

Mapping Holiday Out of School Provision : a practical resource for local area analysis in Scotland

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John H. McKendrick

Mapping Holiday Out of School Provision: A Practical Resource for Local Area Analysis in Scotland

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1. Why Map Holiday and Out of School Provision?

Traditions of holiday and out of school provision in Scotland

- 1.1 For generations, some school-aged children in Scotland have accessed activities in the school holiday period. Some of these activities have also provided food.
- 1.2 Traditionally, these have been local initiatives, provided by local people for local children.
- 1.3 New drivers are encouraging us to think more strategically about holiday and out of school provision in Scotland.
- 1.4 It is fair to say, that our understanding of the nature, extent and reach of holiday and out of school provision in Scotland is limited. Indeed, our local understanding of what is available is also uncertain in many places.

New drivers of interest in holiday and out of school provision in Scotland

- 1.5 There is growing local interest across Scotland in extending provision of the equivalent of free school meals over school holiday periods. This is part of a growing awareness of the problem of food insecurity in Scotland.¹
 - 1.5.1 In response to the COVID-19 pandemic, the Scottish Government funded local authorities to deliver the equivalent of free school meal to those eligible on the basis of low income over school holiday periods in 2020 and 2021.²
 - 1.5.2 The Scottish Government has also committed to extending free school meal provision to all primary school children by August 2022, including breakfast and provision during school holidays.³
- 1.6 There is growing interest in extending the provision of childcare, in particular to assist parents to sustain or extend their engagement in the labour market. There is interest in how this provision might support parents in extended holiday periods, in addition to regular school days.
 - 1.6.1 Through the *Access to Childcare Fund*,⁴ the Scottish Government is funding a range of pilot projects to examine how childcare provision might be delivered to school aged children in holiday periods. The Fund, worth £3 million across 2020-2022, will test new models of school age childcare that will be accessible and affordable for families on low incomes. The Fund aims to support projects to deliver a range of activities, childcare, food and family support for children, including those from the six priority family types identified in the Tackling Child Poverty Delivery Plan.⁵

- 1.7 Many local authorities in Scotland already fund local holiday provision in their areas.⁶ Although social distancing pressures may have paused this provision in 2020 (or forced it to take alternative forms), it is likely that many local areas will want to return to supporting holiday out of school provision in the future.
- 1.8 Scottish Government has committed £20 million to support provision of activities to improve wellbeing of children and young people during 2021 summer holidays.⁷ £15 million of this funding has been allocated to local authorities to work with local partners to enhance existing provision, integrating food and wider family support where needed, and targeted at low income families, children and young people particularly adversely affected by the impacts of the pandemic.
- 1.8.1 In making decisions on what to support, it would be helpful to local authorities to have an understanding of what is available, in addition to information on demand and need.

Don't we already have this information?

- 1.9 Some local resources are available in Scotland, which provide an overview of holiday out of school provision:
- Local authority lists of funded holiday programmes
 - Local authority lists of community facilities
 - Local authority lists of holiday activity programmes
 - Local authority lists of leisure programmes
 - Third Sector Interface directories of local providers
 - Directories or Listings of specialist interests (e.g. directories for specific sports) and organisations (e.g. lists of local groups from uniformed youth organisations)
 - Private sector business listings
- 1.10 Although a wide array of resources are available, there is no ready access to many of these, and these tend not to be presented as a single comprehensive resource.

Who wants this information?

- 1.11 Parents, carers, children and young people would benefit from greater awareness of what is available for them locally.
- 1.12 Service providers – private sector, community, Third Sector and social enterprise – would be better placed to identify areas and populations whose needs are not being met.
- 1.13 Advocates, interest groups and campaigners would also be interested in better understanding whose needs are not being met.

- 1.14 This information would assist those within local and national government to design services and/or develop policy with a better understanding of what is currently available.

Purpose of this resource

- 1.15 The aim of this resource is to offer practical advice to assist local government and other stakeholders in the local mapping of holiday out of school provision in Scotland.
- 1.16 This resource offers best practice advice based on local pilot mapping exercises undertaken in four localities in Scotland in 2020/21.
- 1.17 In this resource, we focus on what is available to school aged children.
- 1.18 We have developed a resource that would enable local areas to better understand the availability of (i) services that provide food; (ii) services that offer activities; and (iii) services that provide both food and offer activities.
- 1.19 This resource aims to improve understanding of holiday out of school provision. It does not focus on school days and at the weekend during regular school weeks.

What is 'holiday out of school provision'?

- 1.20 A fuller discussion of how to define 'holiday out of school' provision is provided in Annex 2 of this resource.
- 1.21 For the purposes of this resource, 'holiday out of school' provision includes the four 'long' school holidays in Scotland, i.e. (i) Summer; (ii) October; (iii) Christmas/Winter; and (iv) Easter. It also includes shorter breaks during term-time, which may be (v) long weekends which non-school days typically comprise Friday and Monday, but which may also be shorter (only Friday Monday), or longer (starting on Thursday and/or ending on Tuesday), and (vi) single day midweek holidays.

Adaptation of resources in this report

- 1.22 The guidance and resources can be adapted to deliver a more specific focus. For example, the resources can be used to advise on 'mapping food provision in the summer school holidays', or 'mapping activity provision in term-time breaks'.
- 1.23 The guidance and resources in this resource have been designed for local-authority wide mapping. However, they can also be adapted to more local geographies.

