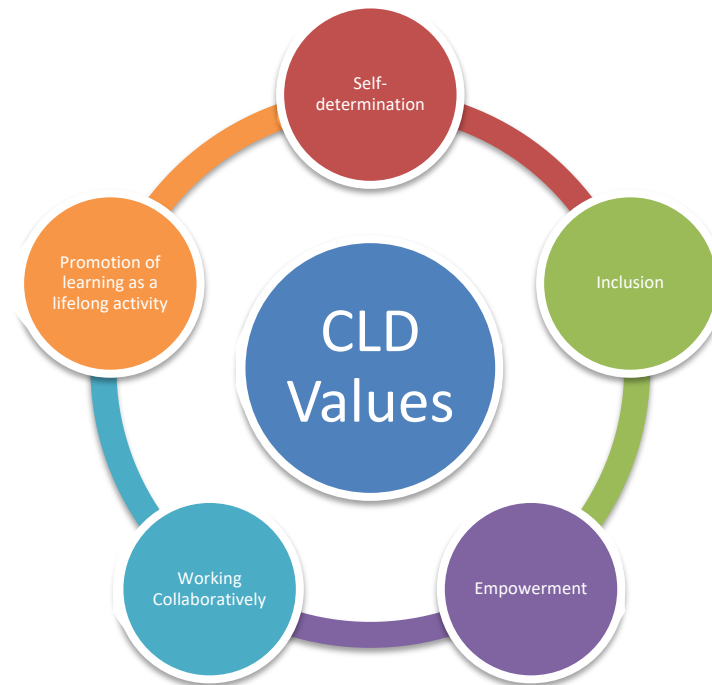# Scottish Borders CLD Strategic Partnership Plan 2021-24

By Scottish Borders CLD Strategic Partnership

9th SEPTEMBER 2021

Foreword –
Cllr Rowley Scottish Borders Council Executive Member for Economic Regeneration and Finance
& Cllr Hamilton Scottish Borders Council Executive Member for Children and Young People.

We are delighted to introduce the Scottish Borders Community Learning and Development (CLD) Strategic Partnership Plan 2021-24 which was approved by the Community Planning Partnership on 9th September 2021.

The CLD sector supports individuals, families and communities in Scottish Borders to improve life chances for all ages through lifelong learning, personal development and active citizenship. The role and contribution of CLD practitioners (paid and voluntary) during the unprecedented challenges of the previous 18 months in supporting our most vulnerable and isolated individuals and communities has been one of the positive consequences of Covid-19. The CLD sector quickly identified and adapted to new ways of engaging with learners and communities. It is testament to the diversity and vibrancy of the sector that it was able to respond in this way. The Covid-19 pandemic continues to impact on local communities and the CLD sector itself needs to recover from the pandemic and remain resilient for the future. It is with these considerations that the Partnership has refreshed the current CLD Strategic Partnership Plan 2018-2021.

The Partnership's aspiration to develop a healthier, fairer and more prosperous Borders community acknowledges the remarkable assets that we have in our community including skilled people, committed volunteers, engaged lifelong learners and enterprising organisations. It is by utilising and supporting the workforce, in youth work, adult and family learning, and community development, who understand the ongoing need within our communities, that we will be able to provide support to those who need it most including young people, adults of all ages and geographical communities who have been impacted upon most by Covid-19.

We fully support the commitment of the Partnership to improve outcomes for learners and communities as we recover from Covid-19 and are pleased to approve this Plan.

Contents

*"We will be a region of opportunity – where natural capital propels
green growth, quality of life is unmatched, communities are
empowered and cultural identity is cherished, attracting a new
generation to live, work, visit, learn and invest in the South of
Scotland, and enabling those already here to thrive". (Draft Regional Economic Strategy, 2021)*

Our Community Learning and Development (CLD) Strategic Partnership Plan on a Page

Aim	**The Scottish Borders CLD Strategic Partnership aims to improve outcomes for learners and communities through the provision of coordinated, collaborative and targeted CLD interventions.**		
Objectives	A. To reduce inequalities in our communities through the provision of early intervention and prevention activities which are life-wide, life-long and centred on the needs and aspirations of our learners and communities.	B. To support a CLD sector which is resilient and sustainable as it recovers from the impacts of Covid-19	C. To develop our CLD workforce and partnership activity to increase collaboration and recognition within and between agencies and services.
Improvement Priorities for 2021-24	1. Creating additional opportunities and support for learning, employability and creating local wealth.	4. Understanding the impact of Covid-19 and Covid-19 recovery planning on the CLD sector and on the individuals and communities that are our partners in learning and development.	6. Our workforce will be skilled, supported, empowered to plan, delivery and evaluate quality CLD activities and interventions.
	2. Protecting and improving health and wellbeing outcomes for young people, adults and families	5. Involving learners and communities in the design, delivery, evaluation and improvement of our CLD activity; ensuring that this is meaningful and supports learning and development of individuals and communities; striving towards co-production.	
	3. Addressing digital poverty, ensuring learners have the necessary tools, skills and support to access digital learning and services.		

Section 1: Context

Community learning and development (CLD) activity in the Scottish Borders is a key contributor to the social and economic development of our region, for young people, adults, and communities. The CLD workforce of paid staff and volunteers in youth work, adult learning and community capacity building are skilled, competent and ethical – working in a way which reflects a core set of values (see fig.1).

What is CLD?

CLD is a field of professional practice that enables people to identify their own individual and collective goals, to engage in learning and take action to bring about change for themselves and their communities. CLD uses a range of formal and informal methods of learning and social development with individuals and groups in their communities. CLD programmes and activities are developed in dialogue with communities and participants, working particularly with those excluded from participation in the decisions and processes that shape their lives. (CLD Standards Council for Scotland: What is Community Learning and Development (CLD)? | CLD Standards Council for Scotland)

CLD **'plays a central part in ensuring individuals, families and communities across Scotland reach their potential through lifelong learning, mutual self-help and community organisation - and that the available support and opportunities are community-led, built around people's aspirations.'**

In the Scottish Borders, CLD activity is supported, planned and improved through a multi-agency partnership. This CLD Strategic Partnership, with the education authority as the lead partner, is required by statute [*The Requirements for Community Learning and Development (Scotland) Regulations 2013*] to "identify the CLD needs of target individuals and groups within the local authority area" and they must "publish plans every 3 years containing information about the provision of community learning and development". This Plan sets out these needs, the provision of CLD activity, and our intentions for the next three years, 2021-24 – and will focus this planning within the context of community and personal recovery from the impacts of Covid-19.

CLD Values: Self-determination, Inclusion, Empowerment, Working Collaboratively, Promotion of learning as a lifelong activity

CLD and Regional and National Policy

This CLD Strategic Partnership Plan for 2021-24 sits within a regional strategic context which includes our Scottish Borders Community Planning Partnership, the local authority Strategic and Corporate Plan, our integrated Children and Young People's Services Plan 2021-23, and our regional employment and skills
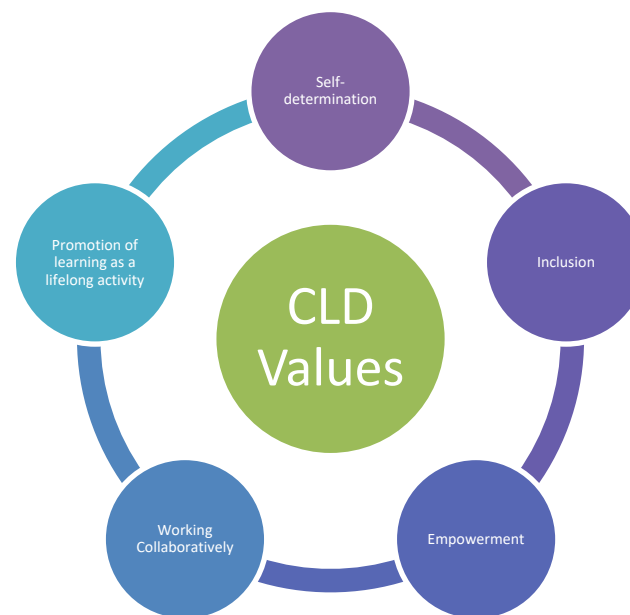
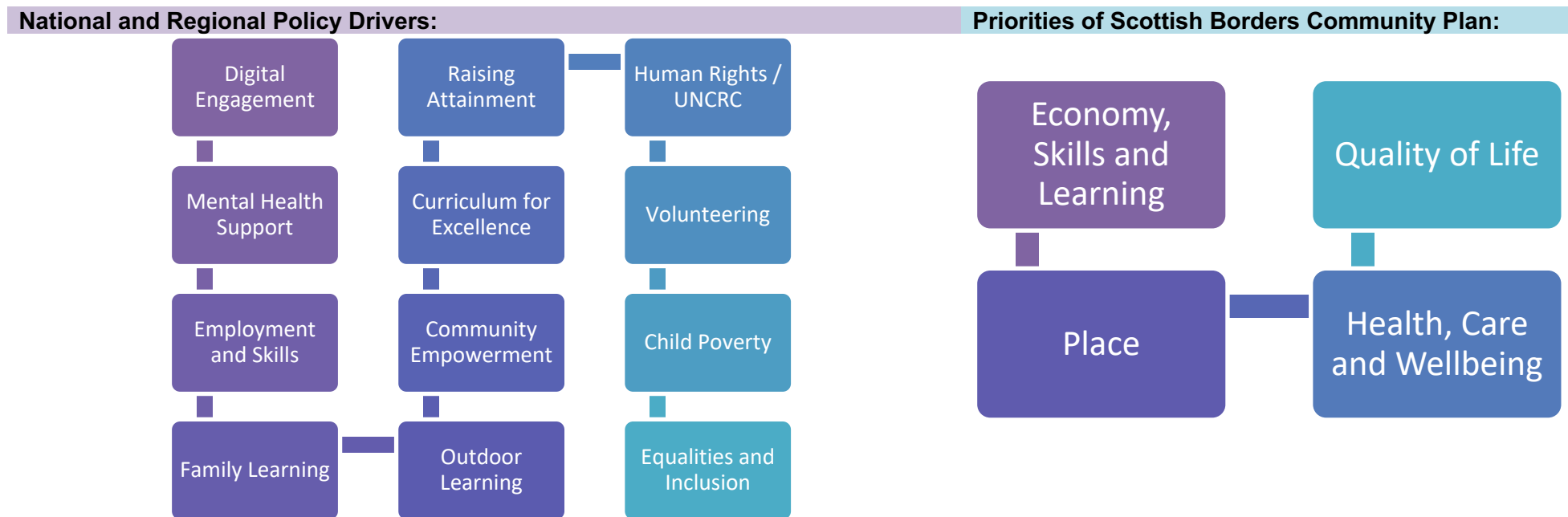partnership. Alongside this the Scottish Borders plays a collaborative role within the South East Improvement Collaborative (SEIC), and the South of Scotland Regional Economic Partnership, Borderlands and the City-Region Deal. This Plan seeks to recognise these drivers of strategic planning and governance, without restating them, and instead intends to recognise the unique CLD contribution to our many shared agendas for improving outcomes for learners and communities in the Scottish Borders.

CLD's contribution to the national and regional policy drivers is established – and includes but is not limited to the areas identified in Figure 2.

National and Regional Policy Drivers: **Priorities of Scottish Borders Community Plan:**

Digital Engagement	Raising Attainment	Human Rights / UNCRC
Mental Health Support	Curriculum for Excellence	Volunteering
Employment and Skills	Community Empowerment	Child Poverty
Family Learning	Outdoor Learning	Equalities and Inclusion

| Economy, Skills and Learning | Quality of Life |
| Place | Health, Care and Wellbeing |

Regional and National Policy Drivers for CLD provision (Figure 2.)

We have developed this plan through 2021 at which time the Scottish Government and its national partners and agencies are developing national strategies for youth work and adult learning. The Scottish Government's Programme for Government commits to a national Lifelong Learning Framework. It is anticipated that our Scottish Borders plan will flex and respond to these national strategies in the later years of this plan. However, we approach this current plan from the outset with a clear commitment to learning which is inclusive to all, lifelong, life-wide, and person centred.

Who provides CLD?

