

Community Learning and Development

IN THE SCOTTISH BORDERS

STRATEGIC PLAN 2015 -18

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Foreword

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Jeanette McDiarmid – Chair of Borders Community Planning Partnership’s Reducing Inequalities Theme Group and Deputy Chief Executive (People), Scottish Borders Council

Welcome to Scottish Borders’ Strategic Plan for Community Learning and Development (CLD) 2015-18.

Scottish Borders Council’s CLD service (CLDs) has invested considerable capacity over the last year to develop local partnerships in each of the nine high school clusters and in forming a region-wide CLD Strategic partnership.

The Partnership is keen to progress an ambitious programme of work over the next three years. This work will be intelligence led, driven by improved partnership working and greater integration of resources.

This strategy will constitute a key strand in our drive to reduce inequalities within the Scottish Borders. It will support partners to work together, using early intervention and prevention approaches in tackling inequalities in the Scottish Borders. Importantly it defines how third sector organisations, local community groups and public sector services in the partnership will provide Community Learning and Development (CLD) opportunities in the Scottish Borders over the next three years.

CLD aims to make a difference in people’s lives through learning. It is an approach used by many organisations and community groups. I saw several inspiring examples of how CLD has supported people of all ages to improve their life chances at the “Making a Difference” seminar in May 2015. I also heard how organisations and community groups are already working together to plan and deliver learning in local communities.

This strategy is an important foundation required to guide the commitment and ambition expressed by all stakeholders.

I commend this Plan to you and wish CLD partners every success as they work together to take it forward.

Introduction and National Context

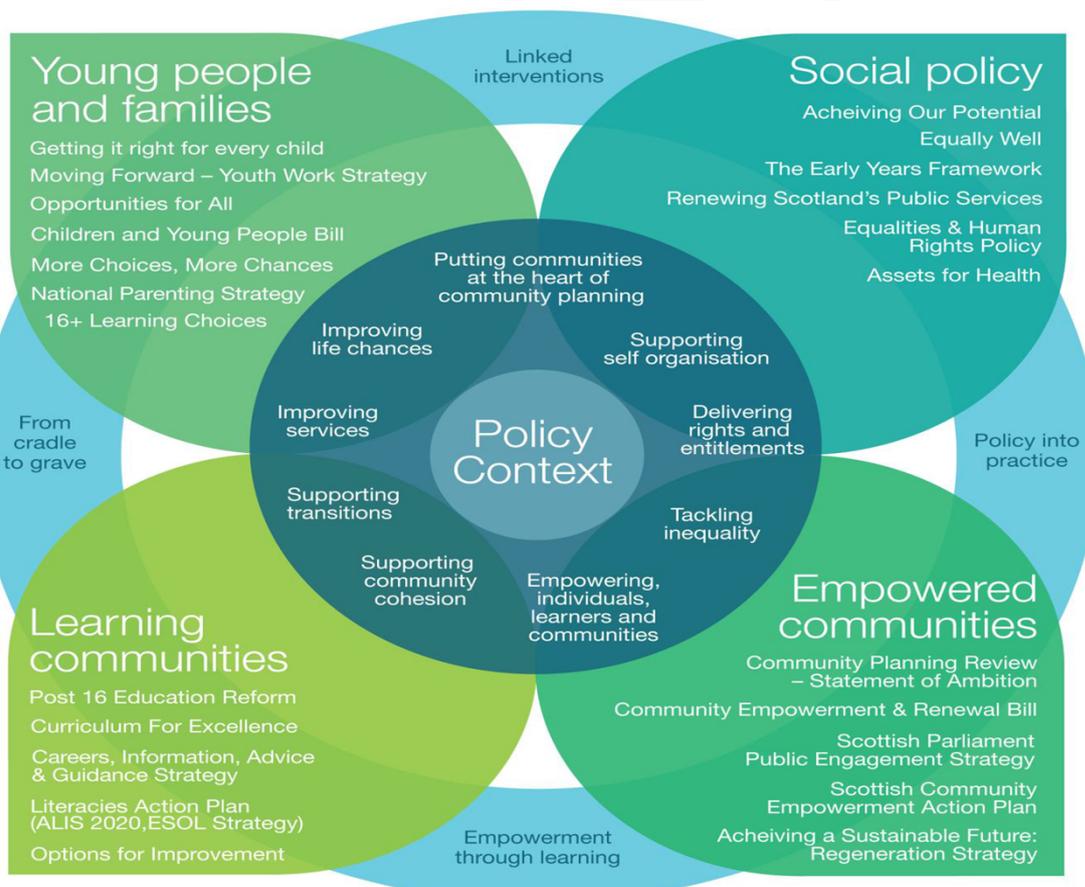
The Scottish Government's national strategic aims for CLD are to develop:

- Improved life chances for people of all ages, through learning, personal development and active citizenship
- Stronger, more resilient, supportive, influential and inclusive communities.

CLD Guidance and Regulations (Scottish Government, 2012 &13) place a duty on Scottish Borders Council to provide a three year plan for CLD. However the Scottish Government recognises that successful CLD delivery can only be achieved through partnership activity with third sector organisations and other providers of public services.

Local authorities are expected to support the development of partnership approaches in the delivery of public services. This involves providing leadership and direction for partners and encouraging cohesive partnership working. There should be a focus on the quality of CLD delivery as well as an appropriate means to evaluate service delivery.

The CLD local partnership model that has been developed in Scottish Borders supports the aspirations of the Christie Commission and the Community Empowerment (Scotland) Act. It involves people who live in learning communities shaping local services. With its focus on developing employability, particularly of young people, it supports the recommendations of Developing Scotland's Young Workforce.



Regional Context

“By 2023, quality of life will have improved for those who are currently living within our most deprived communities, through a stronger economy and through targeted partnership action”

Scottish Borders Community Planning Partnership Vision Statement

CLD partners have worked together in each of the nine Learning Communities to produce a detailed plan for their area. These nine plans have been collated to provide an overarching action plan for CLD in the Scottish Borders 2015-18.