What is in this resource?

- 1.24 We offer guidance and identify some issues that should be considered when designing the mapping exercise. Annexes provide additional information that may be useful.

2. Twelve Steps to Map Local Holiday Out of School Provision in Scotland

Introduction

- 2.1 This section provides guidance on the twelve key stages involved in undertaking a mapping of holiday out of school provision.

Our Approach – An overview

- 2.2 We worked with stakeholders from local government and the local Third Sector Interface (TSI) in each area to signpost and connect us to organisations that might have been offering holiday out of school provision. These organisations were then invited to complete an online survey to collect information on their provision.

2.2.1 Local government is a key supplier and funder of holiday out of school provision.

2.2.2 As the central point of advice and support for the Third Sector in the local authority area, TSIs have an awareness of local provision and the work of charities, community groups, social enterprises and other ad-hoc voluntary activity in their area.

The success of the pilot work was based on being able to draw from the existing local knowledge of both local government and the local Third Sector Interface.

- 2.3 Our initial mapping exercise was undertaken over a ten-week period in the latter half of 2020, at a time when a second round of tighter restrictions were introduced to manage public health in response to Covid-19. The mapping exercise had a past, present and future timeframe to ensure that our understanding of provision extended to beyond what was offered in 2020.
- 2.4 Following consultations with local stakeholders in each area, it was resolved to undertake a second round of mapping to improve the utility of the local resources that were produced. This second round of mapping was undertaken in the Spring of 2021 and involved (i) asking initial contributors to confirm the currency of their initial responses; and (ii) extending the reach of the mapping to organisations who were not included in the initial mapping work.
- 2.5 The objective of this supplementary round of mapping was to improve the utility of the local mapping resource, partly to ensure that the resources generated were useful to participating localities for the summer of 2021.

Optional Task - Mapping 'Need'

- 2.6 An understanding of the size and composition of the local child population is a pre-requisite for the mapping exercise to determine the potential scale of provision required.
- 2.7 For some mapping exercises, there will be no imperative to define need beyond describing the basic demographics of the local child population. However, other mapping exercises may require a more detailed mapping of population need. The 'need' for holiday out of school provision could be defined in different ways according to the purpose of the mapping. For example:
- where the primary purpose is to provide childcare, 'need' could be defined in terms of work-intensity among family households.
 - where the primary purpose is to provide social support, 'need' could be defined in terms of local levels of child poverty.
 - where the primary purpose is to provide gainful or enriching activity, 'need' could be defined in terms of levels of educational performance.
 - where the primary purpose is to provide health-enriching activity, 'need' could be defined in terms of healthy weight and/or mental well-being.
- 2.8 The Scottish Index of Multiple Deprivation is a useful tool to map the general patterning of need in urban areas.⁸ Domain ranking and overall ranking of datazones may provide useful insight. For example:
- Employment domain rank to approximate 'need', when defined in terms of work-intensity among family households.
 - Overall rank to approximate 'need', when defined in terms of local levels of child poverty.
 - Education/skills domain rank to approximate 'need', when defined in terms of levels of educational performance.
 - Health domain rank to approximate 'need', when defined in terms of healthy weight and/or mental well-being.
- However, the SIMD has less utility in determining need in rural areas, and may be problematic when determining relative need in local authorities with both rural and urban locales.
- 2.9 Although data are readily available to map need at the level of the local authority as a whole, data are less readily available for smaller areas within local authorities – the scale at which holiday out of school provision would be delivered.
- 2.10 It should be acknowledged that a robust analysis of need would require resource to be allocated to data analysts.

- 2.11 In the local mapping case studies completed for this resource, we reviewed the prevalence of poverty and food insecurity, and profiled working families for the local authorities as a whole.

Designated Tasks - Overview

- 2.12 This mapping exercise comprised twelve tasks:

1. Development of project brief
2. Development of online data collection tool
3. Identification of key external contacts
4. Promoting awareness among local organisations of the preparation of the Directory
5. Wave 1 – Initial Search. Using existing resources to approach candidate organisations that may be providing holiday out of school provision.
6. Wave 1 – Reminder. Monitoring responses and sending e-mail reminders to local organisations
7. Wave 1 - Review of Wave 1 responses and identification of candidate organisations which have not responded
8. Wave 2 – Supplementary Search. Using existing resources to approach non-responding candidate organisations that may be providing holiday out of school provision
9. Wave 2 - Review of Wave 2 responses and identification of candidate organisations which have not responded, but which are known to deliver holiday out of school provision
10. Manual entry for those organisations known to deliver holiday out of school provision, but who did not volunteer information for the Directory.
11. Data Cleaning of Database
12. Preparation of Resource and/or Directory

Task 1 - Development of project brief

- 2.13 There is no universal understanding of holiday out of school provision. The development of the initial project brief is critical to the success of the mapping exercise:

2.13.1 Annex 2 outlines the issues that should be considered when defining what is to be understood as holiday out of school provision.

