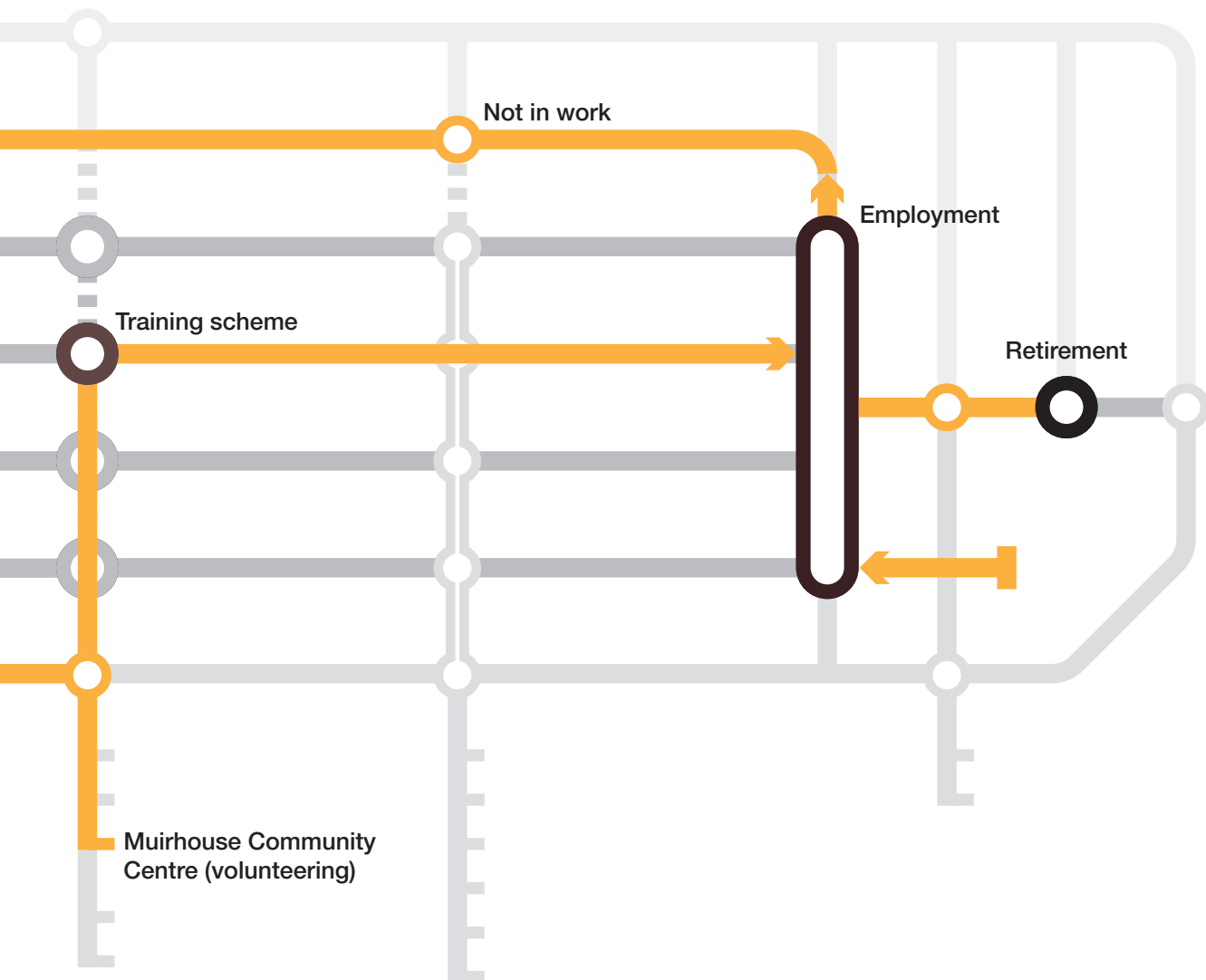
(Recent Arrival in UK, Low Skill/Gig Economy with Training Improving Likelihood Of Better Pay And Conditions)