The CLD Strategy directly supports the following SBC strategic priorities:

- Priority 2:** Improving attainment and achievement levels for all our children and young people, both within and out with the formal curriculum
- Priority 4:** Building the capacity and resilience of our communities and voluntary sector
- Priority 6:** Developing our workforce
- Priority 8:** Ensuring excellent, adaptable, collaborative and accessible public services.

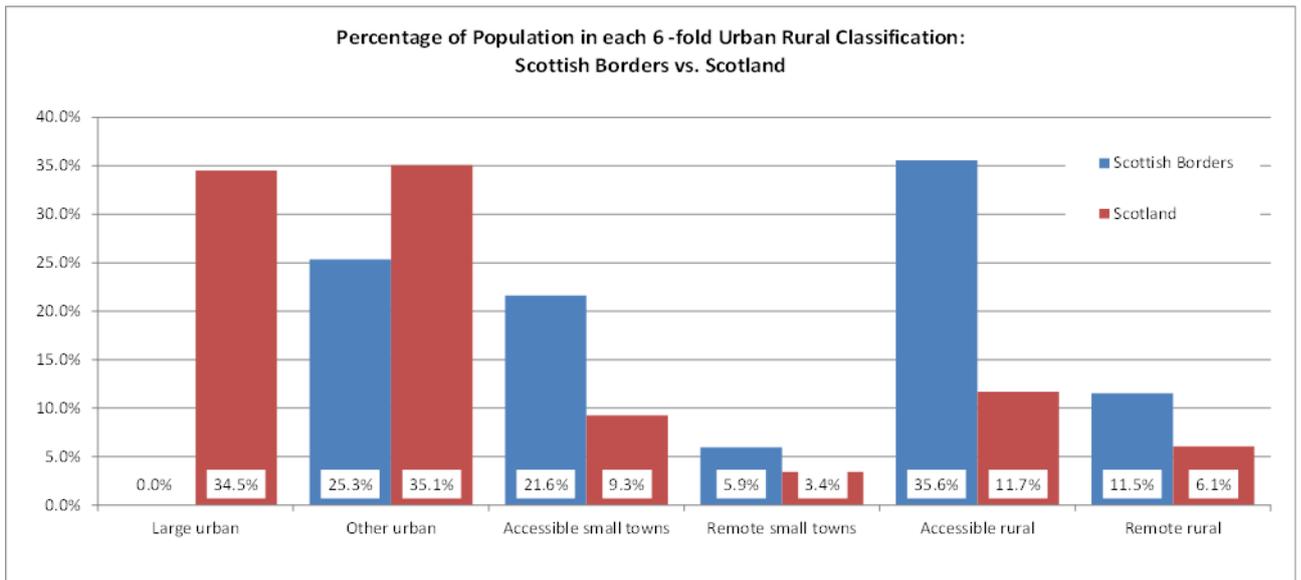
The Strategy will also support the delivery the following priorities as outlined in the Scottish Borders Community Planning Partnership’s single outcome agreement:

- Grow our economy
- Reduce inequalities.

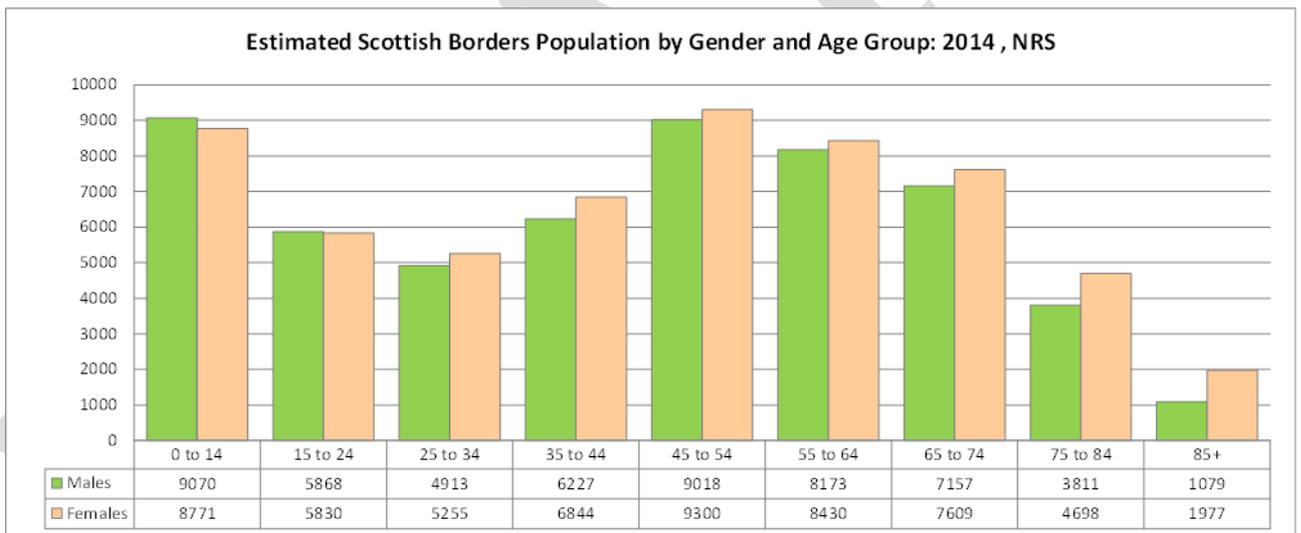
In addition the Strategy will support the achievement of the priorities outlined in the Scottish Border’s Children & Young People’s Plan 2015 – 2018 which are:

- Raising attainment and achievement for all and closing the gap between the lowest and highest achievers
- Promoting the health and wellbeing of all children and young people and reducing health inequalities
- Keeping Children and young people safe
- Improving the wellbeing and life chances for our most vulnerable children and young people
- Increasing participation and engagement.