2.13.2 Providing clarity in the project brief will ensure that only essential information is collected in the exercise.

Task 2 - Development of online data collection tool

- 2.14 Online data collection is efficient and gives the contributor a degree of flexibility over when to complete the exercise.
- 2.15 Of course, it may be essential, or more convenient, for some contributors to complete paper copy or to provide verbally. Unlike social surveys, it is not expected that the information collected in the Directory has a high risk of being skewed by how the data are collected. Using different modes of data collection should not present a problem for data quality. An online default, with the possibility of manual data entry is recommended.
- 2.16 For the pilot exercises that informed this resource, an online data collection tool was designed, which enabled providers of holiday out of school provision to describe their offer, by clicking a weblink and completing the online form. The *Survey Monkey* platform was used for this purpose, which is relatively inexpensive and user-friendly.⁹ Many other alternative tools are available to administer online data collection. These tools were adapted for each pilot area.
- 2.17 On accessing the online tool (Annex 1 provides an example), providers were offered the opportunity to learn more about this work, or to progress straight to completing a data entry.
- 2.18 The online tool comprised 25 largely fixed response questions. Where appropriate, open-ended response options were also made available to allow providers to (i) offer alternative answers; and (ii) clarify fixed response answers. Information was collected on the following:
- Name of organisation
 - Number of services offered
 - Sector
 - Type of service offered
 - Food provision
 - Times of year available
 - Times of day operational
 - Frequency of opening
 - Service base
 - Geographical range of users
 - Number of users
 - Gender profile of users
 - Age profile of users
 - Socio-economic profile of users (perception)
 - Cost of participation
 - Whether service provided in 2020
 - When service was provided in 2020
 - Adaptations to service in 2020
 - Future plans

- When service will be provided in future
- Adaptations to service provision when restrictions finally end

2.19 Participants were asked to provide contact details if they wanted a copy of the results.

Task 3 - Identification of key external contacts

2.20 In some instances, the mapping will be undertaken by a local stakeholder who has extensive knowledge of provision in the local area. However, it is unwise to assume that anyone has total knowledge of all that is available.

2.21 As an absolute minimum, the mapping exercise should enlist the support of the following:

- Stakeholder/s from within local authority.
- Relevant officer from Third Sector Interface.

2.22 Depending on the purpose of the mapping exercise, it should be acknowledged that these key local stakeholders should not be expected to have total knowledge of all provisions in the locality. In particular, private sector provisions – if included – would require supplementary work.

Task 4 - Promoting awareness among local organisations of the preparation of the Directory

2.23 Raising awareness of the mapping exercise does not necessarily yield Directory returns. In our case study work in the Orkney Isles, a radio appearance to promote the work led to much public interest and many visits to the online tool (over 108 visits to the site), but far fewer returns (only 12 in the first wave, which did not include all providers). In NE Glasgow, the work was promoted in the TSI's 'Everyone's Children' newsletter.¹⁰

2.24 On the other hand, promoting awareness of the mapping exercise will contribute to gaining local support and raise interest in the work.

Task 5 - Wave 1 – Initial Search. Using existing resources to approach candidate organisations that may be providing holiday out of school provision.

2.25 The key advantage of working with local stakeholders is that this gives ready access to existing resources that have previously been generated. For example, SPIRU was provided with the following pre-existing resources to access potential providers of holiday out of school provision in NE Glasgow.

- Glasgow City Programmes were the Glasgow Children’s Holiday Food Programme¹¹, Glasgow Communities Fund¹², and Playschemes¹³.
- TSI Provision Directory, which was created in response to the COVID-19 crisis.

Task 6 - Wave 1: Reminder. Monitoring responses and sending e-mail reminders to local organisations

- 2.26 It should be anticipated that not all providers will contribute in response to the initial request. Time should be factored into the work plan for at least one reminder to be sent to non-respondents.

Task 7 - Wave 1 - Review of Wave 1 responses and identification of candidate organisations which have not responded

- 2.27 It should not be assumed that the initial wave of data collection – even with follow-on reminders – will result in a comprehensive return. Experience from our pilot projects confirmed this for each project to varying extents.
- 2.28 Where the purpose of the mapping is to extend information beyond that which is already available from existing lists of providers (see task 5), non-respondents can be identified from these original lists.
- 2.29 Where the mapping is being undertaken by an external party, this is also an appropriate point to consult with the key local stakeholders (2.21) to seek their advice on the value of the initial return.
- 2.30 In the pilot project work, consultations with local stakeholders led to the identification of local providers who should be included, and access to supplementary resources that may be of value in identifying providers who did not contribute.

Task 8 - Wave 2 – Supplementary Search. Using existing resources to approach non-responding candidate organisations that may be providing holiday out of school provision

- 2.31 This is a repeat of task 5.

Task 9 - Wave 2 - Review of Wave 2 responses and identification of candidate organisations which have not responded, but which are known to deliver holiday out of school provision

- 2.32 By this stage – following consultations with key local stakeholders for tasks 5 and 7 – a knowledge of local providers will have been acquired. Basic information from existing publicly available sources should be used to manually add these known providers to the Directory.

Task 10 - Manual entry for those organisations known to deliver holiday out of school provision, but who did not volunteer information for the Directory.

- 2.33 It is imperative that details included in the Directory do not breach GDPR requirements and that it is acknowledged that the basic information contained for this provider has been entered manually.

Task 11 - Data Cleaning of Database

- 2.34 It should not be assumed that information provided will be ready to publish. Time should be factored for data checking, prior to preparation of the final output.

Task 12 - Preparation of Report and/or Directory

- 2.35 The final format will be determined by purpose.

