

2017/18 Annual Summary COMMUNITY LEARNING AND DEVELOPMENT (CLD) Galashiels Learning Community Partnership

INTRODUCTION

Learners, community members, paid and volunteer staff worked together to plan and deliver learning opportunities that met the need for CLD that was identified in this Learning Community. This work formed part of the Scottish Borders CLD Strategic Plan 2015-18.

Total population: 17,561

Made up of:

- 2,982 children and young people (0-15yrs)
- 11,397 working age
- 3,182 pensionable age (65+ yrs)

This Learning Community includes Clovenfords, Fountainhall, Galashiels, Heriot, Stow, Tweedbank.

WHAT WAS THE NEED FOR CLD IN THIS LEARNING COMMUNITY? We gathered feedback from learners, community members, volunteer and paid staff. We gathered statistical data about community needs and what is working.

Community Planning Partnership Priorities for Reducing Inequalities:	What was needed:
Employment and income	Employability - Partners take a staged, practical, joined-up approach to information sharing to ensure that our most vulnerable learners participate in employability and financial inclusion activity
Health and wellbeing	Emotional wellbeing – Disseminate and embed 6 Ways to Wellbeing in Scottish Borders through informal learning opportunities with parents
Attainment, achievement and inclusion	Financial inclusion - Deliver financial inclusion training to mitigate implementation of Universal Credit

CLD Strategic Priorities:	
Partnership working	Continue to develop the Learning Community Partnership

WHAT DID WE DO?

Employment and income:

- **10** young people built their confidence and ability to seek employment and volunteering opportunities through CV surgeries at TD1
- **17** adults increased their literacy skills, confidence and improved their life chances for employment through CLDS learning at Langlee Community Centre
- **18** learners increased their motivation, skills and confidence to gain sustainable employment through a Momentum Fair Start Scotland programme

Health and wellbeing:

- **30** men improved their mental health and increased their social contacts through weekly sessions at Gala Men's Shed
- **57** people accessed free food initiatives during school holidays led by Healthy Living Network (HLN)
- **7** parents increased their confidence to build positive, healthy attachments with their babies through a Peep programme at the Early Years Centre
- **9** parents increased their self-esteem and confidence to help their child's learning and development through Family Fun sessions (CLDS) at Balmoral Primary School.

Attainment, achievement and inclusion:

- **14** people achieved a REHIS Food Hygiene certificate with HLN, building their skills for life and work
- **13** 16-24 year olds increased their confidence and self-esteem through a Works+ programme. **100%** of participants progressed to onward placements, jobs, volunteering opportunities or further learning
- **6** parents learnt ways to support their child's early learning through play by taking part in Flying Start at the Early Years Centre

Keeping People Safe:**Scottish Borders Rape Crisis Centre (SBRCC)**

- 71 survivors living in the Eildon area supported
- 185 pupils at Gala Academy received Sexual Violence Prevention inputs

Volunteering:

- 4 volunteers supported Healthy Living Network programmes
- 4 volunteers supported 1:1 adult literacy learning

Partnership working:

- 33 partners contributed to the Partnership
- **Healthy Living Network, CLD Service, Langlee Community Centre, LIVE Borders and Early Years Centre** worked in partnership to deliver a five week summer club (2018)

WHAT WAS THE IMPACT OF THE LEARNING COMMUNITY PARTNERSHIP?**Physical Activity Pilot: a case study**

Target demographic: Women of Muslim faith, Syrian ethnicity and women accessing Lifestyle Adviser Support Service (LASS) and domestic abuse services

Partners: Healthy Living Network, LIVE Borders and Volunteer Centre Borders (VCB)

Introduction: Following on from Diversity Week (2017) it was highlighted that significant barriers to accessing physical activity services can exist for people of particular ethnicities and religions, including Syrian and Muslim women.

Description: The project aimed to:

- Deliver a 6-week pilot of weekly one-hour sessions designed to provide opportunities to increase physical activity for people experiencing barriers to accessing leisure facilities

- engage vulnerable women to support them to become physically active as part of their recovery
- break down barriers to integration and create opportunities to reduce social isolation.

Prior to the group starting, the pilot linked in with domestic abuse services, religious groups and LASS to promote the group's aims. By working in partnership with these services the pilot aimed to work with women to create a platform for further participation into more mainstream groups.

Outcomes and impact: Eight women attended the sessions. Women reported feeling more included, that they enjoyed meeting and talking to new people as well as engaging in activity that "is good for my health". Women reported feeling happier and healthier.

Quotes:

"I feel brighter, have purpose, happier and a bit healthier"

"enjoyed meeting new people"

"feel more included".

Next steps: A variety of recommendations and observations were made; these included recognising that the Muslim women who participated, felt comfortable and safe to remove their hijab because the group was women-only. Women said they would continue to attend and a recommendation was made to run the group again for a longer period to encourage participation and ensure plenty time for services to build up promotions targeting vulnerable groups. It was felt that linking the fitness group in to the existing monthly 'cook and chat' group could be beneficial.

In response to this, a further 12-week pilot is currently taking place in Langlee to continue to develop this group. Criminal Justice, mental health, domestic abuse services and LASS all continued to support this group. LIVE Borders have applied for funding to continue this group for a two year period and rolling it out in two other localities in the Scottish Borders.

WHAT WILL WE DO NEXT?

Our improvement priorities for 2018/21 are:

- Tackling alcohol and drugs across the community

- Employability for adults aged 50+
- Support for young people to sustain positive destinations
- Universal approaches to early intervention to improve emotional wellbeing for all.

HOW DO WE KNOW THE PARTNERSHIP IS MAKING A DIFFERENCE?

CLD partners shared information about progress to the Partnership each quarter. At the end of the academic year, partners looked at the evidence of need and the annual progress report. They used a Quality Improvement Framework* to decide what worked well and where improvements could be made. They used what they learned to create their improvement plan for 2017/18. Each year, a peer review team from the CLD Strategic Partnership visits one (or more) Learning Communities to take a closer look at the quality of CLD. This Quality Review team validates good practice and makes recommendations for improvement. In 2018 the team visited the Hawick Learning Community.

** How Good Is the Learning and Development In Our Community? Education Scotland, 2016.*

GLOSSARY

CLDS Scottish Borders Council's Community Learning and Development service