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: 5,640
Made up of:
- 935 children and young people (0-15yrs)
- 3408 working age
- 1297 pensionable age (65+ yrs)

This Learning Community includes the town of Selkirk, Midlem, Lilliesleaf and Ashkirk, Yarrowford/ Yarrow Feus, Ettrick, Ettrick Bridge and around, Caddonfoot/Clovenfords.

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.

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<th>Community Planning Partnership Priorities for Reducing Inequalities:</th>
<th>What was needed:</th>
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<td>Employment and income</td>
<td>Increase accessibility of Duke of Edinburgh Scheme</td>
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<td>Health and wellbeing</td>
<td>Improve the health and wellbeing of children, young people and their families</td>
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<td>Attainment, achievement and inclusion</td>
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<th>CLD Strategic Priorities:</th>
<th>Further development of the Learning Community Partnership</th>
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### WHAT DID WE DO?

#### Employment and income:
- 5 young people gained SQA accreditation and 15 young people working towards Youth Achievement Awards
- 6 young people completed Sports Leaders Awards
- 2 young people completed Young Coach Academy and 2 young people completed Young Coach Programme

#### Health and wellbeing:
- 43 people of all ages improved their health and wellbeing through completing CLD programmes

#### Attainment, achievement and inclusion:
- 11 families and 5 young people felt better prepared for moving up to S1 as a result of taking part in an enhanced transitions programme
- 30 parents/carers who completed learning programmes:
  - were better able to support their children’s learning and/or
  - increased their confidence in parenting and/or
  - improved family relationships

#### Volunteering:
- 1800 hours of youth volunteering was recognised through Saltire awards
- 2 young people acted as Saltire Award and Year of Young People Ambassadors, running learning programmes for peers which promoted and encouraged volunteering
- 25 adults volunteered with the Open Doors café

#### Partnership working:
- 19 partners contributed to the Learning Community Partnership
- 13 young people helped create an outdoor trail on the Haining Estate

#### Community capacity building:
- 51 young people shared their opinions in a “barriers to inclusion” survey which influenced the learning programme in the Inclusion group at Selkirk High School (SHS)
- 5 young people developed Rowlands’ and SHS’s Nu-2-U swap shop
WHAT WAS THE IMPACT OF THE LEARNING COMMUNITY PARTNERSHIP?

**Introduction:**
Rowlands and Selkirk High School (SHS) staff and students worked together to convert an unused building into a multi-use community space.

**Description:** The old janitor’s house on the grounds of Selkirk High School has lain dormant for a number of years. A group of six SHS students worked together to consider a new purpose for this building. Rowlands successfully applied for funding to transfer the space into a clothes swap shop. This will be used by students and families to bring in clothes, uniforms, sports kit etc that is no longer needed and to swap it for something that is of use to them.

**Outcomes and impact:** The swap shop will help to break down barriers to participation by removing costs associated with taking up learning opportunities and recreational events. This compliments the work of Selkirk High School’s Inclusion group who have been identifying barriers to participation in the school and wider community. The students involved have taken ownership of this project. They have been responsible for planning the project, making decisions about what actions are needed and how the project will run. They have decorated the room to be used for the N2U shop and will be involved in the running of the shop once it is established.

**Next steps:** The old janitor’s house will be used for a variety of learning opportunities. There are already plans for services to make use of the space to deliver their learning opportunities to students as well as the wider community.
WHAT WILL WE DO NEXT?

Our improvement priorities for 2018/21 are:

- Regeneration of Philiphaugh Community Centre
- Development of intergenerational shed in the community
- Parental engagement in Early Years programmes

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.