Conclusions

- 2.36 Although the tasks involved in the preparation of the Directory are straightforward, it should be acknowledged that they are time-consuming. There are also issues on which to reflect, which are considered in the next section.

3. Avoiding Problems When Mapping Holiday Out of School Provision in Scotland

Introduction

- 3.1 This section reflects on some of the challenges involved in undertaking a mapping of holiday out of school provision.

Specification of Purpose

- 3.2 The purpose and value of the mapping must be made clear to everyone. In one of our pilot projects, there was confusion as to who should complete a Directory entry and/or the exact purpose of this mapping exercise. This confusion may have arisen as the concept of ‘out of school provision’ and ‘holiday out of school provision’ is not widely recognised (see Annex 2). Furthermore, while some organisations are primarily focused on tackling food insecurity, others are primarily focused on providing ‘things to do’.

Partnership and Ownership

- 3.3 Success is based on partnership and mutual respect among local stakeholders. In our pilot project work, and despite best efforts not to ask too much of our partners, at times this was unavoidable, and it was necessary to draw on partner support.
- 3.4 One particular issue that created extra work for our partners were GDPR restrictions. Understandably, both the Council and TSIs were obliged not to share details they held for purposes other than that for which they were collected. This ‘obliged’ our partners to distribute the email/links on our behalf to organisations of interest. It should be acknowledged that in addition to creating extra work for partners:
- It is not known for sure, how many organisations were contacted. Therefore, it is not possible to estimate response rates.
 - It may have led to some organisations receiving emails that were irrelevant (as it would have been unreasonable to ask partners to screen contact lists, to ensure that only possible providers were contacted).
 - The standard practice of sending reminder e-mails, created additional work for partners.
 - With two partners making contact with organisations on their respective lists, it is not known if duplication occurred. This would be exacerbated with contacts that were sourced by the researchers’ scoping of publicly available information.

- 3.5 Future work might consider whether the status of the partnership could be designed in a way that would allow external partners to legitimately have direct access to contact lists to improve efficiency and reduce workload of local partners.
- 3.6 Where external partners have access to organisations, it is still helpful for the umbrella organisation (Council or TSI) to inform organisations of work, before the initial contact by the research team. This provides an assurance to providers in case some felt the link provided to the research was a phishing e-mail or spam.
- 3.7 When working with local lists, there is a need to be alert to the possibility that the lists provided by the TSI and local authority overlapped.

Timeframe

- 3.8 There is a need to set aside sufficient time to complete the exercise. Although the pilot projects were initially completed over ten weeks, the 'operational' period of data collection was much shorter. It should also be noted:
- Of the eight weeks that the exercise was live, part of this coincided with the October school holidays. Even in these times of restricted provision, those who were able to continue serving children and young people may have been too pre-occupied to complete the mapping exercise.
 - The work was undertaken in late Autumn, when there is less focus on holiday out of school provision (which tends to be associated with the longer Summer holiday period).

COVID Times

- 3.9 Although the online tool was designed to capture the impact of COVID-19 on holiday out of school provision in 2020, it should also be acknowledged that this may have impacted on engagement. For example, if many of the local groups were not operating at this time, they may not have accessed the invitation emails.
- 3.10 2020 and early 2021 have been exceptional times. The social research community in the UK has been concerned to engage all manner of organisations for all manner of reasons to ascertain the impact of COVID-19 of need and operations. Although undertaken with best intentions, it should be acknowledged that research fatigue may be discouraging participation at this time.¹⁴

Impactful Actions

- 3.11 It should be accepted that it is unclear whether raising awareness generates a significant return in terms of completed entries. This may suggest that the awareness raising is not reaching appropriate groups, or that it is not clearly explaining the purpose of the work. On the other hand, it may merely reflect that on accessing the tool they realised that they did not have time (or did not want) to complete it.
- 3.12 Although not recommended in the guidance, consideration might be given to alternative ways of reaching out to providers of holiday out of school services to increase the likelihood of more comprehensive coverage:
- Through national 'umbrella' organisations of those providing community food services.
 - Through local 'umbrella' organisations with a sports focus.
 - Through local 'umbrella' organisations that represent local business (to engage private sector providers).
 - Through directly engaging local representatives of children, young people and families to ascertain what provisions they have accessed.
 - Through introducing a more systematic approach to snowballing responses from those contributing to the Directory.

Annex 1: Sample Mapping Tools

Are you ready to provide data for the mapping exercise?

1. Would you like more information before deciding whether to complete the survey for the mapping exercise?

- ☐ No thanks, take me to the first question
- ☐ Yes please - can you give me a little more information about the mapping exercise before I decide

About the Mapping Exercise

WHAT IS THIS ALL ABOUT?

We are working with Orkney Islands Council to map provision of out of school holiday services for children, young people and their families in the Orkney Islands.

WHO IS FUNDING THE WORK?

The Scottish Government has funded researchers at Glasgow Caledonian University to complete this mapping exercise. The work in the Orkney Islands is being led by Dr Neil McNulty.

WHY SHOULD I COMPLETE THE SURVEY?

In order to understand provision in the Orkney Islands, we need to find out what is available from those who are responsible for providing these services.