Image: Hawkins Brown



ANNEX B - 7 Learning Pathways in the Granton Learning Neighbourhood

A.B



ANNEX B - 7 Learning Pathways in the Granton Learning Neighbourhood

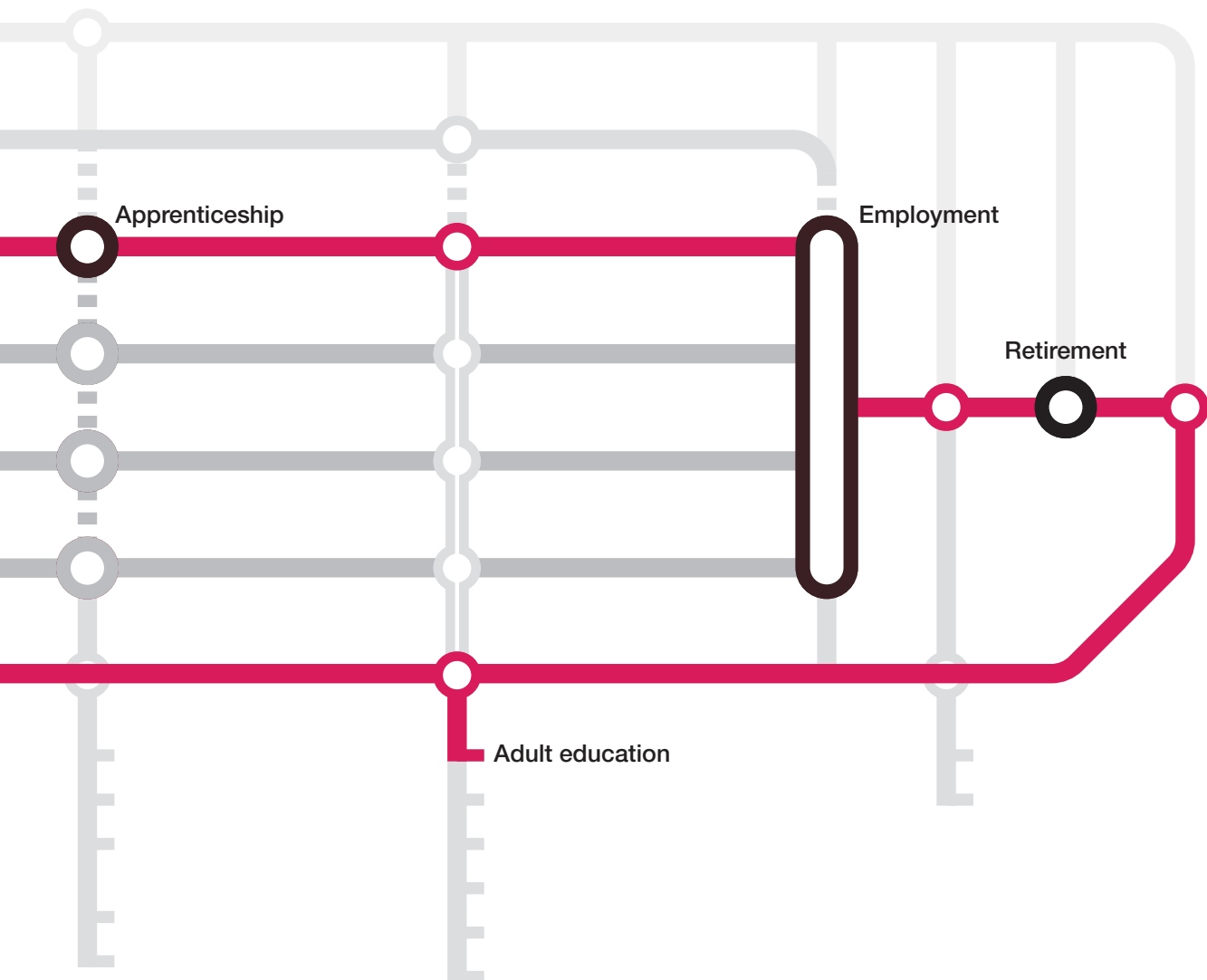
4. Primary - High School -Apprenticeship - Career -Retired - Volunteering -Adult Education (Standard Route For Many Older People)