In the Scottish Borders, CLD activity is undertaken in a wide range of settings, and the competencies of the skilled workforce are utilised by staff and volunteers in a range of organisations across the public and third sector. Most evidently this includes the local authority Community Learning and

Development Service (Youth Learning and Adult Learning Teams), community capacity builders, third sector youth workers, school-based youth workers, community development workers, adult educators, and community health improvement specialists. Collectively this workforce and the organisations who enable them are furthering the national **Outcomes Framework for Youth Work, Adult Learning and Community Development** (Figure 3.)

General Themes	Youth Work	Adult Learning	Community Development
Confidence, Resilience and Optimism	Young people are confident, resilient and optimistic for the future	Adult learners are confident, resilient and optimistic for the future	Communities are confident, resilient and optimistic for the future
Relationships, Networks and Connections	Young people manage personal, social and formal relationships	Adult learners develop positive networks and social connections.	Communities manage links within communities and other communities and networks
Applied Learning and Skills	Young people create, describe and apply their learning and skills.	Adult learners apply their skills, knowledge and understanding across the four areas of life.	Community members identify their capacities, learning and skills, enhance the and apply them to their own issues
Participation, Inclusion and Equality	Young people participate safely and effectively in groups	Adult learners participate equally, inclusively and effectively	Community members form and participate equally, inclusively and effectively in accountable groups
Decision Making	Young people consider risk, make reasoned decisions and take control.	Adult learners are equipped to meet key challenges and transitions in their lives.	Communities consider risk, make reasoned decisions and take control of agendas
Empowerment and Social Responsibility	Young people express their voice and demonstrate social commitment	Adult learners express their voices, co-design their learning and influence local and national policy	Communities express their voice and demonstrate commitment to social justice and action to achieve it
Positive Experiences and Reflections	Young people's perspectives are broadened through new experiences and thinking	Adult learners critically reflect on their experiences and make positive changes for themselves and their communities	Community members' perspectives are broadened through new and diverse experiences and connections.

CLD Outcomes (Figure 3.)

The Scottish Borders CLD Strategic Partnership and Achievements 2018-21

The Scottish Borders CLD Strategic Partnership (hereafter known as the Partnership) creates a forum for leadership and strategic development for organisations engaged in the provision or development of CLD activity. The Partnership is convened quarterly under the stewardship of the local authority CLD Service but with multi-agency membership including:

Public Sector	Third Sector
Scottish Borders Council	YouthBorders

NHS Borders	Live Borders
Borders College	Borders Third Sector Interface
Skills Development Scotland	The Bridge
Department of Work and Pensions (DWP)	Berwickshire Association of Voluntary Services
Registered Social Landlords (RSL) Forum	Volunteer Centre Borders
Scottish Fire and Rescue	Scottish Borders Social Enterprise Chamber

Working as partners with schools, our college, third sector organisations and our community planning partners the Partnership has responsibility to ensure our CLD services and activities are both adequate and efficient. It is the collective effort, energies, skills and knowledge of this Partnership and the workforce, communities and organisations that they represent that will drive forward this plan, utilising existing resources to add value through collaborative and joint working.

The Partnership is maturing, and its previous successes and achievements in our previous Plan 2018-21 are evident.

Youth Work	Adult and Family Learning	Community Development
A regional stakeholder event in 2019 co-hosted by YouthBorders and SBC CLDS informed the development of the forthcoming National Youth Work Strategy. Accredited learning for young people via youth awards is delivered in partnership by SBC CLDS, YouthBorders, Youth Scotland and involves a broad range of youth work organisations in all localities. Our third sector youth work workforce is supported by quality training and professional learning through YouthBorders. In 2019/20: 24 sessions – 252 attendees In 2020/21: 25 sessions – 261 attendees Youth Work VQ is approved for delivery by Borders College to support Youth Work apprenticeships.	Adult Learners and practitioners have contributed to the development of the National Adult Learning Strategy through online surveys, attendance at events and consultation exercises. Adult learner consultation, surveys and events in 2018, 2019 and 2020 gathered feedback which has been used to influence delivery of the CLD service's learning programmes. Parent Voice members in Galashiels have contributed to the implementation of SBC's Partnership with Parents Framework across schools and early years settings. The achievement of Adult Learners was recognised and celebrated through the annual Scottish Borders Adult Learners Awards in 2019 and 2020. A total of 44	There are Nine Mens' Sheds in the Scottish Borders in Eyemouth, Duns, Coldstream, Lauderdale, Kelso, Galashiels, Hawick, Jedburgh and Peebles. All fully operational sheds have workshops with a range of equipment, tools and materials, workbenches and storage space. There are also spaces to relax with a cuppa. The sheds played a key role making and supplying PPE in the early stages of the pandemic. The Bridge and the Federations of Village and Community Halls produced the Village Halls Handbook for the Scottish Borders (June 2020), with guidance now reflecting covid-19 safe working. Concerned about the impact of the pandemic on Third Sector organisations, BAVS secured funding to cover the costs of support intervention to Third Sector leaders. The

Strategically community-based universal youth work is commissioned via the Children and Young People's Leadership Group using an established locality model: the Scottish Borders Youth Work Partnership. This same Partnership has delivered early intervention wellbeing support through community based youth work, funded by NLCF, in the Stepping Stones project since 2018.

Third Sector Youth Work in the Scottish Borders has been consistently recognised by the National Youth Work Awards. With winners and finalists in categories such as Equality and Diversity; Arts & Creativity; Youth Justice & Prevention.

Young people's achievements, volunteering efforts, and resilience during Covid-19 was recognised by the 2020 Inspire Awards delivered in partnership by Volunteer Centre Borders, YouthBorders and SBC CLDS.

The Scottish Borders Youth Work Partnership, led by YouthBorders, in partnership with CLD secured investment from the Youth Work Education Recovery Fund for targeted youth work interventions during spring, summer and autumn 2021 for young people most disadvantaged by the impacts of Covid-19.

individuals and 14 groups (63 individuals) were nominated.

The Border Older People's Partnership (BOPP) has been established, bringing together older people and service providers to share information, experience and plan together. During Covid-19, BOPP planned and carried out a survey of 487 people over 60yrs, to understand their experience of the pandemic. Volunteers were trained to conduct interviews by phone as well as using an online survey.

Multi-agency Early Years Summer programmes supported families in Burnfoot, Eyemouth, Langlee and Selkirk to engage children and families in health improving activities including good food sessions, physical activity and family learning opportunities. The programmes gained sponsorship to provide free lunches and snacks in 2019 and attendance increased to 145 families attended in 2019. This included 35 invited families.

Borders College continued to offer a community and open learning programme across the Borders, alongside specific programmes aimed at increasing employability and creating gateways to career pathways. The development of the Digital hub and spoke model is facilitating digital learning in rural areas.

Virtual Action Learning sets provided coaching facilitation to more than 15 Third Sector leaders across the Scottish Borders.

BAVS started the What Wheelie Matters project in October 2020, looking sustainable transport solutions in the Scottish Borders. The Borders Community Transport Service have been working closely with Scottish Borders Council and NHS passenger transport discussing transport provisions and contracts.

BAVS obtained two years' funding from the National Lottery for the About Berwickshire project, which aims to create community capacity as a recovery plan to re-build community life.

Borders Third Sector Interface (TSI) partners produced a Borders Third sector survey and have recruited the first Communications Officer for the Borders TSI. Collectively, the 4 partner organisations worked to re-brand the Borders TSI with a new logo, the launch of the Borders TSI newsletter and a new Borders TSI website: https://borderstsi.org.uk/. TSI Forums were re-established prior to the 1st lockdown.

Borders Community Transport Service BCTS delivered a collective 31,358 client journeys through the voluntary contribution of 60 volunteer drivers (2018/19). The Partnership Flow Centre has facilitated a significant increase in shared journeys and a reduction to near zero for declined journeys, as well as enabling closer working with Scottish Fire and Rescue Service and others.

		A LEADER funded post (BAVS/ The Bridge) supported Community Development Trusts. Locally the CLD Strategic Partnership has been supported by CLD Learning Community Partnerships and during the Covid-19 pandemic by the establishment of Community Assistance Hubs (CAHs). Local Area Partnerships also play a significant role in the democratic engagement of communities in the Scottish Borders. Working groups have recently been established to further support engagement of local people in decision making including in the assessment of community funds.
Covid-19 Response		

Volunteer and community group response to pandemic: in many communities the infrastructure to support volunteer activity was already in place enabling groups to recruit, train and co-ordinate volunteering to meet basic needs and support community well-being. Volunteer Centre Borders (VCB) put out a call for volunteers in the early stages of the pandemic. In total 605 individuals responded: 204 from Eildon; 158 from Tweeddale; 79 from Berwickshire; 60 from Teviot & Tweeddale and 104 from Cheviot. Ongoing dialogue between volunteers, third sector and public sector is helping improve well-being outcomes within the community.

Community Assistance Hubs (CAHs) and development of locality approach: collaboration with partners and flexible operating models were key in being able to co-ordinate support through the CAHs. The intention is to work with communities to develop and improve the model which will in turn inform our Community and Locality Plans.

Digital inclusion: Borders College provided 550 additional laptops and 60 dongles to enable students to undertake online study. Every student of the college was offered a device if they needed one. Third sector youth work organisations provided online youth work delivery throughout the pandemic, adapting delivery models and continuing to be responsive to the needs and interests of young people. This included the provision of devices, financial support for data packages, and online safety information to young people and their families. CLD Partners have been involved in the operationalisation of Connecting Scotland.

Third Sector Support: Borders TSI and YouthBorders provided trusted information and support to changing guidance for community groups and organisations. Where appropriate these organisations have sought to inform and influence national and regional decision-making and approaches to covid-19 response and recovery.

The Bridge conducted four surveys of community groups and organisations which they used to inform their offer of capacity building support. Borders TSI continue to issue guidance for halls re-opening, providing posters and risk assessment templates. They supported local groups and organisations with microgrants to 48 projects and community groups. All village halls were supported to apply for a temporary closure fund. Over 90 village halls in Scottish Borders were supported by The Bridge and BAVS to get Scottish Government Covid-19 Small Business Grants of £10K, with a number of halls receiving a grant of £25K.

Berwickshire Association of Voluntary Services (BAVS) worked closely with Health and Social Care teams as part of the Community Assistance Hubs, maintaining an up to date database of local services. Community transport was used to provide meals deliveries, medication collections, shopping delivery services to the most vulnerable all free of charge. Charity shops contributed by making donations to those most in need. 62 grants totalling £60k were distributed in microgrants to 42 projects. 2,500 welfare calls were made to the most vulnerable in our communities, offering assistance when needed and reassurance. BAVS used Supporting Communities Fund to set up a dedicated support service for Berwickshire's 27 village halls, to help them plan to re-open safely and risk assess their activities. All village halls were supported to apply for temporary closure fund. Over 20 village halls in Berwickshire were supported to get Scottish Government Covid-19 Small Business Grants of £10K, with four halls received a grant of £25K.

YouthBorders weekly membership e-bulletin keeps third sector youth organisations informed of Covid-19 and is supported by a dedicated Padlet resource alongside 1:1 risk assessment and pre-opening support. Policy templates for digital youth work, covid-19 procedures, and pre-opening risks checklists were developed for member groups. Wellbeing Packs were prepared for 40 youth clubs and groups to support youth workers, volunteers and young people. Funding was made available to support membership fees and insurance for grassroot and volunteer led youth clubs and groups. Training for outdoor youth work delivery was provided. The managers of seven locality community-based youth work organisations were supported with fortnightly peer support sessions; and additional membership network events were convened to support leaders of youth organisations during unprecedented times. Advocacy for access to community buildings for youth work activities was also undertaken on behalf of specific members within the network.

Case Study: Connecting Scotland

In 2020/21 834 individuals benefited from digital devices distributed through the Connecting Scotland programme. Where needed, digital champions supported individuals to set up, get connected and develop the skills to access digital learning and services.