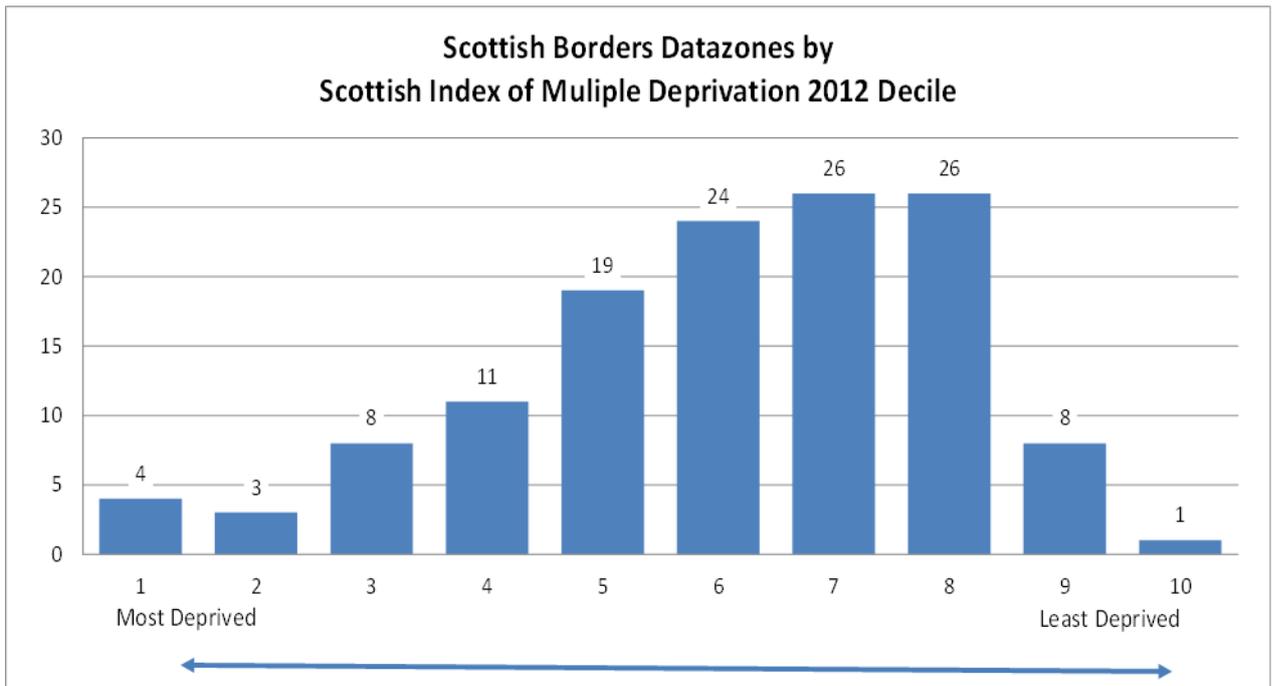
The Scottish Borders is a rural local authority. There are five towns with a population of between 5,000 and 15,000 (Hawick, Galashiels, Peebles, Kelso and Selkirk) and a further five towns with a population of 2,000 to 5,000 (Jedburgh, Eyemouth, Innerleithen, Duns and Melrose). According to the Scottish Government’s 6-fold urban-rural classification, 47% of the population of the Scottish Borders live in rural areas compared to 18% for all of Scotland, as seen in the graph below. The rural nature of the Scottish Borders can lead to additional challenges for those experiencing inequalities.



In 2014 it was estimated that there are 114,030 people living in the Scottish Borders. The age-group and gender breakdown can be seen in the graph below. Compared to Scotland the Scottish Borders has a similar proportion of children (16%), fewer people of working age (61% vs. 66%), but more people aged 65 and older (23% vs. 18%).