2020 WAS AN EXCEPTIONAL YEAR - WHAT CAN WE LEARN BY DOING THIS WORK NOW?

We agree, 2020 was exceptional. The mapping exercise has a past, present and future focus to 'future' proof the results, while also learning from past and on-going experiences.

HOW LONG WILL IT TAKE TO COMPLETE THE SURVEY?

No more than 10 minutes.

WHEN DO YOU NEED THE SURVEY COMPLETED?

Ideally, by early November 2020. Our aim is to quickly generate an understanding of provision in the Orkney Islands.

WHAT IF I CAN'T OR DON'T WANT TO ANSWER ONE OF THE QUESTIONS?

No problem. Skip that question and move on to the next question.

IS IT CONFIDENTIAL?

No individual will be named. However, the aim is to generate a resource that allows everyone in the Orkney Islands - whether business, local government, community sector or social enterprise - to understand what is available.

WHAT WILL BE DONE WITH THE RESULTS?

The research team at GCU will write a short report which reviews provision in the Orkney Islands. We will also produce a database of provision, which we hope will be widely shared and used in the islands.

WHERE CAN I GET A COPY OF THE RESULTS?

The Scottish Government will make the results available at the end of the project. However, if you

prefer, we will send you soft copy of the report as soon as it is published, and details of how to access the resource.

2. Would you like to complete the survey for the mapping exercise?

☐ Yes

☐ No

About your provision - past and present

The first set of questions are general questions about the provision that your organisation offers - please answer by indicating what best describes (i) what you have offered in the past and (ii) what you are offering at the current time.

Later, we will ask about how your work in 2020 may have differed to that in previous years. We will ask about future intentions.

Here, we would like to establish a general profile of the service that you provide.

3. What is the name of your organisation?

4. Some organisations offer more than one service (*sometimes offering different services for different groups*). Others offer the same service (*sometimes at different times during the year*). How many different types of provision do you offer?

- ☐ One
- ☐ Two
- ☐ Three or more

Could you name each of the services that you offer (e.g. Newtown holiday club) in the box below

5. What best describes your organisation? *Feel free to tick more than one answer if this provides a better description.*

- ☐ Community organisation
- ☐ Local group from a bigger organisation
- ☐ Registered charity
- ☐ Social enterprise or not-for-profit organisation
- ☐ Private business
- ☐ Local authority service
- ☐ Health board service
- ☐ Other
- ☐ Feel free to add comment if it helps explain your answer

6. What best describes the service you provide / have provided? *Tick all that apply.*

- ☐ Activities - something that children and young people come to do
- ☐ Space - a place where children and young people can come and do what they want
- ☐ Childcare service for families
- ☐ Food
- ☐ Access to wider services of interest to families
- ☐ Other

Feel free to add comment if it helps to explain your answer

7. What type of food do you provide? *Tick all that apply.*

- ☐ Hot meal
- ☐ Cold meal
- ☐ Snack
- ☐ We do not provide food

Feel free to add comment if it helps to explain your answer

8. At what times of the year is your service / has your service been available? Please tick all that apply to you.

- ☐ During school term-time
- ☐ Summer school holidays
- ☐ October school holidays
- ☐ Easter school holidays
- ☐ Christmas school holidays
- ☐ Friday/Monday holidays during term-time
- ☐ Single day holidays during term-time
- ☐ Feel free to add comment if it helps to explain your answer

9. At what time of the day is your service / has your service been available? *Please tick all that apply to you.*

- ☐ Morning
- ☐ Afternoon
- ☐ Evening

Feel free to add comment if it helps explain your answer

10. How often is your service / has your service been available to users? *Please tick all that apply to you.*

- ☐ Every day
- ☐ Every weekday
- ☐ 3-4 days per week
- ☐ 2 days per week
- ☐ Once per week
- ☐ Once per fortnight
- ☐ Once per month
- ☐ Less frequently than once per month

Feel free to add comment if it helps explain your answer

11. Where do users go to access your service? *If possible, could you add name of the place and the postcode of your base in the comments box.*

Name of base
(e.g. Marengo Centre,
Marengo Road, South
Ronaldsay)

Postcode if known (e.g.
KW17 2TD)

12. What best describes where your users come from?

- ☐ Whole Town
- ☐ Town and surrounding areas
- ☐ A large part of the island
- ☐ Whole of the island
- ☐ This island and surrounding islands
- ☐ All of the Orkney Islands
- ☐ Other description better describes where our users come from (please add to box below)
- ☐ Don't know

Feel free to add comment if it helps to explain your answer

13. Typically, how many children and young people attend one of your sessions?

- ☐ Less than 10
- ☐ 11-20
- ☐ 21-50
- ☐ 51-100
- ☐ More than 100
- ☐ Don't know

Feel free to add comment if it helps to explain your answer

14. What best describes your users?

- ☐ Only boys
- ☐ Mainly boys
- ☐ Equally boys and girls
- ☐ Mainly girls
- ☐ Only girls
- ☐ Don't know

Feel free to add comment if it helps to explain your answer

15. Which age groups use / used your service? *Tick all that apply*

- ☐ Babies
- ☐ Toddlers
- ☐ Pre-school (3-4 years old)
- ☐ Early years of primary school age (e.g. P1-P3)
- ☐ Later years of primary school age (e.g. P4-P7)
- ☐ Early stages of secondary school age (e.g. S1-S4)
- ☐ Later stages of secondary school age (e.g. S5-S6)
- ☐ Young adults
- ☐ Don't know
- ☐ Feel free to add comment if it helps to explain your answer

16. As a rough estimate, how many of your users would be from low income households or households living in poverty?

We appreciate that not everyone will be able to answer this. We only ask to gain an indication of who is accessing services in Orkney.