"Yesterday we had the most amazing day giving out i-pads and a Chromebook to current and former Tweeddale Youth Action members now living independently in Galashiels. With so many opportunities only available online, access to devices like tablets and laptops are essential for completing college work, applying for jobs and in a couple of cases yesterday, writing business plans. It's perhaps unsurprising to hear that doing this on a mobile phone with limited data excludes young people who most need support from accessing the opportunities that will help them move forward. Huge thanks to Scottish Borders Social Enterprise Chamber for supplying these devices funded by Connecting Scotland and the Online Learning Centre; this really will make a whole world of difference!!"

Dave Hodson, Locality Manager, Tweeddale Youth Action.

Community Profile Summary (see detail in Appendix 2)

Population **115,510**	**1,827** square miles	SIMD Scottish Index of Multiple Deprivation	**9 (6%)** of the 143 data zones in the Scottish Borders are part of the **20% most deprived** data zones in Scotland.	**Income**	**8 (6%)** of the 143 data zones in the Scottish Borders are in the **20% most income deprived** data zones in Scotland.
700 people of non-working age for every **1,000** of working age	**48.1%** of the population live in **rural areas**	**Employment**	**10 (7%)** data zones in the Scottish Borders are in the **20% most employment deprived** data zones in Scotland..	**Education**	**8 (6%)** data zones in the Scottish Borders are in the **20% most education deprived** data zones in Scotland..
Volunteering rates were high (pre-covid): 36% of adults provided unpaid help to organisations or groups	Areas potentially needing most support to recover from Covid-19: **Burnfoot, Langlee, Coldstream and Area, Jedburgh, Hawick Central and Hawick North**	**Health**	**9 (6%)** data zones in the Scottish Borders are in **the 20% most health deprived** data zones in Scotland..	**Access to Services**	**46 (32%)** data zones in the Scottish Borders are in the **20% most geographically access deprived** data zones in Scotland..
97% of residents rate Scottish Borders as a **very/fairly good place to live**	**Loneliness was reported less** than across Scotland (pre-covid)	**Crime**	**20 (14%)** data zones in the Scottish Borders are in the **20% most crime deprived** data zones in Scotland.**.**	**Housing**	**3 (2%)** data zones in the Scottish Borders are in the **20% most housing deprived** data zones in Scotland..

Section 2: Aims and Objectives

Aim

The Scottish Borders CLD Strategic Partnership aims to improve outcomes for learners and communities through the provision of coordinated, collaborative and targeted CLD interventions.

Objectives

1. To reduce inequalities in our communities through the provision of early intervention and prevention activities which are life-wide, life-long and centred on the needs and aspirations of our learners and communities.
2. To support a CLD sector which is resilient and sustainable as it recovers from the impacts of Covid-19
3. To develop our CLD workforce and partnership activity to increase collaboration and recognition within and between agencies and services.

Improvement priorities

Supporting Objective 1: we will improve outcomes for targeted individual and groups through focusing our resource in the following priority areas:

1. Creating additional opportunities and support for learning, employability and creating local wealth.
2. Protecting and improving health and wellbeing outcomes for young people, adults and families
3. Addressing digital poverty, ensuring learners have the necessary tools, skills and support to access digital learning and services.

Our intentions to support this improvement priority are set out in **Section 3** of this Plan. These intentions are informed by established national evidence that outcomes can be improved through the provision of community-based adult learning, youth work and ESOL (English for Speakers of Other Language) across the Scottish Borders area. A feature of each of these improvement priorities will be providing and supporting opportunities for volunteering, which is key to "creating a more successful country with opportunities for all of Scotland to flourish through increased wellbeing, and sustainable and inclusive economic growth" (Volunteering for All National Framework, 2019).

Supporting Objectives 2 and 3: we will improve the way that we work as a Partnership in the following priority areas:

4. Understanding the impact of Covid-19 and Covid-19 recovery planning on the CLD sector and on the individuals and communities that are our partners in learning and development.
5. Involving learners and communities in the design, delivery, evaluation and improvement of our CLD activity; ensuring that this is meaningful and supports learning and development of individuals and communities; striving towards co-production.
6. Our Workforce will be skilled, supported, empowered to plan, delivery and evaluate quality CLD activities and interventions.

Our intentions to support this improvement priority are set out in **Section 4** of this Plan. These intentions are focused on individuals and organisations (our volunteer and paid workforce / our sector) who provide community-based adult learning, youth work and ESOL across the Scottish Borders area.

Why these priorities?

Our priorities are informed by data, our understanding of our community profile, and the depth of experience of all Partners. Covid-19 has had a disproportionate impact on those living in deprived communities and the Scottish Borders Covid-19 Recovery Index informs the identification of our priority communities. We recognise that the CLD sector and Partnership members need to recover and prepare for the future. Going forward, the Partnership will further involve practitioners, learners and communities in reviewing the impacts of the pandemic and future planning for CLD.

Who will benefit?

The Partnership recognises that CLD activity can support, enable and empower learners and communities to fully realise their potential. We also recognise the important preventative role that universal provision, such as community-based youth work, can have on achieving positive outcomes and impact. However, our Partnership must direct our collective resources and energies in a targeted manner, informed by data, local insight and learner voice and experience.

The intentions of this plan will benefit:

- Young people, most impacted by Covid-19, with a particular focus on supporting positive transitions in a broad range of contexts
- Adults of all ages, most impacted by Covid-19, with a particular focus on those most at risk of isolation or experiencing multiple disadvantage
- Geographic communities – most impacted by Covid-19 as identified in the Scottish Borders Covid-19 Index.

Governance

The CLD Strategic Partnership meets quarterly, with the Plan being instrumental to agenda setting and reporting. The lead agency for the Partnership is Scottish Borders Council and the Plan is within the remit of the Director for Children, Young People, Engagement and Inclusion who has a portfolio which includes reducing inequalities through education interventions, youth work, adult learning, learning communities and integrated services.

The Partnership and its plan utilise the quality improvement framework: How Good is our Community Learning and Development? The Partnership and its Plan is subject to Education Scotland scrutiny through annual engagement with HMIe and a three-year inspection cycle.

To be developed within the life of this Plan is the establishment of a Regional Youth Workers Forum; and a mechanism for Learner Voice.

The Partnership is represented on the South East Improvement Collaborative (SEIC) for education by the Partnership Chair, who shares this role with the CLD Manager for Midlothian Council. YouthBorders and Scottish Borders CLD service are members of the South East and Central CLD CPD Consortium which aims to upskill the CLD workforce across the region. As the SEIC boundary is not co-terminus with the regional Consortium, Scottish Borders is represented, along with Fife, Mid and East Lothian, on a SEIC CLD Network.

Scottish Borders Community Planning Partnership

CLD Strategic Partnership

How Good is our CLD?

SEIC

Regional Youth Workers Forum (to be developed in 2021-24)

Learner Voice (to be developed in 2021-24)

South East CLD Consortium

How will we know the partnership is making a difference?

- The Partnership will use data, insight, and self-evaluation to report on progress against our Improvement Priorities every 6 months. This will include monitoring our progress for all learners and communities reflecting principles of equity, inclusion, rights and equality.
- Learner Voice will be further developed during the lifetime of this Plan and learner experience will be instrumental to our planning, delivery and resource decisions.
- Professional reflection and supported self-evaluation by the CLD workforce using the quality improvement framework: HGIOCLD
- HMIE, including annual engagement between the local authority and HMIE
- Practice sharing in team 'South of Scotland' and through SEIC and the SE CLD CPD Consortium.
- Review of research findings and best practice across Scotland and beyond

The information gathered through the evaluation processes above will be used to inform the Partnership's annual evaluation and improvement planning cycle.

LOOKING INWARDS: knowing ourselves inside out through effective self-evaluation

LOOKING OUTWARDS: learning from what happens elsewhere to challenge our own thinking

LOOKING FORWARDS: exploring what the future might hold for today's learners and planning how to get there

Plan

Do

Review

Improve

Section 3: Improving outcomes for targeted individuals and groups

1. **Creating additional opportunities and support for learning, employability and creating local wealth.**

> ## We know this is important to our communities because …
>
> - The Participation Rate in education, training or employment for 16-17yr olds is 96.1%, higher than the Scottish average of 95.7%. For Langlee and Burnfoot the rate drops below 85%.(SDS Monthly Participation Measure) It is important to our Partnership to reduce inequalities. We are mindful of emerging new groups in Scottish Borders who may require additional support to access learning and/or gain employment such as refugees, unaccompanied asylum seekers and our Gypsy/Traveller community. We note the implementation of concessionary travel to be introduced for young people aged 5-22 years in January 2022 and will review the impact of this in Scottish Borders.
>
> **Learning opportunities**
> - 84% of adult learners (n=58) surveyed in Oct 2020 wanted to re-engage with learning. Learners wanted to learn about building confidence and personal development (55%), supporting mental health and dealing with emotions (50%), getting qualifications (47%), reading, writing, talking and listening (41%) child development and positive family relationships (41%), maths (29%), finding and keeping a job (24%), money, debt and budgeting (21%) (CLDS survey of adult learners Sep 2020).
> - Some learners face barriers to successful learning: Borders College report that LGBTI students consistently have lower success rates than those who describe themselves as heterosexual; young students (16-19yrs) are least likely to be successful across all age groups (although rates are improving year on year); students who have declared one disability are less likely to be successful. However, students declaring multiple disabilities are more likely to be successful (likely due to wrap around learning support); students declaring only mental health as a disability are less likely to be successful than those with declaring mental health issues along with one or more other disabilities.
> - Youth work contributes to preventing learning loss by maintaining young people's skills, motivation and engagement with education in holiday periods. 80% of young people who participated in a 2020 pilot programme exploring youth work, food insecurity and learning loss were "looking forward to returning to school[1]; whilst 96% has learned how to work with others; to be more confident (94%); learned how to ask for help (87%) "
>
> **Employability**
> **Rurality:**
> - 100 Department of Work and Pensions customers stated that lack of public transport had prevented them from applying or taking up a job. (34%) (Travel Survey of Universal Credit Customers in the Scottish Borders, DWP 2020)

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[1] Food insecurity pilot demonstrates youth work benefits in tackling learning loss (youthlinkscotland.org)

- Young people who participated in SBC's Transport Consultation identified that accessing part time jobs in other areas is difficult due to the routes of local bus services and roads being too dangerous to cycle. Their highest priority in a bus service is price followed by more regular services.
- The percentage of employed people in remote rural areas who have a second job (8%) is more than double that of employed people in in the rest of Scotland (3%). A higher proportion of employed people in rural areas are 'homeworkers' compared to the rest of Scotland. This is the case for both women and men. (Rural Scotland Key Facts 2021 - gov.scot (www.gov.scot)

Employment Deprivation:
- TD1 and TD9 postcodes had the highest number of claimants aged 16-24yrs in May 2021, 199 and 222 respectively (Scottish Borders Claimant Distribution)
- Langlee and Burnfoot were the two intermediate zones with the highest number of people of working age identified as employment deprived in 2018 (Picture of Poverty 2021)

Impact of Covid-19:
- Across all age groups the Scottish Borders had a **higher change in count of Out-of-Work claimants** compared to Scotland Dec 2019- Dec 20 Source: NOMIS/ONS
- In December 2020, the Scottish Borders had a **higher proportion of population aged 18-24 claiming Out-of-Work benefits** compared to Scotland.
- Between December 2019 and December 2020 there was a **112% increase in the number of women claiming Out-of-Work benefits** in the Scottish Borders, higher than the increase for men in the Scottish Borders (88%) and for both men (86%) and women (88%) in Scotland.
- Four intermediate zones are identified as having higher numbers of **employees in Covid-19 vulnerable industries** (2018): Chirnside and area, Cheviot East, Cheviot West and Hawick North. (Picture of Poverty 2021)

Regional Skills Assessment for the Scottish Borders (Skills Development Scotland, July 2021) reported:
- The number of **Universal Credit claimants** in the Scottish Borders continued to **increase by 9%** (700) from 7,900 in May 2020 to 8,600 in May 2021.
- **3,300** jobs **furloughed** in the Scottish Borders (May 2021), accounting for 1.7% of Scotland's furloughed workforce.
- The SDS Partnership Action for Continuing Employment (PACE) aims to help minimise the impact for people and businesses facing redundancy. During 2020/21 **PACE** has engaged with **881** individuals and **19** employers, an increase of 395% and 58% on 2019/20.