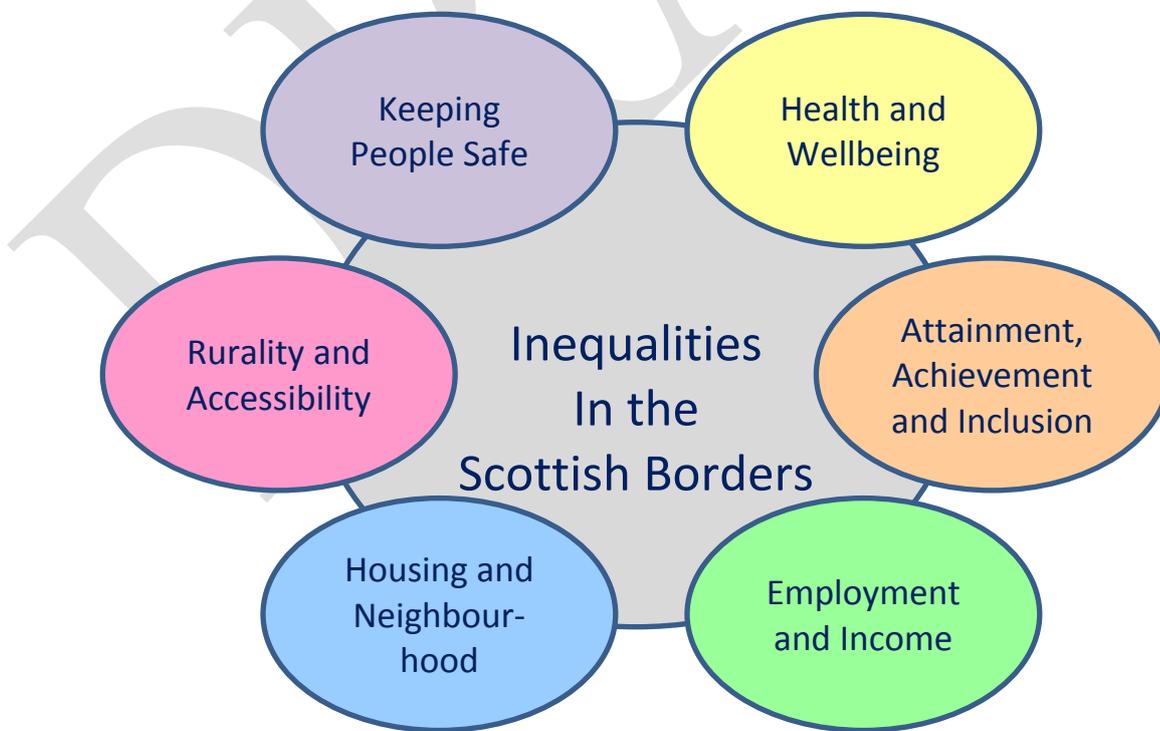


Of a total of 130 Data Zones the majority (104) fall into the least deprived deciles of 5 to 10. The remaining 26 Data Zones fall into deciles 1-4 with 7 falling into the most deprived deciles 1-2.



The largest areas of deprivation exist in the towns of Galashiels, Hawick, Selkirk and Eyemouth. Although certain geographical areas of deprivation are clearly defined, in our less deprived areas there are also pockets of identified need.

Through the development of our data sets on Inequalities in the Scottish Borders there is an increasingly clear understanding of the socio-economic needs profiles of our Localities. This will enable effective geographic and thematic targeting of CLD resources through effective partnership working. The data-sets are organised to cover the following themes:



These themes have been mapped to the CLD Strategic Plan and used to develop our core objectives. These are:

Objective 1: Reduce inequalities and improve wellbeing of Borders communities over the six Inequalities Themes through early intervention and prevention

Objective 2: Build the capacity and resilience of our nine Learning Communities and the Voluntary Sector

Objective 3: Improve partnership working

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Governance of Community Learning & Development in the Scottish Borders

A wide range of organisations deliver CLD activity within the Scottish Borders. These organisations cover the public and third sector working with children, young people and adults.

The strategic direction and partnership working in CLD is managed by the Scottish Borders CLD Strategic Partnership. Collectively, the Partnership aims to meet our core objectives through delivery of the following activities:

- Community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers)
- Youth work, family learning and other early intervention work with children, young people and families
- Community-based adult learning, including adult literacies and English for speakers of other languages (ESOL)
- Volunteer development
- Learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders
- Learning support and guidance in the community

Foundation of the Strategic Plan

For the purposes of this Plan, we use the term Learning Community to mean a High School catchment area. Each Learning Community has a local CLD partnership coordinated by an SBC CLDs Worker.

What have local CLD partnerships done so far?

- Analysed and prioritised local need using reducing inequalities data
- Mapped current CLD activity
- Identified gaps
- Consulted with learners and community groups
- Developed new/additional partnership actions to address these gaps
- Highlighted issues that still need to be addressed

What will local CLD partnerships do next?

- Carry out their planned actions (Needs Hyperlink to Action Plan)
- Identify current provision gaps and responses
- Continue to share information, network and seek out new options for joint working
- Continue to consult with learners and community groups
- Evaluate what's working well and decide on improvements

How will the Community Planning Partnership support the Plan?

- Recognition of the Learning Community Partnership approach to delivering CLD
- Support to enable key CLD partners to contribute to this Learning Community approach
- Make the strategic links to key policy areas e.g. Reducing Inequalities, Locality Planning, Community Justice, senior phase planning, 16+ transitions, Developing the Young Workforce, GIRFEC, How Good is Our School 4 (family learning) and the Community Empowerment Act
- Develop dialogue with communities which supports more targeted use of resources – linked to identified need
- Promote and support the movement of partnership resources to areas/themes of identified need
- Support the development of management information systems which improve partnership working

How will the Plan be monitored and evaluated?

- An annual partnership evaluation and quality improvement process
- Quality Improvement Framework suite "How Good is Our... School, Community Learning and Development, Culture and Sport, Third Sector Organisation"
- A multi-agency review team will undertake peer review in two Learning Communities each year (piloted in the Hawick Learning Community in 2015)

Core Objectives of the Strategic Plan

Objective 1: Reduce inequalities and improve wellbeing of Borders communities over the six Inequalities Themes through early intervention and prevention

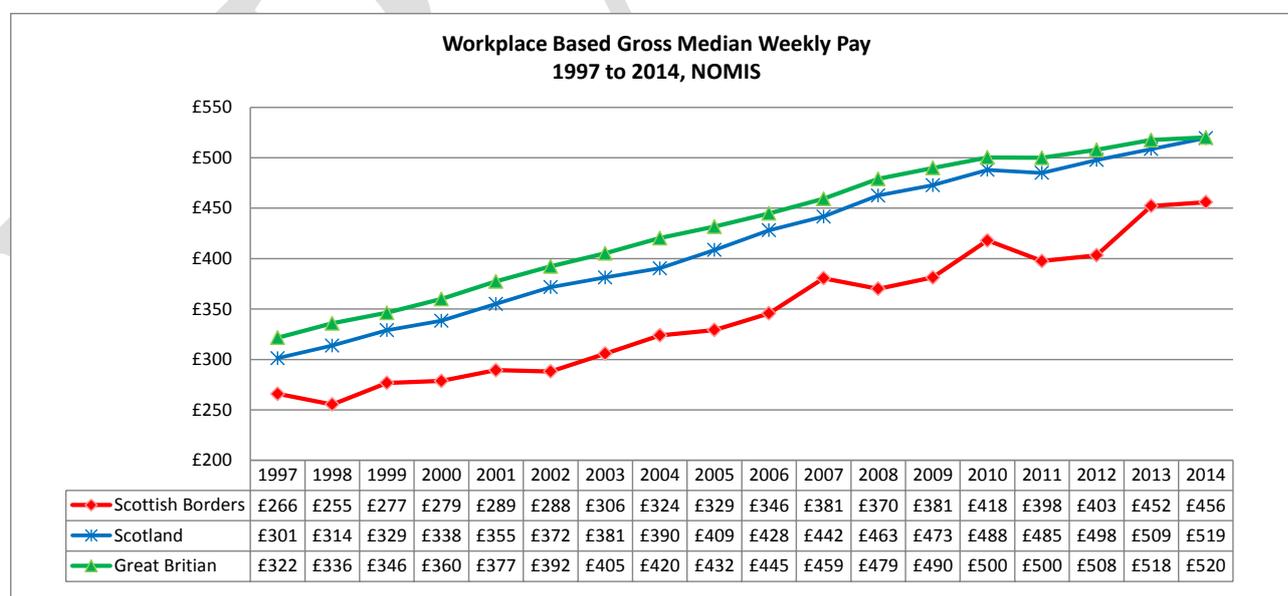
The Plan will do this through delivering learning opportunities in communities targeted at the six Inequalities Themes:

- Employment and Income
- Health and Wellbeing
- Attainment, Achievement and Inclusion
- Keeping People Safe
- Housing and Neighbourhood
- Rurality and Accessibility

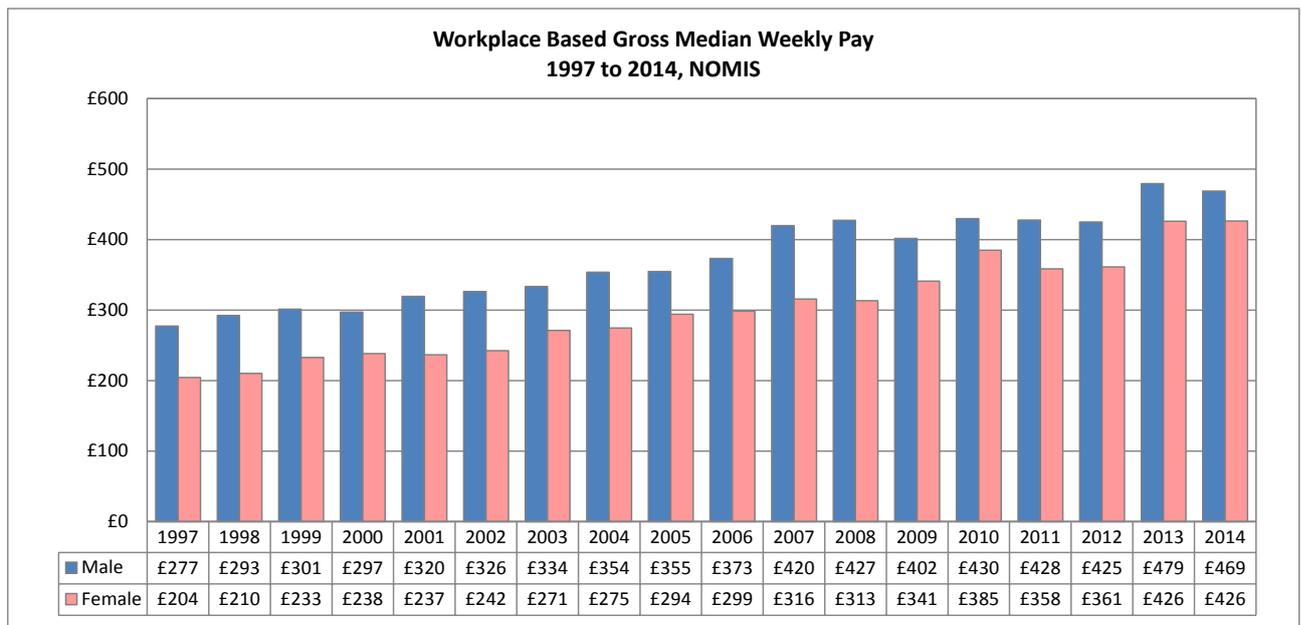
1.1 Reduce inequalities in EMPLOYMENT AND INCOME

Context

Workplace based gross median weekly pay in the Scottish Borders has consistently been below the wage level for Scotland and Great Britain. Between 1997 and 2014 the workplace based gross median weekly pay in the Scottish Borders has been 17% below the level for Scotland, equating to over £70.



Women's workplace based gross median weekly pay has improved compared to men's in the Scottish Borders from being 73.7% in 1997 to 90.9% in 2014. This change is better than the change for Scotland 72.4% in 1997 to 82.4% in 2014



Planned Outcomes

- People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work
- Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work
- More people will engage in volunteering opportunities

Examples of planned programmes to deliver outcomes

- Earlston Local Partnership: SQA Award programme for vulnerable S4s
- Selkirk Local Partnership: deliver Introduction to IT courses at Philiphaugh and Selkirk Library with a particular focus on engaging older, working age men living in the community
- Hawick Local Partnership: Options and Choices programme delivered in Burnfoot to improve employability skills of young women (16+)

Who will benefit?

People who are unemployed and seeking employment, especially groups who find it hard to gain and sustain employment, eg:

- young people
- older people with few qualifications
- people who need support with literacy, English language and IT skills.

Who will deliver the learning?

Schools, CLD service, SB Libraries, Skills Development Scotland, Employability Training providers, Opportunities for All Partnership, Employers, Voluntary Sector e.g. Citizens Advice, Social Enterprise Companies.

How does CLD make a difference to employment and income?

Activity Agreements are an alternative to continuing in school for some young people. For example, a young man on a social work behaviour order who had been asked to leave yet another school was offered an Activity Agreement. He had become a known face with the police and was offending regularly, had no qualifications, no friends and was disinterested in everything.

Since starting his Activity Agreement in October 2014 this young person has:

- gained two Bronze Youth Achievement Awards
- gained a John Muir award in conservation
- taken part in a film with Voice Of My Own
- held the role of treasurer in an enterprise project at Christmas.

He has now moved into a positive destination working with a large knitwear company in the Borders.