- ☐ Don't know
- ☐ Rather not say
- ☐ None
- ☐ A small minority
- ☐ Less than half
- ☐ About half
- ☐ The majority
- ☐ All of them

Feel free to add comment if it helps to explain your answer

17. How much does it cost to take part?

- ☐ Nothing - participation is free
- ☐ We charge a nominal fee
- ☐ We charge a fee to cover all of our costs
- ☐ Rather not say

Feel free to add comment if it helps to explain your answer

Provision in 2020

18. Since the start of the coronavirus-related restrictions in March have you been able to provide a service?

- ☐ No
- ☐ Yes, but at a reduced scale
- ☐ Yes, at the same level
- ☐ Yes, and the scale of our work has increased
- ☐ Feel free to add comment if it helps to explain your answer

19. At what times of the year in 2020 was / will your service be available? Please tick all that apply to you.

- ☐ During school term-time
- ☐ Summer school holidays
- ☐ Easter school holidays
- ☐ October school holidays
- ☐ Friday/Monday holidays during term-time
- ☐ Single day holidays during term-time
- ☐ The forthcoming Christmas school holidays over 2020/21
- ☐ Feel free to add comment if it helps to explain your answer

20. In the box below, if applicable, please describe the adaptations to your service that you introduced to continue offering your service under coronavirus-related restrictions.

Provision When Coronavirus Restrictions Have Ended

In this final section, we ask you to look ahead to the future.

21. When all coronavirus-related restrictions finally end will you continue to provide a service?

- ☐ No
- ☐ Yes, but at a reduced scale, compared to previous years
- ☐ Yes, at the same level as pre-coronavirus levels
- ☐ Yes, we intend to increase the scale of our work, compared to previous years
- ☐ Don't know
- ☐ Feel free to add comment if it helps to explain your answer

22. When all coronavirus restrictions finally end, at what times of the year do you intend to make your service available? *Please tick all that apply to you.*

- ☐ During school term-time
- ☐ Summer school holidays
- ☐ October school holidays
- ☐ Easter school holidays
- ☐ Christmas school holidays
- ☐ Friday/Monday holidays during term-time
- ☐ Single day holidays during term-time
- ☐ Feel free to add comment if it helps to explain your answer

23. In the box below, if applicable, please describe any changes to the service that you are likely introduce to when coronavirus restrictions are finally lifted.

Finding out more

24. Would you like us to contact you in December to share a summary of our findings and to update you about the resource we have produced?

☐ Yes

☐ No

25. As you would like a copy of the results, please leave your details and we will e-mail a copy of the results directly to you.

Please be re-assured that personal details not be stored with the survey results. If you choose to provide these details, we will be stored these securely. We will ensure that no organisation can be identified when we write up the survey results.

Your first name

Your family name

Your e-mail address

Annex 2: Considerations when defining parameters for the mapping of holiday out of school provision in Scotland

Introduction

A2.1 This section provides guidance on three important preliminary considerations that should be resolved prior to undertaking the mapping exercise. Decisions must be made on conceptual focus (A2.2 to A2.8), purpose of undertaking mapping exercise (A2.9 to A2.10), and delineating the scope of exercise (A2.11 to A2.13).

Defining ‘out of school provision’

A2.2 Out of school provision is an umbrella term for the diverse range of activity that is available to children and young people outside of the hours of the school day. It can refer to activity or food.

A2.3 By definition, out of school provision includes the 175 days of the year when children of school age in Scotland are not obliged to attend school. However, out of school provision also includes that which is available before and after school hours on the 190 school days in Scotland. During school days, out of school provision excludes lunchtime activity clubs in school, and food provision between the klaxons that announce the start and end of each school day.

A2.4 Out of school provision in Scotland is diverse. Differences can be described according to:

- whether participation is restricted to particular sub-populations
- temporal frame (time of day)
- temporal frame (day of week)
- seasonal frame
- status of workforce/volunteers
- nature of activity that is provided
- whether or not food is provided
- whether or not provision has a link to schools
- whether or not the organising body is a local group that is part of a wider national/regional organisation
- the sector of the economy/civil society to which the organising body belongs
- direct cost of participation.

A2.5 For example, in terms of whether not provision is linked to schools, distinctions can be drawn between:

- before school provision, *e.g. breakfast clubs*
- after school provision, *e.g. Netball team*
- school-linked provision in school holiday periods, *e.g. examination revision provision in Easter holiday period*
- non-school based provision.

Non-school provision would include that which is provided in the space of the school outside of school hours, but is not associated with the work of the school, e.g. community and sporting clubs using school facilities on school-day evenings, weekends, or school holidays.

A2.6 Although individual providers may be aligned to a national body, or registered with one, there is no overarching organisation responsible for all out of school provision in Scotland.

Defining ‘holiday out of school provision’

A2.7 Holiday out of school provision is a subset of out of school provision, which relates to the 175 days when children of school age in Scotland are not obliged to attend school. This is widely understood to include the four ‘long’ school holidays in Scotland:

- Summer
- October
- Christmas/Winter
- Easter

However, school holidays also include shorter breaks during term-time, which may be:

- long weekends in which typically the Friday and Monday are non-school days
- single day holidays.