Creating local wealth

Low wages:
- The Annual Survey of Hours and Earnings produced by ONS and published on NOMIS[2] contains information on wages. The median gross weekly pay (workplace based) for full time workers in the Scottish Borders has consistently been below the level for Scotland (83% between 2002 and 2020).

Income deprivation:

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[2] https://www.nomisweb.co.uk/

- Langlee and Burnfoot were the most income deprived intermediate zones in in Scottish Borders in 2018 *((Picture of Poverty 2021)*

Volunteering:
- Volunteering participation in Scotland has increased by 26% due to COVID-19 (from 48% to 74%). Befriending (68%), food shopping (57%) and helping with household tasks (30%) have the highest volunteering participation. Compared to the Scottish Household Survey 2018 data, all types of volunteering are expected to be higher after the COVID-19 crisis is over. (Volunteer Scotland, July 2020)

<u>Right-based practice</u>
The United Nations Convention on the Rights of Child affords children and young people the right to access education to the highest level possible and learning experiences which further develop their mind, body and talents – youth work and informal learning is recognised as a key contributor to the education of young people to reach their full potential. All children and young people have the right to an adequate standard of living (article 27) and to benefit from social security (article 26) – our CLD activity should seek to maximise income, deliver free and inclusive opportunities, and further develop our local economies and community wealth.

What has been achieved 2018-21
- 805 young people and 963 adults took part in community-based learning delivered by the CLD service during 2018-21. Of these, 275 (34%) young people and 172 (18%) adults increased their employability.
- Borders College supported 484 learners through commercial short courses and certificated part time courses from August 2020 – May 2021. This included subjects such as Elementary Food Hygiene, Customer Service, Higher and National Qualifications, Data Science and Data Citizenship. For the year 2020/21 308 new apprentices started. 34 of these were in response to the Apprentice Employer Grant as part of the Young Persons Guarantee.
- An estimated 5000 young people engage with third sector youth work each year in the Scottish Borders, these organisations provide community-based youth work, targeted support and interventions, and thematic and issue-based activities. This includes rural youth clubs, youth arts, environmental projects, equalities work, mental health support, befriending, young carers, and employability work.
- Switch to offering online and blended learning opportunities by CLD learning providers during Covid-19. This included blended approaches to youth work delivery including online zoom cooking, use of Discord for group work, 1:1 intervention, and online community arts sessions.
- Borders Learning, Skills and Employability Partnership has restructured to create a multi-agency approach to planning and evaluating the use of significant new and existing funding streams to support young people and adults' employability
- Third sector organisations have participated in the Community Job Scotland scheme to provide supported employment to young people – this includes the creation of jobs within several youth organisations including Tweeddale Youth Action, Rowland's (Selkirk), and Cheviot Youth.
- Third Sector Employability Programmes – Works+; Eat, Sleep Rides; Branching Out are providing CLD provision which supports preparation for employment and transition to independence. ReTweed provide routes into employment. Newcastleton & District Community Trust facilitated a Women's Enterprise Scotland Business Course designed for women.

What this means for CLD practice …

Partnership actions need to address inequalities by targeting those individuals and communities facing multiple disadvantage. When designing learning opportunities, these must be "*clearly based on identified learner needs, priorities and aspirations…informed and developed in discussion with learners and communities….opportunities for achievement and progression are well planned and integral to the learning offer*" (How Good is Our Community Learning and Development 4)

To develop employability, learning opportunities must be aligned to evidenced local priorities. Educational guidance will support learners to make informed choices that meet their individual needs, ranging from developing broader meta-skills (for those further from the job market) through to practical skills such as driving a tractor or moving and handling (for those who are job ready). Learning pathways will be clear, offer flexible routes to achievement and support learners to progress towards longer term careers in growth sectors. Partnership working will support an aspirational culture for young people and their families and encourage thinking differently about working in growth sectors, including yet to be created opportunities in the green economy.

The priority actions we will undertake are:

1. Develop a local community based employability offer for adults, initially targeting those communities identified through the Covid-19 vulnerability index (Hawick, Jedburgh, Galashiels, Selkirk, Coldstream and area)
2. Link to, and expand, the Department of Work and Pensions (DWP) Youth Hub model to include multi-agency partners, targeting those geographic communities identified by regional data and local intelligence
3. Develop a coordinated approach to provide earlier intervention and a continuum of employability support for young people 14-24 years, involving all key partners and including provision which supports the increased use of the Youth Work Skills Framework
4. Develop our Partnership understanding of the CLD role in creating local wealth

CLD Outcome	Unique CLD Partnership action	Who will be involved	Measure	Reporting
Adult learners apply their skills, knowledge and understanding across the four areas of life	1. 1 Develop a partnership community based employability offer for adults, initially targeting those communities identified through the Covid-19 vulnerability index	Borders Learning, Skills and Employability Partnership (adults) , Community Assistance Hubs, Learning Community Partnerships. **CLDS lead.**	Number of adults who report increased employability	Six monthly report to CLD Strategic Partnership

Adults are confident, resilient and optimistic for the future			Number of adults who build their confidence and self-esteem through volunteering	Six monthly report to CLD Strategic Partnership
Young people create, describe and apply their learning and skills Young people are confident, resilient and optimistic for the future	1.2 Link to, and expand, the DWP Youth Hub model to include multi-agency partners, targeting those geographic communities identified by regional data and local intelligence	**DWP (lead),** Scottish Borders Social Enterprise Chamber, Borders Learning, Skills and Employability Partnership (young people)	Number of young people participating (SDS Participation measure)	Six monthly report to CLD Strategic Partnership
Young people create, describe and apply their learning and skills	1.3 Develop a co-ordinated approach to provide earlier intervention and a continuum of employability support for young people 14-24 years, involving key partners and including provision which supports the increased use of the Youth Work Skills Framework	Borders Learning, Skills and Employability Partnership (young people), SDS, CLDS, Schools, DYW, Third Sector Youth Work, Volunteer Centre Borders, **lead tbc**	Number of young people participating (SDS Participation measure) Number of youth work/youth learning opportunities provided by partners with an early intervention employability focus.	Six monthly report to CLD Strategic Partnership
Young people's perspectives are broadened through new experiences and thinking		**YouthBorders (lead),** CLDS	Number of practitioners confident in using the Youth Work Skills Framework	
Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs Communities are confident, resilient and optimistic for the future	1.4 Develop our Partnership understanding of the CLD role in creating local wealth	**CLD Strategic Partners (lead)**, SOSE, SB Economic Strategy partners, anti-poverty strategy partners	Identification of unique CLD contributions with the aim of building capacity and investing in local organisations for longer term sustainability	Six monthly report to CLD Strategic Partnership

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2. **Protecting and improving health and wellbeing outcomes for young people, adults and families**

We know this is important to our communities because …

The [Marmot Report](#)[3] outlines that socio-economic factors (e.g., education, employment, and income) contribute to our health more than individual health behaviours. However, ill-health and premature death disproportionately affects people living in poorer areas, e.g., the rate of mental ill-health and coronary heart disease are higher in more deprived areas in Scotland and people in those areas are more likely to be admitted to hospital with alcohol and/or drug problems compared to the least deprived areas.

Health Inequalities:
The Scottish Government's Chief Statistician has published the Scottish Health Survey 2019, providing information on the health, and factors relating to health, of adults and children in Scotland. This includes the first estimate of the national prevalence of Adverse Childhood Experiences (ACEs) in adults - in 2019, 15% of adults reported having experienced four or more ACEs and those in the most deprived areas were almost twice as likely as those in the least deprived areas to have experienced four or more ACEs. Volunteering can improve individual physical and mental health and well-being. We know that volunteering strengthens social networks and bonds within and between communities and can help to create experiences and connections that lead to better lives. ([Volunteering, Health & Wellbeing, Volunteer Scotland, Dec 2018](#)). [Making it Easy – a Health Literacy Plan for Scotland (2014)](#) set out the ambition for Scotland to be a health-literate society that enables all of us to have the confidence, knowledge, understanding and skills to maintain good health.

Impact of Covid-19:
Young people's views about long-term impacts of COVID-19 on their lives:
When asked if their educational establishment had reopened in a safe way, young people in more affluent areas agreed with this statement more than those in other areas. Young people aged 11 & 12 were most concerned about missing out on learning or having difficulty with online learning. Respondents over 18 also mostly expressed difficulty with learning online, with much more responses for this theme compared to others. Male respondents were substantially more likely to agree that they felt good about their mental health & wellbeing (59%) than female respondents (34%) and respondents who identified as non-binary or in a different way (18%). When asked for any further thoughts on employment, young people who had a long-term illness or disability expressed concern about job security in their industry and the inability/difficulty to find a job slightly more than the other group. Young carers were less likely to agree that they had a good relationship with their family than others (74% of respondents who were young carers compared with 84% who were not. When asked if they were happy to be back to learning in person, BAME respondents were less likely to agree than White respondents.
https://youngscot.net/news-database/demographic-breakdown-lockdownlowdown

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[3] http://www.instituteofhealthequity.org/resources-reports/fair-society-healthy-lives-the-marmot-review

Covid-19 inequalities:
Covid-19 disproportionately affects certain groups but within 2 years and 4 months, more people will die from avoidable causes: suicide, drugs and inequalities than would die from an *unmitigated* Covid pandemic. This is the equivalent of 4 unmitigated Covid pandemics in 10 years (McCartney et al (2020), Scaling COVID-19 against inequalities: should the policy response consistently match the mortality challenge?). People experience healthcare differently and in Scottish Borders the most vulnerable groups have been most affected by Covid.
Universal Credit cases in the Borders have increased from 3,731 in October 19 to 7,899 in October 20 which is an increase of 112%. Even though some of the increases are due to migration from other benefits, it does reflect an increasing number of people relying on benefits. Crisis Grant awards have increased from £47,914 in November 2019 to £76,585 in November 2020. An increase of 37%. Free school meal awards have increased from 1,659 in September 2019 to 2,075 in September 2020 which is an increase of 20%. Six intermediate zones in Scottish Borders are identified in the most vulnerable quintile for Covid-19 Recovery for overall health reasons: Coldstream and area, Kelso South, Langlee, Burnfoot, Hawick Central, Hawick West End. *(*Picture of Poverty 2021)

Mental Health and wellbeing is important to individuals in Borders:
Older People's experiences of lockdown: 487 people over 60yrs responded to a survey by the Borders Older People's Partnership. Of these, over 80% reported lockdown affected their social activity negatively; 54% reported a negative effect on their mental health and emotional wellbeing. The most important things now are: staying safe and having the confidence and support to get back out to activities and see family and friends (52%); having access to buildings and services again (35%) (Understanding Older People's Experience of Lockdown Dec 2020)
Adult learners:
55% of adult learners (n=58) surveyed said they want to learn about building confidence and personal development; 50% want to learn about supporting mental health and dealing with emotions *(*CLDS survey of adult learners Sep 2020*)*.
Supporting men's mental health provides particular challenges:
The recent survey of men's mental health in Scottish Borders found that men were more likely to be engaged in activities which maintained their physical and mental health eg sleeping 6-9hrs, being physically active and eating a balanced diet. Men were less likely to report being engaged with "Be aware", "Belong" or "Enjoy and learn" statements eg being involved in group activities, volunteering to help others. Men wanted to be involved in learning and developing ways to self-manage symptoms and understanding of mental health conditions (Hearing the Voices of Men, 2021)
Eyemouth Whole Systems Approach is one of five early adopter areas in Scotland who are using systems thinking to engage community stakeholders in type 2 diabetes prevention planning. The main aim of this work is to increase healthy weight across the local population with a focus on children and health inequalities through the development of a community led plan. Community stakeholders have identified communications, outdoor activities and family participation and learning as their top priorities
Community Mental Health and Wellbeing Services and Supports Framework is being implemented in the Scottish Borders. This framework is informed by the needs of young people for responsive, flexible and adaptive community services and supports. Mental health and wellbeing is one of four priorities of our regional Children and Young People's Services plan. Our Partnership will be guided by the findings of this review and will work in partnership with the Children and Young People's Leadership Group to ensure that youth work plays a pivotal role in prevention, early intervention and specialist service provision.