Image: Hawkins Brown



ANNEX B - 7 Learning Pathways in the Granton Learning Neighbourhood

A.B



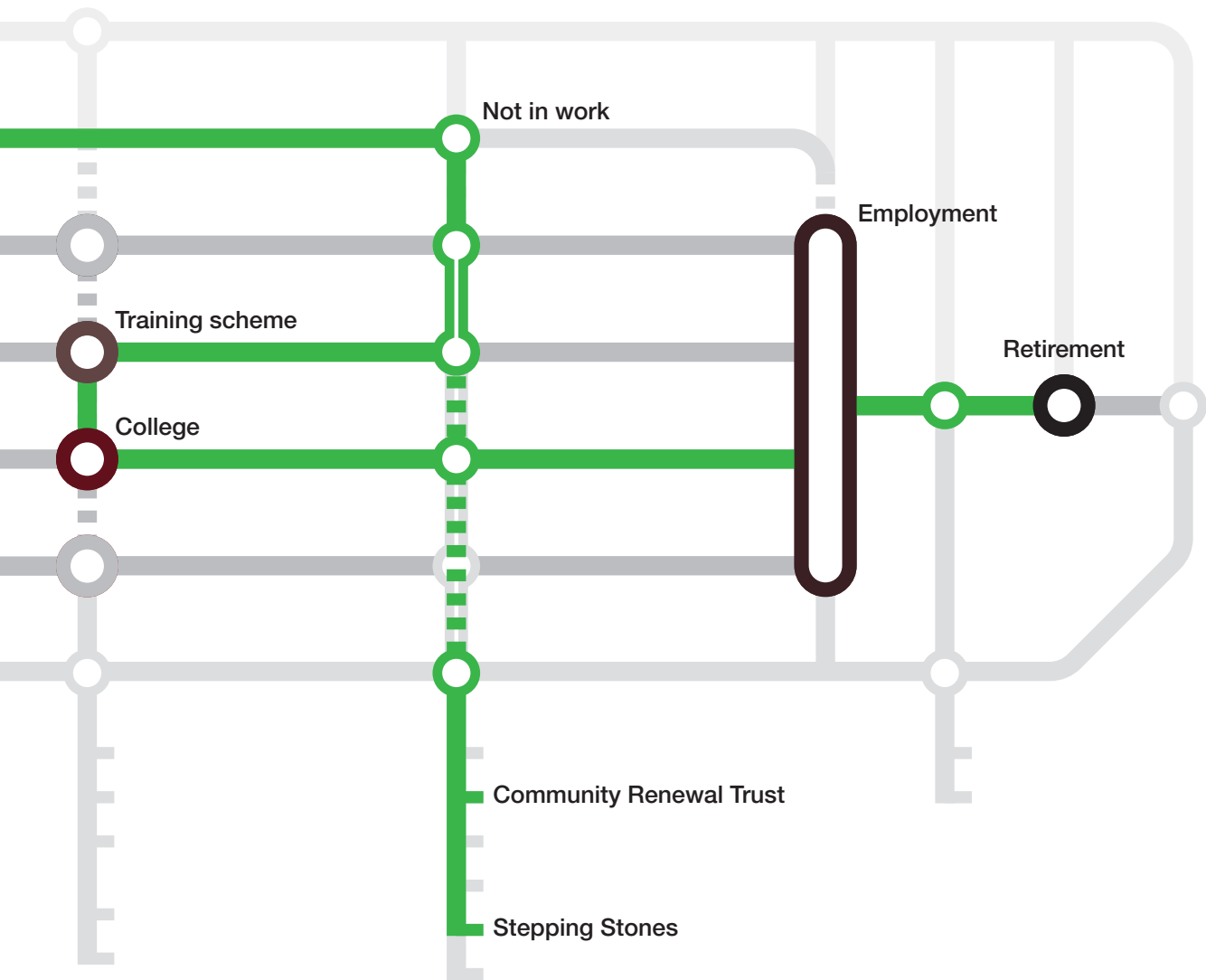
ANNEX B - 7 Learning Pathways in the Granton Learning Neighbourhood