How will we know the objective is being achieved?

We will measure how many people, as a result of their learning:

- progress into/through work
- progress into further learning/training
- progress into volunteering
- report increased employability
- develop increased financial capability
- gain accreditation and/or nationally recognised awards

1.2 Health and wellbeing

Context

Between 2012 and 2037 the number of people aged 75 and over in the Scottish Borders will grow from 11,072 to 21,610, an increase of 95%.

In the most deprived areas of the Scottish Borders:

- Life expectancy is lower for men and women than the Scottish average (Galashiels West and Galashiels North)
- There are higher rates of emergency admissions to hospital
- Smoking during pregnancy is higher than the Scottish average
- Rates of coronary heart disease, respiratory disease, disease of the digestive system and alcohol related hospital admissions are higher
- People have poorer mental health and have higher rates of claiming health related benefits
- There is a higher level of early deaths (langlee, Selkirk, Jedburgh, and Coldstream)
- People rated their health below the Scottish average (Hawick West End, Eyemouth, Coldstream and area, Hawick Central, Burnfoot and area, Kelso South and Langlee)

Planned Outcomes

- Individuals and groups will have the capacity and capability to take action to improve their own health and well-being
- Community-led health and peer support approaches will be developed to increase the availability of informal social support networks in communities (with a specific focus on older people)

Examples of planned programmes to deliver outcomes

- Peebles Local Partnership: increase health and wellbeing among older learners by providing a Friday Drop-in PCC offering a range of activities
- Gala Local Partnership: develop and implement a Langlee Food Plan
- Jedburgh Local Partnership: Mentors in Violence Prevention programme to increase young people's resilience and active participation in the community

Who will benefit?

People and communities who want to improve their emotional and physical health and prevent longer term health problems, eg:

- young people
- older people with few qualifications
- young families.

Who will deliver the learning?

Schools, Children and Young People's services, CLD service, SB Libraries, NHS services including Health Improvement, Borders Sport and Leisure Trust, SHAPE, Early Years Centres, Older People's Capacity Building Project, Voluntary Sector eg LGBT Youth, Penumbra, Action for Children.

How does CLD make a difference to health and wellbeing?

My Main Man programme

This programme enables children (P5) and the main men in their lives to spend quality time together, strengthening relationships and bonds through experiencing a range of activities which promote emotional wellbeing and good mental health.

The programme provides much needed opportunities for men to engage in a positive healthy learning environment with their children. Over four one day sessions they experience a range of activities that enable them to work together, get to know each other better and broaden their view of the world.

'We're creating memories'

'We don't get the chance to do stuff together ... this has been great'

'I've got to know more about my grandson'

'It was fantastic (Child)'

'I'd like to do more of this (child)'

How will we know the objective is being achieved?

We will measure how many people as a result of a planned programme:

- make a lifestyle change
- volunteer in community led health and peer support groups and
- how many new community led health and peer support groups are developed to support health and wellbeing.

1.3 Keeping People Safe

Context

The Scottish Borders is a relatively safe place to live and work with low levels of crime and anti-social behaviour. Areas of high deprivation have higher rates of crime, anti-social behaviour, preventable injuries and drug and alcohol misuse.

Planned Outcomes

- People (especially vulnerable young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves
- People in targeted communities will increase participation in Resilient Communities

Examples of planned programmes to deliver outcomes

- Hawick Local Partnership: deliver a Rural and Urban Training Scheme Programme to reduce anti-social behaviour/offending, increase confidence and provide new skills.
- Gala Local Partnership: recruit and deploy Alcohol Development Officer
- Selkirk Local Partnership: deliver a Selkirk Resilient Communities project in Selkirk High School with senior pupils

Who will benefit?

People of all ages who may be more vulnerable to harm, eg:

- young people
- women
- older people
- people with a disability or with emotional health issues
- people in the criminal justice system.

Who will deliver the learning?

Safer Communities Team, Resilient Communities Team, Alcohol and Drug Partnership, Schools, CLD service, Residents Associations, Voluntary Sector eg Penumbra, Action for Children.

How does CLD keep people safe?

Respectful Relationships Group and Youth Media, Gala Academy

A group of young people from the school set out to improve relationships in their school in line with SBC's Respectful Relationships Policy. The group comprises between 20-30 young people from S1-S6. In small groups they looked at how media could further their ideas of how to promote Respectful Relationships Policy.

A poster campaign was launched around the school using the designs created by the group. Young people were able to voice their opinion using radio and other media such as an audio visual presentation. This was produced and shown around the school and is available to the wider public via the internet. A Wired Audioboo page has also been created.

How will we know the objective is being achieved?

We will measure:

- how many people, as a result of learning, make a positive lifestyle choice to support their health & wellbeing
- how many people participate in Resilient Communities

1.4 Skills and Attainment

Context

The Scottish Borders performs well in terms of positive destinations for our children and young people sitting in the top quartile of Local Authorities. However, within the Scottish Borders there were 6 areas where less than 85% of the school leavers were in a positive destination at 6 months. These were: Hawick Central., Innerleithen and Walkerburn area, Eyemouth, Coldstream and area, Galashiels North and Langlee.

According to the 2011 Census the Scottish Borders has marginally more adults (aged 16 and over) with no or low qualifications compared to Scotland; 50.6% and 49.9% respectively. Within the Scottish Borders there are 8 IZ areas where 60% or more of the adult population (aged 16 and over) have no or relatively low qualifications. These are Burnfoot and area, Langlee, Eyemouth, Hawick North, Kelso North, Hawick West End, Jedburgh, and Hawick Central.