Rights based practice:

The United Nations Convention on the Rights of the Child affords every child the right to the best possible health (article 24). This right says that children and young people have the right be both physically and mentally fulfilled. Children and young people also have a right to information about their health. Youth work can be a key provider of activities and information which promotes and supports emotional wellbeing and provides young people with access to trusted and reliable information. A 2018 study of youth work[4] in Scotland found evidence that a high quality informal, voluntary, youth-adult (youth worker) relationship is consistently associated with improvement in adolescent health, academic performance and wider positive development, with trusted adult relationships being explicitly identified by youth as a contributory factor.

What has been achieved 2018-21

- 669 (83%) young people and 786 (82%) adults taking part in community based learning delivered by the SBC CLD service improved their health and wellbeing in 2018-21.
- Programmes delivered in partnership and ongoing and policies strengthened across **Joint Health Improvement** including: The See Me Schools Mental Health Initiative, C-card Scheme, Mental Health in All Policies, Tackling Social Isolation and Loneliness, The Scottish Mental Health Arts Festival -May 2019, Scottish Borders Diversity Week - September 2019, Better Mental Health Communications & Engagement Plan, The After A Suicide Working Group (AASWG), Training & Capacity Building, YouthBorders Health and Wellbeing Development Officer, Wellbeing Service & Resilient Communities Toolkit.
- **Stepping Stones programme built capacity across the community-based youth work sector** to support young people's emotional health and wellbeing, led by the Scottish Borders Youth Work Partnership funded by National Lottery Community Fund. Working to deliver early intervention youth work support to young people aged 10-18 across the Scottish Borders.
- Development of **Money Worries App:** This new App was developed with partners at NHS Borders, Scottish Borders Council, Community Advice Bureau, TD1 Early Steps parents and the Department for Work & Pensions. The App is a digital information directory with four main sections: Health, Money, Housing & Work and a quick links feature for promotions. The App provides access to national and local quality assured information and support and can be downloaded from the Apple App Store or Google Playstore. The App was officially launched on 16/03/21.
- **Good Mood. Good Health. Good Food:** resource pack to help youth workers deliver practical and realistic health and cookery sessions during the Covid-19 lockdown. Created in partnership by Joint Health Improvement Team and YouthBorders. Resource pack produced, electronic circulation to 41 youth groups and 41 physical copies distributed to youth groups in the YouthBorders network.
- **Multi-agency Early Years Summer programmes in 2018 and 2019** supported families in Burnfoot, Eyemouth, Langlee and Selkirk to engage children and families in health improving activities including good food sessions, physical activity and family learning opportunities. 145 families attended in 2019.
- **#BordersWellbeing** is a partnership digital campaign which supports the publication of the Young People's Guide to Mental Health and Wellbeing. The campaign was delivered by a Partnership of Scottish Borders Joint Health Improvement Team (NHS Borders/Scottish Borders Council), YouthBorders, Scottish Borders Youth Voice (CLDS) and national partners Young Scot. The Partnership worked with 18 supporting organisations to widen the reach of the campaign, which took place for 6 weeks Nov/Dec 20. Social Media content from lead partners YB and Scottish Borders Youth Voice reached 21k users; Campaign Microsite had 420 visits;

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[4] impact-of-community-based-universal-youth-work-in-scotland-november-2018.pdf (youthlinkscotland.org)

26 young people received Young Scot Rewards (11 of which were from SIMD 1-4); 45 additional Young Scot Reward Members from Scottish Borders.

- **Freedom to Change event Oct 2019:** delivered by the Alcohol and Drugs Partnership, Scottish Families Affected by Alcohol and Drugs and Galashiels Learning Community Partnership, 59 people took part in the event, supporting the process of engaging with the wider community and beginning to plan changes to improve the lives of families, people who use substances and those in recovery.
- **Scottish Borders Inspire Awards 2020** delivered in partnership by CLDS, Volunteer Centre Borders and YouthBorders. Partners were committed to recognising and celebrating the positive impact and outstanding contributions made by young people in their communities, homes and schools during 2020. 70 Nominations were made to recognise 194 young people. Inspire Awards twitter following grew by 180. Inspire and 20Under20 social campaign to celebrate and recognise young people reached 260K users between October 20 and January 21. Feedback from Judging Panel: "*What I've noticed most is the determination of the young people who have been nominated. Their practical skills are great. They are going out there and doing things…and really showing what they can do by looking at where help is needed*." Feedback from parent of Inspire Award Recipient: "*So lovely that you have still been able to celebrate our young people's achievements despite the circumstances. We have one very happy boy in this house tonight, thanks you*!"
- **A Local Information System for Scotland (ALISS):** Number of registrations by CLD partners increased in all Learning Communities Oct 2018- Aug 2019, reaching the target of 120 records in 4 LCs
- **Berwickshire Housing Association:** have undertaken a range of programmes and approaches to support and enhance emotional wellbeing across Berwickshire, with a focus on creating networks of support. Activities include: Supporting Communities and Covid Recovery Funding https://www.berwickshirehousing.org.uk/news/bha-calculates-social-value-of-community-programmes-during-covid-pandemic/ ; BeWell 18-month **pilot tenancy support service in partnership with Penumbra; BeFriend project** has secured a further 3-years funding from the National Lottery Communities fund to reduce loneliness and isolation for people over the age of 55; 'Let's Get Digital Berwickshire' lending library is well underway with 50 devices purchased and 45 now distributed to people in the community via partner organisations; provided further funding to **Horse Time** to widen access to their Trauma programmes including via local Mental Health Teams; installed a **Breathing Space bench** at Springfield in Duns
- The **Borders Community Capacity Building Project** (BCCBP) has been responsible for a substantial range of developments that have maintained older people's health and inclusion in their communities and transformed the way preventative services are delivered.

What this means for CLD practice …
Inequalities make a huge difference to health outcomes for individuals and communities. CLD partners need to have a shared understanding of health inequalities, and their impact, across the Borders and use this knowledge to underpin planning all our Partnership CLD activity.

The priority actions we will undertake are:
1. Develop a local, community based health and wellbeing offer, to run alongside the employability offer, initially targeting those communities identified through the Covid-19 vulnerability index (Hawick, Jedburgh, Galashiels, Selkirk, Coldstream and area).
2. Contribute to the implementation and evaluation of the Eyemouth Whole Systems Approach to tackling childhood obesity

3. Upskill volunteer and paid staff through roll out of the Mental Health Framework (children and young people) and Mental Health and Suicide Prevention Training Framework (adults) [See workforce development]
4. Develop leaders' understanding of the impact of health inequalities in Scottish Borders [See workforce development]

CLD Outcome	Unique CLD Partnership action	Who will be involved	Measure	Reporting
Young people and adults are confident, resilient and optimistic for the future	2.1 Develop a local, community based health and wellbeing offer	**JHIT, CLDS (joint leads),** Wellbeing College, Health In Mind, Volunteer Centre Borders, Third Sector Youth Work.	Number of young people and adults reporting improved health and wellbeing as a result of taking part	Six monthly report to CLD Strategic Partnership
CLD partners increase their understanding of the impact of a Whole Systems Approach on Health and Wellbeing	2.2 Contribute to the implementation and evaluation of the Eyemouth Whole Systems Approach to tackling childhood obesity	**JHIT (lead),** CLDS, SPLASH.	CLD partners use learning from the approach to inform future health and wellbeing (H&WB) activity	Report to CLD Strategic Partnership

3. **Addressing digital poverty, ensuring learners have the necessary tools, skills and support to access digital learning and services**

We know this is important to our communities because …
Digital literacy has become an essential skill for all in terms of engagement with Scottish Government services, broader citizenship engagement and employment. In addition, the pandemic has highlighted the limited access many people in the most deprived communities have to ICT equipment and connectivity. Addressing digital poverty will be key to building back better. (CLD Standards Council Scotland Engage, Educate, Connect, Empower: CLD, Resilience and Recovery July 2020)
There is a need to develop **skills**:
- 65% of shielding/clinically vulnerable recipients (n =48) of a digital device through the Connecting Scotland Digital Inclusion programme in 2020/21 classed their skill level as beginner; 54% of older people/disabled recipients (n=80) classed their skill level as low.
- 28% of adult learners (n=58) surveyed said that learning basic computer skills was a priority for them; 16% said learning to use the internet was a priority (CLDS survey of adult learners Sep 2020).
There is a need to improve **connectivity**:
- 81.3% of households have home internet access in the Scottish Borders compared to 85% for Scotland in 2018 (Picture of Poverty 2021)
Anecdotally we know that **affordability** is a barrier, particularly amongst more vulnerable individuals:

Scottish Borders Council's Throughcare and Aftercare Team identified 50 young people leaving care requiring a digital device and connectivity through the Connecting Scotland programme. "We are aware of many of these young people going without food and utilities to be in a position to afford devices and connection at present, so their inclusion in this programme would assist them greatly".
Subscription services add costs to monthly household bills. Digital devices are not always suitable to access services eg parents on the Parental Employability Support programme are trying to use mobile phones to apply for jobs and to study online.

Inclusion:
Feedback from CLD providers is highlighting issues around the need for access to multiple devices in households, mitigating risks of dominant individuals controlling access and breaching confidentiality. Adaptive technology needs to be widely understood and available to ensure inclusive use. CLD practitioners need to be knowledgeable and confident to use digital technology to deliver services effectively, whilst managing the balance of risk and safety to all involved. Eildon Housing is piloting community Wi-Fi within its supported housing services due to Wi-Fi being considered essential utility for households. The scheme is to be rolled out further in 2021/22. 72% of Village Halls surveyed have no broadband or internet access (The Bridge Village Hall survey).

Organisation Capacity: Digital and Cyber Security:
There is a need to improve IT infrastructure and data security for organisations. Covid-19 has increase organisational reliance and necessity for digital working. It is important to our Partnership that CLD organisations have the necessary support to be "cyber aware". This requires the building of knowledge, capacity, skills, expertise and resources within organisations or through local networks to exchange experience and develop good and positive practice for organisations of all sizes. 70% of Village Hall respondents reported that they were very/extremely familiar in using digital technology. 29% of community organisations surveyed were seeking advice and support to make better use of digital technology (The Bridge Community Organisations Survey).

What has been achieved 2018-21
CLD practitioners have enhanced their skills knowledge, understanding and confidence to use digital technology for their work and to deliver learning to individuals and communities. 159 hours of professional learning was delivered to CLD practitioners through the STEM Professional Learning (Digital) programme in 2020/21.
Connecting Scotland Digital Inclusion Programme:
Supporting individuals to obtain and use a digital device has been an integral part of CLD practice which enables learning to continue and empowers learners to be in control of their lives.

Programme phase	No of devices awarded
Phase 1 – Shielding & clinically vulnerable group	217 awarded (iPads & Chromebooks)
Phase 2 – Families & Care Leavers	473 (iPads & Chromebooks)
Winter support package – People who are older and/or disabled	144 (iPads only)
Totals	834

A range of organisations in the Borders have been awarded devices, including:

Berwickshire Housing Association	One Step Borders	Ability Borders SCIO
Scottish Borders Housing Association Ltd	Action for Children	Live Borders

Scottish Borders Social Enterprise Chamber C.I.C.	Borders College	Scottish Borders Council
Health in Mind	Alzheimer Scotland	Eildon Housing
Interest Link Borders	Borders Care Voice	

Quotes from Digital Champions:
- *"Today we managed to set up an account for repeat prescriptions with the GP Practice - I hadn't really considered how useful that is if you don't want always to have to ask for help to get a prescription. Another benefit of being connected."*
- *"xxx is now confident with their digital skills so we have moved onto resuming Adult Literacies work, as that had to be abruptly halted with the COVID lockdown. I am supporting her to complete her Communications course and get her qualifications."*
- *"I'm enjoying encouraging learners to explore new opportunities through their iPads. Conversations around what they have learned have been very uplifting. Having these devices has created stronger connections with their family members across the generations in sharing learning around using an iPad, but also enabling contact with family members they have not seen face to face for a long time."*

What this means for CLD practice…

Digital technology can make communication and access to professional learning easier for paid and volunteer staff in CLD. We know that there is work to be done to continue to upskill staff and to harmonise systems. The SEIC CLD Network has identified digital learning as one of the priorities for workforce development across the Network. Digital technology can extend the reach of learning to individuals who previously couldn't access learning. We know that online learning is not the answer for everyone. 34% of adult learners said they would not like to take part in learning online (CLDS survey of adult learners Sep 2020). This is supported by CLD Managers Scotland members who recommend blended learning, based on learner needs, as the way forward (CLD Managers Scotland survey Aug 2020).
Borders College hub and spoke model is facilitating digital learning in rural areas.