A2.8 The mapping exercise that is described in this resource is focused on provision during school holidays. We refer to this as ‘holiday out of school provision’. A narrower focus could be pursued using the same resources.

Purpose

A2.9 Mapping provision may be undertaken to achieve a range of objectives.

- Allocation of resources
- Develop a Directory for service providers
- Develop a Directory for users
- Understand provision
- Evaluate (potential) impact of provision

A2.10 Although there is overlap between different objectives, there are also important differences to consider which would shape data collection requirements.

Typology of Provision by Timeframe

A2.11 The following describes a range of foci – from more expansive to more focused.

- **Provision** – includes all holiday provision, term-time activity before and after the school day, and provision associated with schools
- **School provision** – only includes provision associated with schools
- **School provision, before timetabled classes provision** – only includes provision associated with schools, before the start of timetabled classes
- **School provision, after timetabled classes provision, weekday** – only includes provision associated with schools, after the end of timetabled classes
- **School provision, after timetabled classes provision, weekend** – only includes provision associated with schools, at weekends
- **School provision, lunchtime provision** – only includes provision associated with schools, available at lunchtimes
- **School provision, before timetabled classes** – only includes provision associated with schools, before the start of timetabled classes
- **School provision, before timetabled classes** – only includes provision associated with schools, before the start of timetabled classes
- **Out of school provision** – includes all holiday provision, and term-time activity before and after the school day.
- **Out of school term-time provision** – includes term-time activity, before and after the school day.
- **Out of school weekend term-time provision** – only includes weekend activity, during term-time
- **Out of school, weekday, term-time provision** – only includes weekday activity, during term-time
- **Out of school, after school, term-time provision** – only includes after-school activity, during term-time
- **Out of school, before-school, term-term provision** – only includes before-school activity, during term-time
- **Holiday out of school provision**
- **Summer holiday out of school provision**
- **Christmas/Winter holiday out of school provision**
- **October holiday out of school provision**
- **Easter holiday out of school provision**
- **Term-time, long weekend holiday out of school provision**
- **Term-time, single day holiday out of school provision**

Typology of Service Provided

A2.12 The following describes a range of foci – from more expansive to more focused.

- **Activity** – includes all types of activity, whether sporting, cultural, leisure or play based. It would also be possible to sub-divide activity by type.
- **Food**
- **Food and Activity**

A2.13 Northumbria University sub-divided activities according to whether they were:

- Craft/art activities
- Physical activities
- Cookery
- Educational activities
- Off-site visits or activities
- On-site advisory services
- Off-site advisory services
- Other

Population Age Range

A2.14 This resource refers to school aged children. Other mapping exercises may wish to define the child population more or less expansively:

- **Pre nursery school aged children**
- **Nursery school children**
- **Pre-school aged children** – comprising nursery school children and pre-nursery school aged children
- **Primary school aged children**
- **Secondary school aged children**
- **School-aged children** – comprising both primary school and secondary school-aged children
- **Curriculum for Excellence (CfE)-aged children** – comprising nursery school and school aged children.
- **Children (dependent children)** – includes all types of activity, whether sporting, cultural, leisure or play based. It would also be possible to sub-divide activity by type.

Reflection

A2.15 Mapping 'provision' for children could be interpreted in many ways. How the mapping is defined will reflect purpose. What is important is that provision is tightly specified and aligned to purpose.

Annex 3: An Introduction to Mapping Service Provision in Scotland

Introduction

- A3.1 There has been no systematic Scotland-wide mapping of holiday out of school provision undertaken in Scotland.
- A3.2 In 2016, Northumbria University completed a mapping of holiday provision in the UK.
- A3.3 In 2013, the Scottish Government published a report by Heriot-Watt University on food aid provision in Scotland.
- A3.4 More generally, several mapping exercises have been undertaken in Scotland to better understand provision for a wide range of areas of interest.
- A3.5 A number of local resources are available in Scotland, which provide either a partial overview of holiday out of school provision, or the means to access this information.

Mapping holiday provision in the UK

- A3.6 Researchers from Northumbria University were commissioned by the UK All Party Parliamentary group on School Food to undertake a quantitative investigation to identify and map holiday provision programmes in the UK.
- A3.7 The aims of this work were threefold:
- Identify the types of holiday provision programmes available
 - Identify how families are signposted to holiday provision programmes
 - Map holiday provision programmes in the UK against levels of childhood deprivation.
- A3.8 A self-completion online questionnaire was designed and distributed to the membership base of the APPG and APSE (Association of Public Sector Excellence). This was active for three weeks.
- A3.9 428 organisations completed the survey in the UK. The survey collected data on:
- Location
 - Type of organisation
 - Ranking of perceived need
 - Type of activities offered
 - Whether food was offered
 - Ways in which families were signposted to holiday schemes
 - Funding needed to deliver service

- A3.10 Responding providers in England (but not Scotland) who provided their postcode (only 42% of respondents) were mapped against a deprivation index. This geo-analysis mapped the locality of the provider against the deprivation status of its local authority, to reach the conclusion that holiday provision programmes are located in areas with greater levels of childhood deprivation.
- A3.11 Data presented in the final report for Scotland suggested that holiday programme provision was concentrated in the central belt of Scotland.
- A3.12 Although providing helpful insight into overall provision, this work is not well placed to inform an understanding of the nature of contemporary provision in Scotland.