Planned Outcomes

- Partners will increase their commitment to promote and deliver more opportunities to support targeted young people into positive destinations
- More Looked After Children and young people from areas of deprivation will be supported through positive transitions at all stages of their learning
- Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations

Examples of planned programmes to deliver outcomes

- Berwickshire Local Partnership: deliver Living with Parents courses in local Primary Schools (start in Greenlaw, Coldstream & Chirnside)
- Peebles Local Partnership: Peebles Mural Community Involvement Programme - Partnership learning programme to enhance life skills particularly to support key stages of transition
- Hawick Local Partnership: deliver Primary Futures programme to raise aspirations of girls aged 6/7 years in Burnfoot

Who will benefit?

People of all ages who experience barriers to successful learning, including:

- Looked after and vulnerable young people
- families in deprived areas
- non English speakers.

Who will deliver the learning?

Schools, Borders College, CLD service, SB Libraries and Museums, Skills Development Scotland, Borders Sport and Leisure Trust, SHAPE, Opportunities For All Partnership, Early Years services, Regeneration projects, Housing Associations, Voluntary Sector eg Voice of My Own, Connect Berwickshire Youth Project

How does CLD make a difference to skills and attainment?

Peebles ESOL Conversation Group

This group meets one morning each week at Peebles Community Centre. Up to 6 learners of mixed ability and nationality attend regularly. It is truly international with learners coming from Bulgaria, Portugal, Spain, Korea and Brazil. The sessions are topic based and offer very practical English for everyday living. Subjects have included travel at home and abroad, health matters and the history of the Beltane Festival in Peebles.

- 6 learners attended and evidenced improvement in their spoken English, both listening and speaking
- 6 learners report more confidence in their ability to take part in everyday activities such as shopping, visiting the doctor and talking to the school.
- 6 learners are better prepared to take part in ESOL classes at all levels.

How will we know the objective is being achieved?

We will measure:

- how many young people aged 16+, as a result of learning, progress to positive destinations
- how many families, as a result of learning, feel better able to support their children's learning

1.5 Housing

The Scottish Borders:

- Has one of the highest private rented sectors in Scotland and it continues to grow (17% compared with Scotland's 13%)
- Has the lowest Local Housing Allowance rate in Scotland, £72 a week for a one bedroomed property
- In its deprived areas has two thirds of households renting from social landlords compared to only a fifth in the least deprived areas.
- Has 10% of people claiming Housing benefit or Council tax Benefit. Increasing to 20% for those that are 65 or older. The areas with the highest levels of claimants are Hawick and Galashiels

Planned Outcomes

- Partners will increase the opportunities for tenancy support
- Partners will increase opportunities for improving financial capabilities to maintain tenancies and mitigate Welfare Reform
- Partners will increase opportunities for digital inclusion to mitigate welfare reform

Examples of planned programmes to deliver outcomes

- All Local Partnerships: delivery of locality based partnership training on financial inclusion

Who will benefit?

People who find it difficult to sustain tenancies, eg:

- vulnerable young people
- adults on low income

Who will deliver the learning?

Housing Associations, Welfare Benefits Team, Homelessness Service, Through Care and After Care Team, Safer Communities Team, Schools, CLD service, Voluntary Sector eg Penumbra Supported Living Service

How does CLD make a difference to housing inequalities?

Next Steps

This project is delivered by Berwickshire Housing Association in Berwickshire High School to help, support and prepare vulnerable young people for future tenancies. The young people learn skills around independent living such as cooking and how to budget for outgoings including rent and food.

How will we know the objective is being achieved?

We will measure how many people:

- maintain tenancies
- increase their financial capability
- increase their IT skills

Objective 2: Build the capacity and resilience of our nine Learning Communities and the Voluntary Sector

Planned Outcomes

- Partners will increase the capacity of organisations and community groups to support more volunteering opportunities
- Partners will increase the capacity of organisations and community groups to provide opportunities to support learning through all life stages
- Partners will increase the capacity of organisations and community groups to provide opportunities to mitigate welfare reform and develop digital inclusion
- Partners will support more community groups to have active and influential roles in their local and wider communities (with a specific focus on developing the participation processes of the Community Empowerment Bill)
- All Learning Communities have an increased awareness of the resources and opportunities provided by local partner
- Effective networks will support referral of targeted groups to CLD LC opportunities and community groups

Examples of planned programmes to deliver outcomes

- Berwickshire Local Partnership: set up a Transport Consultation Group in Berwickshire High School for and by young people to make sure their voice is heard on the new Berwickshire Free Transport Pilot Project
- Eyemouth Local Partnership: develop a shared Eyemouth Learning Community Partnership calendar of learning activity
- Kelso Local Partnership: develop and deliver a biennial locality careers / employability fayre in Kelso High School

Who will benefit?

Local communities

Who will deliver the learning?

Community capacity building organisations across the Voluntary and Public Sector eg The Bridge, Burnfoot Community Futures, Older People's Community Capacity Building project, Volunteer Centre Borders, CLD Learning Community Partnerships, Schools, YouthBorders and member organisations, Scottish Borders Social Enterprise Chamber, Residents Associations, NHS Health Improvement, SB Engagement and Participation, Resilient Communities

How does CLD build community capacity?

Volunteering at Wilton Lodge Park, Hawick

Almost 80 volunteers are registered to work in the Park and garden and the building which houses Hawick Museum. Volunteers are supported by a Volunteer Coordinator, with Volunteer Centre Borders providing registration support and advice. Individual volunteers come from all walks of life and are developing a range of skills, including horticulture and curating museum exhibitions.

*"We had chippers, mashers, bakers. We also had a bumper crop of runner beans and huge pumpkins, squash and courgettes."
"I took one of the courgettes home to my mum. It was massive."
"We've catalogued 1,600 items this year - sheet music, films, photographs and artefacts. It takes about 20 minutes for us to catalogue each item.... You are involved in things you wouldn't believe."*

How will we know the objective is being achieved?