Rights-based Practice:
The United Nations Convention on the Rights of the Child affords every child the right to access information from the media (article 17), and the right to privacy (article 16). As we expand digital service provision and take action to promote digital inclusion, we must also be mindful of the rights of children and young people which extend in to online spaces. This includes keeping children and young people safe from harm. The Partnership will work to develop understanding of young people's digital rights[5]: the right to remove; right to know; right to safety and support; right to informed and conscious use; and right to digital literacy.

The priority actions we will undertake are:
1. Support community based learners to access local digital learning opportunities
2. Support community based learners to access and use digital devices through the Connecting Scotland and Connecting Borders programmes
3. Raise awareness of cyber security, online privacy and data protection in community based organisations providing CLD

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[5] Your 5Rights | Digital Rights | Young Scot

4. Continue to upskill volunteer and paid staff to use digital technology effectively [see workforce development]				
CLD Outcome	**Unique CLD Partnership action**	**Who will be involved**	**Measure**	**Reporting**
Young people create, describe and apply their learning and skills Adult learners apply their skills, knowledge and understanding across the four areas of life Community members identify their capacities, learning and skills, enhance them, and apply them to their own issues	3.1 Support community based learners to access local digital learning opportunities	**CLD Strategic Partnership (lead),** YouthBorders members, CLDS, Live Borders, Borders College, TSI members	Number of young people and adults who report increased digital skills	Six monthly report to CLD Strategic Partnership
Young people participate safely and effectively in groups Adult learners participate equally, inclusively and effectively Community members form equally, inclusively and effectively in accountable groups	3.2 Support community based learners to access and use digital devices through the Connecting Scotland and Connecting Borders programmes	**Live Borders (lead)** YouthBorders members, CLDS, TSI members, Borders College	Number of young people and adults accessing a digital device	Six monthly report to CLD Strategic Partnership
Communities are confident, resilience and optimistic for the future Communities consider risk, make reasoned decisions and take control of agendas	3.3 Raise awareness of cyber security, online privacy and data protection in community-based organisations providing CLD	Awaiting outcome of funding application - tbc		

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Section 4: Improving the way we work as a Partnership

4. **Understanding the impact of Covid-19 and Covid-19 recovery planning on the CLD sector and on the individuals and communities that are our partners in learning and development.**

What will we do?

Share local, regional and national data about the impact of Covid-19 and analyse this to develop our Partnership understanding of the impact on disadvantaged individuals and communities in Scottish Borders. We will use the insights gained to plan future actions to mitigate the widening of inequalities during the Covid-19 recovery period. We will continue to share resources, learning and intelligence that sustain flexibility in the CLD sector, allowing us to adapt to rapidly changing circumstances and to meet emerging needs. We aim to be agile and responsive to opportunities which present themselves which will further the objectives of this Plan and which would benefit learners and communities in the Scottish Borders.

Why is this a priority?

The pandemic inevitably presented challenges for Scotland's more vulnerable learners - digital poverty resulted in people being unable to access learning due to a lack of digital awareness, skills, devices or connectivity. In addition, the priorities of some learners changed from learning and development to a focus on health and wellbeing; and accessing essential services such as food, medicine or money advice. CLD workers have been widely recognised as key workers during the pandemic, continuing to engage with young people, families, adult learners and community organisations, particularly in our most disadvantaged communities. The Scottish Government recognise that CLD practitioners will have a vital role to play in rebuilding from the pandemic and responding to the new challenges ahead. The impact of Covid-19 in Scotland, and around the world, reminds us that the role of CLD and empowerment can help people engage in learning in our communities, schools, colleges, third sector and voluntary organisations as we move to recover from the pandemic.

There is an expectation that education authorities will take appropriate steps to:

- Ensure that adequate and efficient CLD support is made available to assist disadvantaged communities to recover from the Covid-19 pandemic;
- Consider the impacts on disadvantaged learners and communities as part of an ongoing assessment and reflect any changes in the planning and review process in 2021-22;
- Embed priorities for recovery and renewal of local CLD services within Local Outcomes Improvement Plans (LOIP) and other relevant local plans. (CLD Plans Guidance Note 2021-24, Scottish Government)

Impact of Covid-19 on individuals in Scottish Borders:

A range of local surveys has been conducted which confirm the negative impact of Covid-19, particularly on those individuals who were disadvantaged prior to the onset of the pandemic. Data has been shared with the Partnership that detail impacts on individuals (see improvement priorities), including: adult learners (CLDS survey of adult learners Sep 2020), older people (Understanding Older People's Experience of Lockdown Dec 2020), men's mental health (Hearing the Voices of Men, 2021), Regional Skills Assessment, Covid-19 Vulnerability Index (Picture of Poverty in the Scottish Borders 2021), data from implementation of the Connecting Scotland Digital Inclusion programme.

The [Social Renewal Advisory Board Listening Event](#) gathered feedback from 12 young people about their experiences during the first lockdown. Experiences were mixed, with some young people enjoying being at home, going for walks, having time with family and speaking to neighbours. For others lack of opportunities, missing friends, poor/no wifi, lack of money and uncertainty about the future characterised the period. Rowland's (Selkirk) a community based youth work organisation conducted a survey with 47 young people - the majority of young people were concerned or slightly concerned about their own physical or mental health four weeks into the Covid-19 lockdown. Many were worried about employment and the likelihood of them being able to get a job as well as the worries of parents losing their jobs and what this would mean for their family overall.

The SBC CLD service's adult learning team report that the majority of learners they have contact with still need support rather than learning and this is confirmed by a drastic fall in the number of adults engaged in learning programmes 2020/21 (60% on 2019/20 and 70% on 2018/19 -last full year).

Anecdotally, through Community Assistance Hubs, organisations report the negative impact on people with disabilities, unpaid carers, older people, young people, people who are socially isolated, seeking, on low income, facing mental health issues, facing barriers such as literacy, language, digital exclusion, domestic abuse.

Impact of Covid-19 on communities in Scottish Borders:
A range of local surveys has been carried out which confirm the impact of Covid-19. Organisations adapted and changed the way they delivered services, with some finding this easier than others. Third Sector organisations were (and continue to be) supported to adapt and change by infrastructure organisations including The Bridge, Berwickshire Association of Voluntary services, Scottish Borders Social Enterprise Chamber, YouthBorders. Staffing and resourcing continues to be challenging across all sectors as businesses and services continue to provide emergency support and plan for / implement Covid recovery. A clear message is emerging about the need for safe access to community venues and social activities. This will require organisations to continue to adapt to meeting uncertain and rapidly changing needs.
Data has been shared with the Partnership that detail impacts on communities, including:
- 132 **community organisations** responded to a [Covid-19 survey issued by The Bridge.](#) The major concerns about the future were continued cancellation of bookings and events (74%) and ongoing closure of recreation and leisure facilities (53%). 41% of organisations were looking for funding to cover loss of income, 38% general advice and 29% advice and support to make better use of technology. The survey indicated a level of resilience in the sector: 50% of organisations had the capacity to respond to Covid-19 and 45% indicated they will suffer significantly but will likely succeed. However 8% indicated they may need to close for good.
- 65 **Village Halls** responded to a [Covid-19 survey from The Bridge](#). The majority (84%) are run entirely by volunteers and were meeting the challenge of installing Covid-19 cleaning stations at entrances (73%), aware of Test and protect data collection duties (80%) and adapting Hall Hire agreements (57%). Many face challenges such as no broadband or internet access (72%) and no recreational land/garden or outdoor space to offer community groups (50%).
- 84 community organisations responded to a [Covid-19 digital survey](#) issued by the Bridge. 80% were already using some digital technology, although 62% wanted to explore digital solutions for delivering their services differently. Just under half were seeking additional resources/support on new ways of working using digital solutions, with the most common ask being information and training on options.

- The [Social Renewal Advisory Board Listening Event](#) report from Scottish Borders recognised the tremendous local community volunteer effort and the positive partnership working that had resulted between volunteer groups and statutory services during the first lockdown. The report also reflected the challenges being faced by unpaid carers at the time.
- YouthBorders experience an 8% growth in membership as community-based youth organisation sought peer support and networking opportunities in unprecedented times.

The Partnership needs to map fully what local data is available about the impact of Covid-19 on disadvantaged individuals and communities, identify gaps and analyse what the collated data tells us about the need for CLD.

Rights-based Practice:
The United Nations Convention on the Rights of the Child affords every child the right that adults should think about the best interests of children and young people when making choices which affect them (article 3). This is particularly important as decision are made and resources allocated at all levels and by all partners in Covid-19 recovery. The interests of children and young people should be respected at all levels of society. Covid-19 has had detrimental impact on childhood, children and young people's education, play, health, standard of living, and family life. The Observatory of Children's Human Rights Scotland conducted an independent Children's Rights Impact Assessment on the response to Covid-19 in Scotland. Our Partnership along with the CYPLG should advocate for the use of Children's Rights and Wellbeing Impact Assessments and Equality Impact Assessments in Covid-19 recovery planning.

How will we know we are making a difference?
Partnership members will have a shared understanding of the impact of Covid-19 on disadvantaged learners and communities which will be reflected in Partnership planning. The Partnership will review progress on the measures for this priority annually, identifying strengths, areas for improvement and developing an action plan. This self-evaluation will be shared with HMIE inspectors during the annual engagement process

CLD Outcome	Unique CLD Partnership action	Who will be involved	Measure	Reporting
Impact of Covid-19 on disadvantaged individuals and communities is understood and acted upon	4.1 Analyse data on the impact of Covid-19 on disadvantaged individuals and communities in the Scottish Borders.	**CLD Strategic Partnership (lead),** Community Planning Partnership	CLD Partnership actions for 2022-24 developed/ amended	Six monthly report to the CLD Strategic Partnership
Communities are confident, resilient and optimistic for the future	4.2 Identify those who have been impacted most by lockdown by sharing data and knowledge gathered and support them to re-engage with	CLD Strategic Partnership **(lead tbc)**	Development of a community profile in each locality Number of learners re-engaging in learning Evaluation of local approaches used	Six monthly report to the CLD Strategic Partnership

	learning through local community approaches			
Adult learners critically reflect on their experiences and make positive changes for themselves and their communities	4.3 Share learning and knowledge and develop a coordinated approach across the Partnership to support committees/ trustees through Covid-19 Recovery	**TSI (lead),** CLD Strategic Partnership, CLDS, YouthBorders	Number of committees / trustees engaged with Number of volunteers supported Development of a model of support used across a range of sectors	Six monthly report to the CLD Strategic Partnership

5. **Involving learners and communities in the design, delivery, evaluation and improvement of our CLD activity; ensuring that this is meaningful and supports learning and development of individuals and communities; striving towards co-production.**

What will we do?
Partnership members will share learning about what works when involving and engaging young people, adults and communities. Partnership members will develop their use of the National Standards of Community Engagement and develop a more coordinated approach to focus effort where it is needed and avoid consultation fatigue.