5. Primary - Alternative School - Unemployment - Training Scheme - College - Self Employed (Routes Back Into Work)

Image: Hawkins Brown



ANNEX B - 7 Learning Pathways in the Granton Learning Neighbourhood



ANNEX B - 7 Learning Pathways in the Granton Learning Neighbourhood

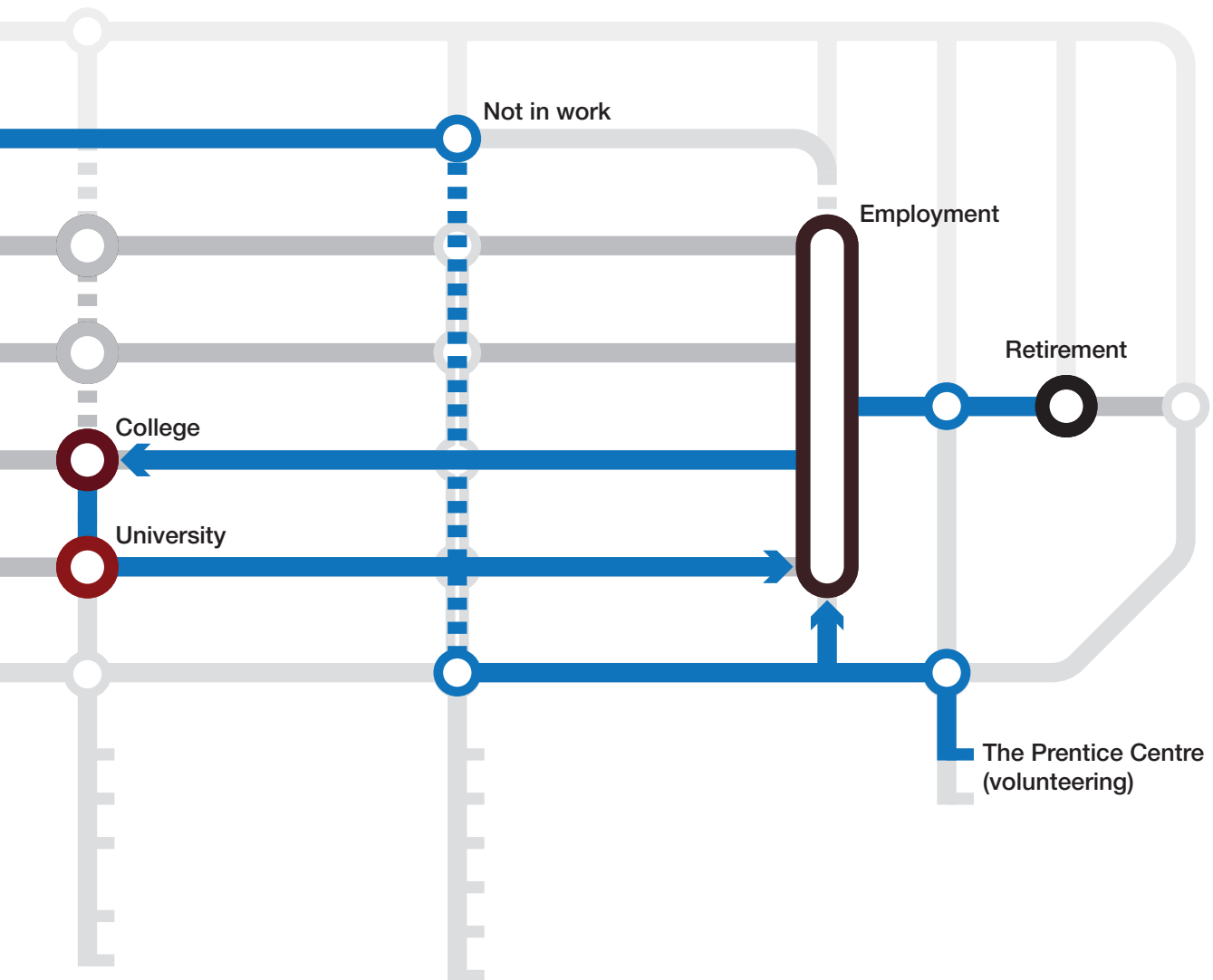
6. Early Years - Primary School - High School - Parenting - Volunteering - Job - College - University (Young Mum Leaves School Without Completing Exams)

Image: Hawkins Brown



ANNEX B - 7 Learning Pathways in the Granton Learning Neighbourhood

A.B



ANNEX B - 7 Learning Pathways in the Granton Learning Neighbourhood

7. Early Years - Primary School - High School - University - Career - Unemployment - College - Entrepreneur
(Rethinking How To Use Skills, Creative Arts Based)

Image: Hawkins Brown



ANNEX B - 7 Learning Pathways in the Granton Learning Neighbourhood

A.B