We will measure how many community groups, as a result of community capacity building:

- are supporting learning
- are delivering services
- are supporting opportunities that increase digital inclusion and mitigate welfare reform
- have active and influential roles in local and wider decision making

Objective 3: Improve partnership working

Planned Outcomes

- Partners confidently use shared frameworks and tools for joint planning and self-evaluation
- Each of the nine Learning Community CLD plans evidences impact of achievement in each of the CLD Key Objectives
- Each of the nine Learning Community CLD plans uses evidenced based evaluation to support improvements for the Learning Community

Examples of planned programmes to deliver outcomes

- All Local Partnerships will develop a shared framework for self-evaluation and improvement planning
- All Local Partnerships will develop a shared reporting framework that supports base-lining performance indicators, monitoring, evaluation and improvement planning for individual and community participation, achievement and progression
- All Local Partnerships: Develop shared workforce development opportunities

Who will benefit from improved partnership working?

CLD learning providers and organisations who refer into CLD provision eg Jobcentre Plus. Ultimately, individual learners and community groups will benefit.

Who will deliver the learning?

It will be delivered by CLD Strategic Partners and other organisations such as Education Scotland and Evaluation Support Scotland.

How does CLD improve partnership working?

Outcome focused planning training

This training was funded by Education Scotland and delivered in four locations in the Borders. The training was designed for CLD partners, especially those from the Voluntary Sector, and sought to increase confidence and capacity of organisations to plan and evaluate their work. It also aimed to support organisations to contribute to CLD planning through Learning Community Partnerships. Ultimately this will increase the strength of the Borders CLD Strategic Plan.

A total of 42 staff from 31 different organisations completed the training. They gained new skills and broke down barriers and concerns around planning and evaluation. They increased familiarity with the tools which are being used to support planning in Learning Community Partnerships.

How will we know the objective is being achieved?

We will measure:

- how many joint training opportunities are delivered that improve partnership working
- how many CLD partners contribute to Learning Community Plans
- how many CLD partners contribute annual quantitative data to Learning Community partnerships

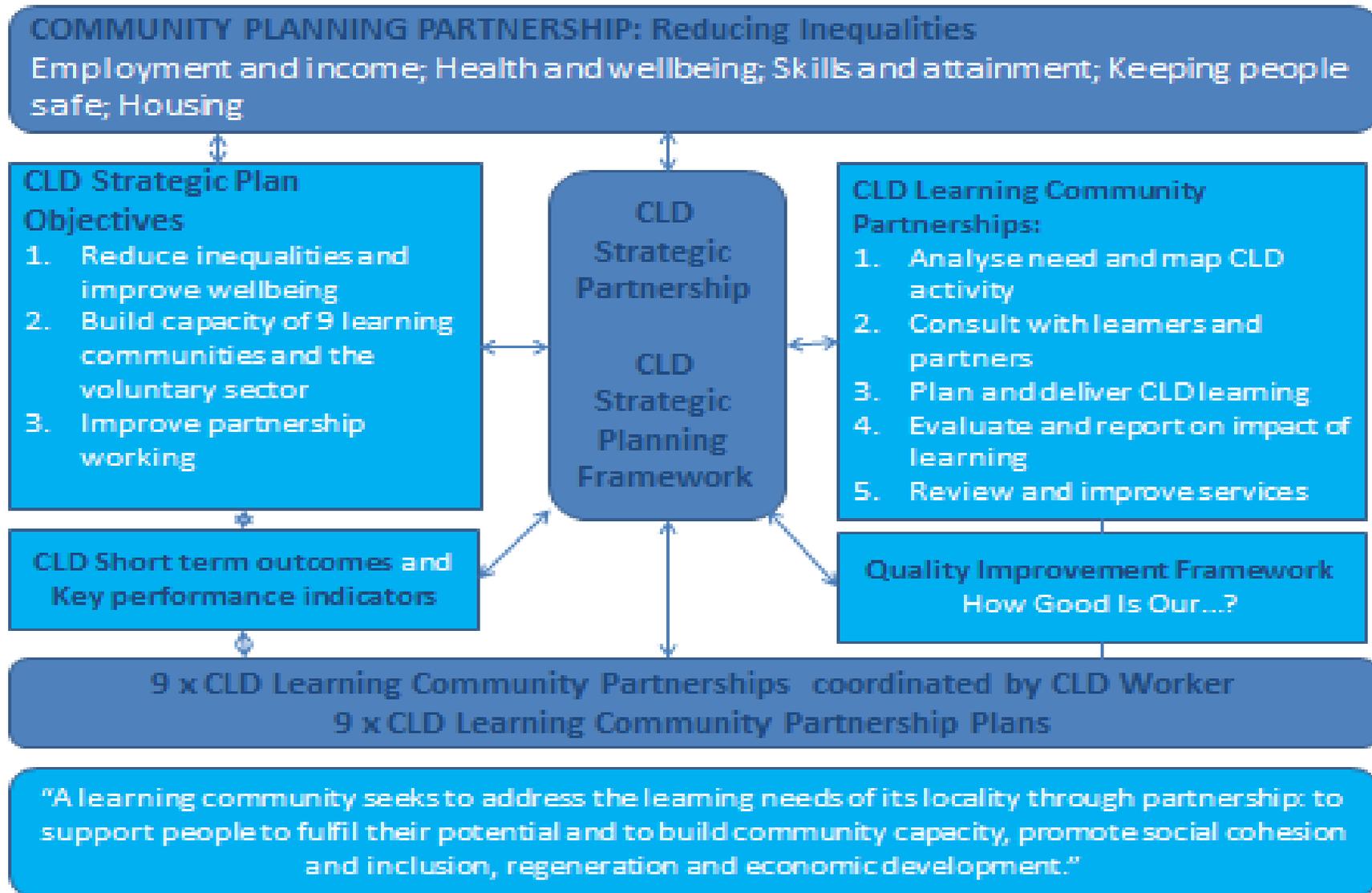
- how many CLD partners contribute to Learning Community self-evaluation and improvement planning process

We will record:

- Realignment and pooling of resources to target agreed partnership priorities

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Strategic Functions Map



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