Why is this a priority?
The Social Renewal Advisory Report (January 2021) contained 20 recommendations, aiming to renew Scotland as we start to emerge from the pandemic. **Communities and Collective Endeavour** is one of three guiding principles in the report "We believe that we need to work together to deliver a fairer society and we need to give more power to people and communities and empower frontline teams."
During 2020/21, disadvantaged communities were among those most affected by the pandemic. The experience of the Community and Partnerships Team (SBC) was that communities across the Borders focussed their resources on supporting the vulnerable in their towns and villages rather than community led activities such as asset transfer and participation requests. In 2019 SBC commissioned the Scottish Community Development Centre (SCDC) to undertake a review of the Area Partnership and Community Fund processes. The final report included recommendations to strengthen implementation of the Community Empowerment (Scotland) Act 2015.
Many organisations and services are involving service users in design, delivery, evaluation, and improvement. Learning from these processes is not effectively and consistently shared. Planning for consultations across Borders (and beyond) is fragmented, resulting in the some individuals, groups and practitioners suffering from consultation fatigue and a failure to engage effectively with people considered by some as "hard to reach". Models such as the national Children in Scotland 'evidence bank' should be promoted and contributed to by organisation in the Scottish Borders.
We aspire to the good practice illustrated in How Good is Our Community Learning and Development 4: 2.1 Empowered Communities
"Public services are increasingly working with community organisations to identify and agree shared priorities, making budget decisions and

co-design and deliver services. Community representatives are valued as equal partners at all levels of community and locality planning. As a result, community planning is increasingly able to identify and address key priorities." 4.2 Delivery of community learning CLD "provision is informed and developed in discussion with learners and communities. Learners are actively involved in shaping both their own and the wider learning offer. This ensures provision continues to meet the changing needs of learners and communities and results in clearly demonstrable and positive changes."

What has been achieved 2018-21

- Working groups made up of representatives from community organisations and services have been established in each of the Council's five Area Partnerships to progress the funding and Area Partnership model. All five working groups have identified a method for assessing and distributing community grants in their area.
- **28** informal and formal asset transfer enquiries have been made during this period.
- Consultations, events and surveys have gathered feedback from adult learners which has been used to influence delivery of the CLD service's learning programmes (**99** responses during this period)
- **18** Parent Voice members in Galashiels have contributed to the implementation of SBC's Partnership with Parents Framework across schools and early years settings
- Older People's experiences of lockdown: **487** people over 60yrs responded to a survey by the Borders Older People's Partnership (Understanding Older People's Experience of Lockdown Dec 2020)
- Single agency service user surveys, service ambassadors, service user committees/reference groups have been developed in several Third Sector organisations. For example, the TD1 Youth Hub Ambassadors, the Rowland's Lockdown Survey, YouthBorders supporting young people as Grant Makers with Corra Foundation, BANG ASN family surveys and parent carer focus groups.

Rights-based Practice:
The United Nations Convention on the Rights of the Child affords every child the right to be listened to and taken seriously (article 12). The views and opinions of children and young people should be considered when people make decisions which involve them. It is also crucial that children and young people are given the information they need to make informed choices and good decisions. Youth workers can play a key role in the provision of information, advocacy, and facilitation for decision making. Our Partnership will advocate for increased understanding of the national standards for community engagement and ensure that these are interpreted to include the engagement of children and young people of all ages and their evolving capacity to express their view.

How will we know we are making a difference?

The Partnership will review progress on the measures for this priority annually, identifying strengths, areas for improvement and developing an action plan. This self-evaluation will be shared with HMIE inspectors during the annual engagement process.

CLD Outcome	Unique CLD Partnership action	Who will be involved	Measure	Reporting

Communities consider risk, make reasoned decisions and take control of agendas	5.1 Communities are involved in shaping local decision making processes and structures through Area Partnerships 5.2 Local assessment panels to make funding recommendations to Area Partnerships	**SBC (Communities and Partnerships team lead),** Area Partnerships, Community Council Network, Third Sector	Number of people engaged in consultations Number of community members involved in key design and decision making functions	Report to Community Planning Partnership Annual Report to CLD Strategic Partnership
Communities express their voice and demonstrate commitment to social justice and action to achieve it	5.3 Communities are supported to participate in local networks and contribute to Locality plans including Area Partnerships, Learning Community Partnership Plans and Community Justice Outcomes Improvement Plans	**SBC (Communities and Partnerships team lead),** Area Partnerships, Learning Community Partnerships, Community Councils	Number of people engaged in decision making opportunities in their communities	
Communities express their voice and demonstrate commitment to social justice and action to achieve it	5.4 Map engagement with the Community Empowerment Act (CEA) and build the capacity of less empowered groups and individuals to make use of the opportunities of the Act	**SBC (Communities and Partnerships team lead),** TSI	Number of groups engaging with the CEA Number of groups who take forward opportunities provided by the CEA	
CLD partners understand the National Standards for Community Engagement and embed them in their practice	5.5 Develop a shared understanding of the National Standards for Community Engagement 5.6 Develop a coordinated approach to engagement across the CLD Partnership	CLD Strategic Partnership, TSI SBC (Communities and Partnerships team), CLD partners **(lead tbc)**	Number of CLD partners reporting increased understanding of the Standards Annual calendar of planned consultations amongst members	Annual Report to CLD Strategic Partnership

Adult learners express their voices, co-design their learning and influence local and national policy	5.7 Further develop Adult Learner and Parent Voice models	**CLDS (adult learning) lead,** Schools, Borders College	Number of adults and taking part in influence and engagement activity through CLD Increase in partners involved	Annual report to CLD Strategic Partnership Annual report to CLD Managers Scotland
Young people express their voice and demonstrate social commitment	5.8 Further develop young people's voice model, sharing practice and intelligence across partners to improve reach, quality and reduce consultation fatigue, linking into CYPLG	**CLDS (youth learning) lead**, MSYPs, YouthBorders, Borders College, Schools	Number of young people participating and engaging in: Champions Board (Corporate Parenting) Scottish Youth Parliament Number of young people participating in consultations around themes including: Climate change and sustainability South of Scotland Economic Strategy	

6. **Our Workforce will be skilled, supported, empowered to plan, delivery and evaluate quality CLD activities and interventions**

What will we do?
Our workforce is one of our key assets and as a Partnership provides us with our capacity and resource to provide learning and activities. Our workforce is, however, diverse and involves a significant number of volunteers and individuals, some of whom may not proactively identify themselves as CLD practitioners. As a partnership we will work to increase recognition of the CLD role across all partners and promote the CLD values, competences, and national occupational standards. We will work with the CLD Standards Council for Scotland to make progress in this area, and to promote the benefits of professional registration. We will support our CLD workforce to be skilled, supported and empowered to plan, deliver and evaluate activities and interventions for learners and communities. We will also take steps to develop entry routes in to CLD for volunteers, employment and for young people/apprentices.

Why is this a priority?

The experience of learners is shaped by the skills, knowledge and competence of the workforce facilitating and enabling CLD activity. It is therefore essential that we have a clear pathway in to our sector (such as grow your own youth workers), that our workforce is valued and supported, and that we invest in training and development. The CLD Standards Council recommends that members engage in the equivalent number of learning hours per year as they work in one week. E.g. for a full time member of staff employed 35 hours per week, they would engage in 35 professional learning and development hours each year. We therefore need to ensure that we have locally available, high quality, flexible learning opportunities for our workforce which support our plan and the needs of our learners and communities. We are also ambitious to balance knowledge based thematic learning alongside opportunities for skills and practice development through networking, evaluation for improvement, student placement/supervision, professional dialogue and reading, and supporting sector specific qualifications at all levels.

In 2018 a national research study to understand the workforce working with Scotland's communities was undertaken by the CLD Standards Council for Scotland (CLDSC). This found:

- There is a gender pay gap in the CLD workforce and male workers are underrepresented in the sector overall.
- Women make up 75% of the CLD workforce. Men tend to hold higher-paid positions.
- There is an ageing CLD workforce and around 25% of the workforce intend to retire or leave the profession in the next five years.
- Ethnic diversity is low in the CLD workforce.
- The CLD workforce is highly qualified.
- Most public sector employers require CLD specific qualifications for staff while many third sector employers do not.
- The CLD workforce is highly committed but stressed.
- There are staff development needs that employers are concerned they may not be able to address. Practitioners and employers both identified that leadership and management skills and digital skills are the most common development needs of the CLD workforce.

In 2021, YouthBorders commissioned The Lines Between to research the third sector youth workforce force, their research found in the YouthBorders network:

- Women make up 71% of the workforce.
- 30% of the workforce is under 35, and 20% is over 54 years old.
- Ethnic diversity is low in the workforce.
- Staff identifying as having a disability or long term health condition made up 17% of the workforce.
- 42% of staff were on temporary or fixed-term contracts of employment; 33% of the workforce are paid hourly.
- 42% of managers have little or no confidence in being able to recruit youth work staff with the appropriate skills and experiences.
- 54% of the workforce have completed youth work qualifications as part of their role in the past few years.
- 11% of organisations required employees or volunteers to register with the CLD Standards Council.
- Barriers to organisations supporting the workforce to undertake training and qualification include: time capacity (84%); lack of available budget (68%); cost of courses/qualifications (63%); availability of suitable course/qualification (63%); travel (53%).

What has been achieved 2018-21

- 43 CLD practitioners registered with the CLD Standards Council for Scotland at June 2021; and increase from 33 in September 2019.
- A Force for Good: Third Sector Youth Work Workforce Research study commissioned by YouthBorders, supported by SOSE, delivered by The Lines Between.
- 329 Hours of digital learning for the CLD workforce through an Education Scotland STEM Professional learning grant
- Engagement with the South East CLD CPD Consortium by SBC CLDS and YouthBorders
- Engagement with South East Improvement Collaborative (SEIC) locally (Borders SEIC Forum) and regionally (CLD SEIC Network)
- Our third sector youth work workforce is supported by quality training and professional learning through YouthBorders.
  In 2019/20: 24 sessions – 252 attendees
  In 2020/21: 25 sessions – 261 attendees
- Youth Work VQ is approved for delivery by Borders College to support Youth Work apprenticeships
- The SBC CLD service support workers (paid and voluntary) to access a wide range of professional learning opportunities. Paid staff report that "continuing professional development learning enables me to reflect on and improve my practice" (average 4 stars) and 90% report having regular opportunities to undertake leadership and development roles.

How will we know we are making a difference?

CLD partners will have an improved understanding of the unique contribution that CLD makes to improving outcomes for individuals and communities. Practitioners across the CLD sector will have an increased awareness of the range of CLD practice in Scottish Borders and recognise and value their contribution to this field of professional practice. The Partnership will review progress on the measures for this priority annually, identifying strengths, areas for improvement and developing an action plan. This self-evaluation will be shared with HMIE inspectors during the annual engagement process.

CLD Outcome	Unique CLD Partnership action	Who will be involved	Measure	Reporting
Communities are confident, resilient and optimistic for the future	6.1 Create capacity and infrastructure which supports CLD student placements in the Scottish Borders.	**CLD Strategic Partnership working group (lead)** : Partners to include SBC CLDS YouthBorders FE/HE SOSE	Number of CLD students undertaking placements in the Scottish Borders	Annually to CLD Strategic Partnership
Community members identify their capacities, learning and skills,	6.2 Pathways to CLD – including qualification, progression, succession planning, grow our own	**CLD Strategic Partnership working group (lead)** : Partners to include	Number of workforce achieving accredited CLD qualification at any level.	

enhance them and apply to their own issues.	workers, supported employment, industry profile.	YouthBorders SDS SBC CLDS DYW Borders Borders College	
Communities manage links within communities and other communities and networks	6.3 Increase registration of CLDSC and support the workforce to achieve recommended annual CPD requirements.	**CLD Strategic Partnership working group (lead)** : Partners to include SBC CLDS YouthBorders TSI Partners Borders College	Number of CLDSC registrations in third sector in Scottish Borders Number of CLDSC registration in local authority in Scottish Borders
Communities manage links within communities and other communities and networks	6.4 Establish a Regional Youth Workers Forum to support professional recognition, peer support, practice sharing, and CPD needs.	**CLD Strategic Partnership working group (lead)** : Partners to include YouthBorders SBC CLDS Youth Learning Schools Uniformed Youth Organisations	Number of practitioners engaged in Forum.
Community members identify their capacities, learning and skills, enhance the and apply them to their own issues	6.5 Digital Learning / knowledge and skills	**CLD Strategic Partnership working group (lead)** : Partners to include SBC CLDS TSI Partners Borders College	TBC
Community members identify their capacities, learning and skills, enhance them and apply to their own issues.	6.6 Our workforce will be supported to be confident in identifying and evaluating for improvement using the national framework of CLD outcomes.	**CLD Strategic Partnership working group (lead)** : Partners to include SBC CLDS YouthBorders	Number of training and development session on evaluation for improvement. Number of partner organisations engaged in evaluation for improvement activity.