Mapping food aid provision in Scotland

- A3.13 Researchers from Heriot-Watt University were commissioned to undertake a mapping of the “food aid landscape” in Scotland, reporting in 2013.
- A3.14 Food aid providers were contacted in eight locations (Glasgow City, Dundee City, Inverness, Fort William, Stirling, Falkirk, Kirriemuir and Forfar). Providers were interviewed.
- A3.15 The focus of this study was provision of food parcels and provision of meals by institutions. Across the eight localities, 55 providers of food aid were identified (36 providing food parcels and 38 providing meal services).
- A3.16 The study concluded that there would be no added value in conducting further work to ascertain trends or drivers in demand, and that it would not be possible to produce a Scotland-wide demographic of the client base. Alternatively, options were suggested to better understand the food landscape.
- A3.17 Although not concerned with holiday (food) out of school provision, this work was helpful in that it demonstrates the challenges involved in undertaking mapping exercises, and drawing lessons from them. In the context of holiday out of school provision, these issues are discussed more fully in section 6 of this resource.

Wider mapping exercises in Scotland

- A3.18 A wide range of mapping exercises to better understand provision have been undertaken in Scotland (Table A3).

Table A3: Mapping Service Provision in Scotland

Mapping Exercise

Mapping of parent-infant intervention and support services in Scotland

Attachment Mapping Exercise for Children's Services in Scotland

Mapping of Neuromuscular Services in Scotland

Mapping Ecosystem Services

The Justice Puzzle: Mapping the System

Mapping the Third Sector in Rural Scotland: An initial Review of the Literature

Mapping Adoption Support in Scotland

Mapping Local Services to Inform Visually Impaired People

Mapping Administrative Justice in Scotland

Scottish Reuse Mapping and Sector Analysis Report

Mapping Film Exhibition in Scotland

Low Vision Service Provision in Scotland

Mapping of Lifelong Learning Provision in Scotland

Mapping Organisations Responding to Food Insecurity in Scotland

Mapping of Arts and Health Provision

Mapping Breakfast Services Provision in Scotland

Needle Exchange Provision in Scotland

Mapping Creative Activities in Scottish Care Settings

Mapping the Employability Landscape for People with Learning Disabilities in Scotland

Mapping the Core Public Health Workforce in Scotland

Mapping the Music Industry in Scotland

Weblink

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<https://www.celcis.org/knowledge-bank/search-bank/attachment-matters-all/>

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No weblink. Copy can be provided on request from spiru@gcu.ac.uk

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Annex 4: Policy Drivers Relevant to Mapping Holiday Out of School Provision in Scotland

National Social policy objectives

- A4.1 Mapping holiday out of school provision contributes to a number of inter-related Scottish social policy objectives.
- A4.2 **Child Poverty.** The Scottish Government is committed to better understand the complex picture of current holiday provision in Scotland. This delivers on a commitment within the *Child Poverty Delivery Plan, 2018-2022*¹⁵ to assess the availability of existing after school and holiday childcare, with a view to setting out what must be altered to better meet the needs of families.
- A4.3 **Childcare/Out of School Provision.** Two concerns should be noted:
- The 2017-18 Programme for Government committed to publish a framework for after-school and holiday childcare.¹⁶ In response to this commitment, the Scottish Government consulted the sector in 2019,¹⁷ and published a summary resource of consultation responses in November 2020.¹⁸
 - Providing new support for childcare after school and in the holidays was a specific action in the Child Poverty Delivery Plan, 2018-2022.¹⁹ In response to the commitment in the Child Poverty Delivery Plan, the Scottish Government introduced a £3 million *Access to Childcare* fund in 2020 to support childcare provision and activities in local communities. Managed by Children in Scotland, fifteen organisations were funded in September 2020 (through to March 2022) for work that aims to explore how childcare can become more accessible and affordable to low-income families.²⁰
- A4.4 **Food Insecurity.** Six concerns should be noted.
- In 2016, the Scottish Government commissioned an Independent Working Group to report on food poverty in Scotland. Among the recommendations in the *Dignity* report, was that the government and other public bodies should have ‘a duty to ensure that everyone has secure access to adequate and affordable food’²¹. In response, the Scottish Government confirmed that it was considering enshrining a right to access food into Scots Law²².
 - A National Indicator to measure food insecurity in Scotland was introduced in 2017.²³
 - The Poverty and Inequality Commission has offered advice to the Scottish Government on tackling food insecurity during the school holidays.²⁴
 - The 2019-20 Programme for Government committed to increase investment from £0.5 to £2 million to accelerate action on food insecurity in the school holidays.²⁵
 - In May 2020, the Scottish Government published research mapping organisations responding to food insecurity in Scotland.²⁶
 - There is a draft proposal to introduce legislation – the Good Food Nation Bill - in the next parliamentary session (beginning May 2021).²⁷

Conclusion – Local Interests

- A4.5 To achieve these national objectives requires local action. The local actions required to deliver on these national priorities often feature as local priorities in Local Child Poverty Action Reports and Local Outcome Improvement Plans.

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