41

			Number of practitioners engaged in Partnership peer evaluation programme.	
Community members identify their capacities, learning and skills, enhance them and apply to their own issues.	6.7 Roll out of the Mental Health Framework (children and young people)	SBC Education and all Partners **(lead tbc)**	TBC	
Community members identify their capacities, learning and skills, enhance them and apply to their own issues.	6.8 Roll out of Mental Health and Suicide Prevention Training Framework (adults)	**Joint Health Improvement Team (lead)** with all Partners	TBC	
Community members identify their capacities, learning and skills, enhance them and apply to their own issues.	6.9 CLD Leaders' increase their understanding of the impact of health inequalities in Borders and use this to inform planning of CLD activities	**Joint Health Improvement Team (lead)** with all Partners	TBC	

Section 5: Statement of unmet need

The CLD Strategic Partnership does not have any shared resources – so this plan focuses on the added value and joint working that can be achieved through effective collaboration, joint planning, shared outcomes, and the contribution of each partners own resource (usually staff/volunteer time). As a Partnership we are very aware of the increased need for CLD provision across our communities. We also understand that for our most vulnerable learners, these needs are likely to be greater and more complex than previously because of the impact of Covid-19. All members of our Partnership are also working in contexts of reducing resource either through budget saving or loss of income. Our Partnership recognises that there is a widening gap between need and ability to provide services which meet these needs. In particular, many CLD partners have had to focus activity on targeted and time limited interventions – there is a risk that community-based universal provision is weakened as a result of reduced budgets. This will have a detrimental impact on our ability to support early intervention and deliver prevention activity – which is a core value of CLD provision. Annualised reducing budgets and the absence of multi-year funding arrangements for the Third Sector restrict the possibilities of both the Partnership and individual partners to make long-term commitments to sustainable CLD service provision and workforce development and succession planning.

As a Partnership we have discussed areas of potential innovation and development which could address some of the need we have identified which will not be met by current actions in the Plan. Areas for development which would require additional financial resource include:

- Provision of high-quality street/detached youth work in targeted communities
- Increase the availability and sustainability of universal CLD activities for young people, adults and families
- Capacity to support the development and coordination of local data across the Partnership's activity
- Resource to develop, embed, and build capacity for youth social action across all Partners
- Development of Employer Supported Volunteering across all Partners
- Digital literacy education and data privacy rights for vulnerable children, young people, and adults of all ages
- Participatory budgeting as a means of tackling inequalities and building community capacity

Covid-19 recovery focus places an unprecedented set of challenges on the CLD sector in the Scottish Borders. Our Partnership recognises that community organisations, adult learners and young people require support to recover – and some members of our community will need more support than most. We must not allow inequalities to widen, and our Partnership will advocate for a community informed approach to Covid-19 recovery. The Partnership will throughout year 1 of this plan try to create positive influence and provide practical support on the reopening of community venues; resumption of paused services and CLD provision; reintroduction of vulnerable learners to group learning opportunities; supporting the employability for those negatively impacted by Covid-19; continued provision of digital inclusion activities; and support the recruitment and retention of volunteers across all CLD partners.

Section 6: Integrated Impact Assessment

An Integrated Impact Assessment has been completed for the CLD Plan 2021-24. Implementation of the Plan should have a positive impact on most of the equalities groups (with the exception of marriage/civil partnership) and will reduce socio-economic disadvantage. The Assessment will be updated as further consultation with disadvantaged individuals and groups takes place during the lifetime of the Plan. The Assessment and any future amendments will be published on the Integrated Impact Assessment page on the Scottish Borders Council website.

Appendices:

Appendix 1: Community Profile

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 (2016):

- 48.1% of the population of the Scottish Borders live in **rural areas** compared to 17.1% for all of Scotland
- 27.2% of the population live in **small towns** compared to 12.1% for Scotland
- 24.6% of the Scottish Borders population live in **urban areas** compared to Scotland's 70.8%.

The graph below shows the variance in detail for the 2019 population.
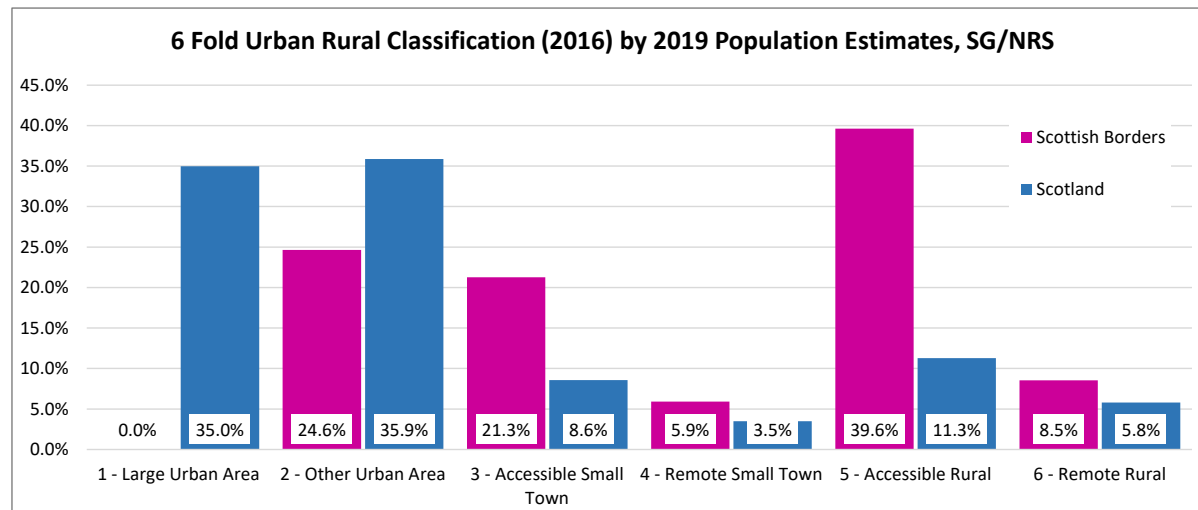
Scottish Borders has vibrant and caring communities, as demonstrated by the community response to the Covid-19 pandemic. Pre-pandemic **volunteering rates were higher than across Scotland as a whole:** 36% of males provided unpaid help to organisations or groups in the last 12 months (significantly greater than 24% Scotland) and 36% females (28% Scotland) (Scottish Household Survey 2019)

The majority (97%) of residents rate Scottish Borders as a **very/fairly good place to live**, significantly greater than across Scotland (94%). (Scottish Household Survey 2019)

Loneliness was reported less than across Scotland (pre-covid): 10% of people aged 60+ years old reported feeling lonely, some of the time, in the last week, significantly lower than Scotland (17%); 88% of 40-59 year olds reported feeling lonely, none or almost none of the time, in the last week, significantly higher than Scotland (78%). ([Scottish Household Survey 2019)](#)

The rural nature of the Scottish Borders can lead to additional challenges for those experiencing inequalities. Availability and cost of transport limits access to a wide range services. **46 (32%)** data zones in the Scottish Borders are in the 20% most geographically access deprived. There are good examples of local solutions such as voluntary sector youth work supporting with theory test preparation for young drivers. A more strategic approach is needed to tackle this systemic barrier. The expansion of concessionary transport should be maximised over the three years of the CLD Plan to support access to youth work, adult and community learning opportunities.

Workforce Mobility Index (WFI)

This Index captures rurality and other factors that make accessing employment, training or education challenging. It includes SIMD data on access to services, income and employment deprivation as well as education attainment. When all of these factors are considered, people living in well over half of the Borders face the highest level of challenge to accessing paid employment.
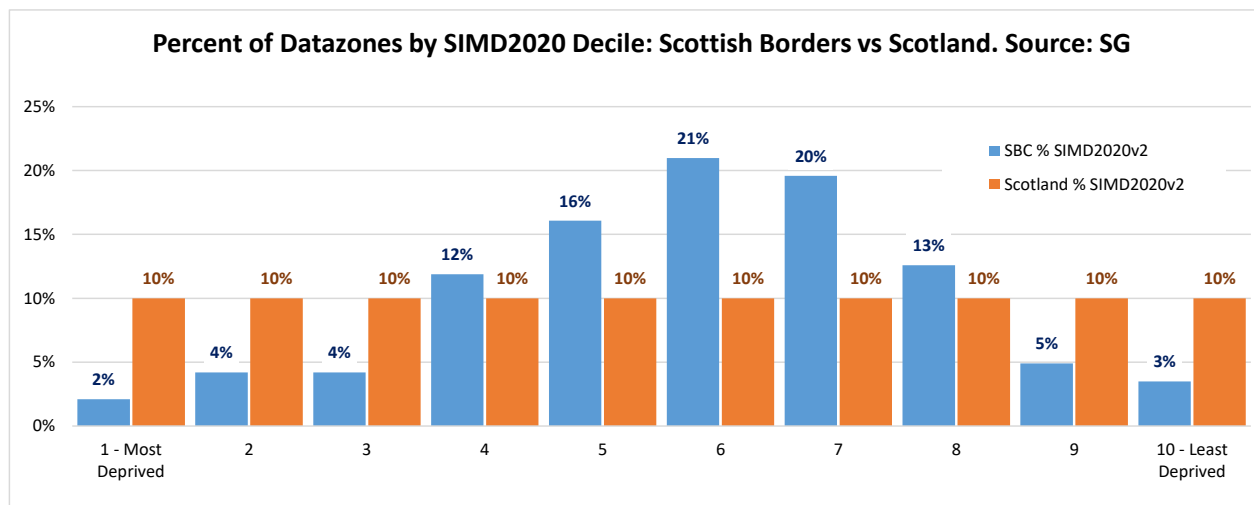
Source: Workforce Mobility Project – Integrated Regional Employability & Skills
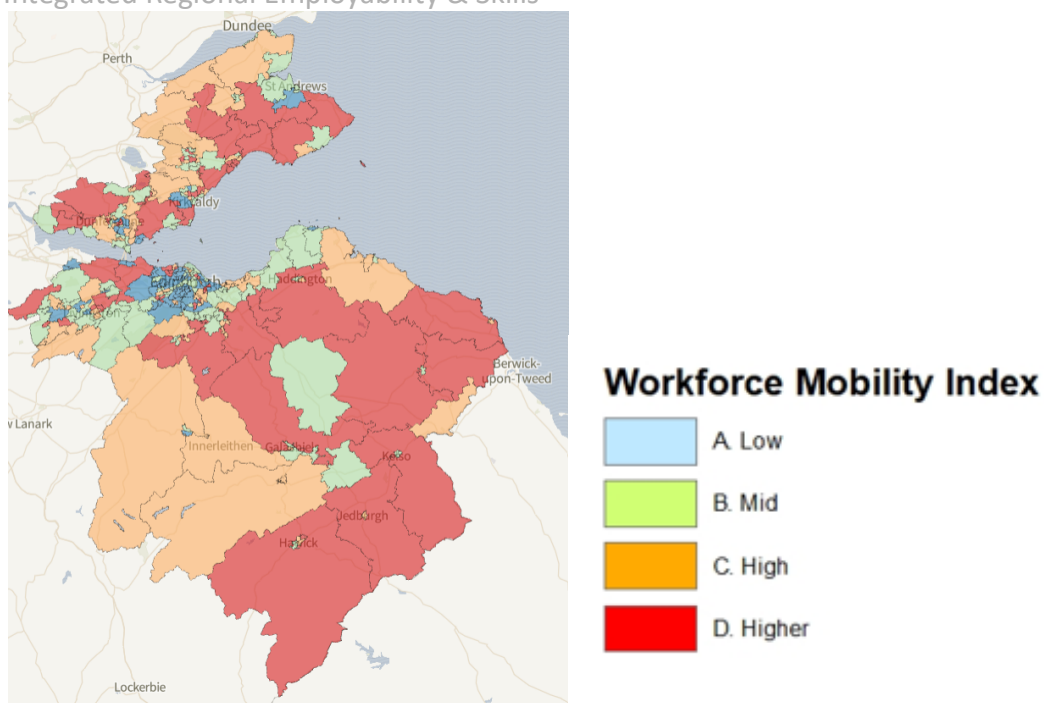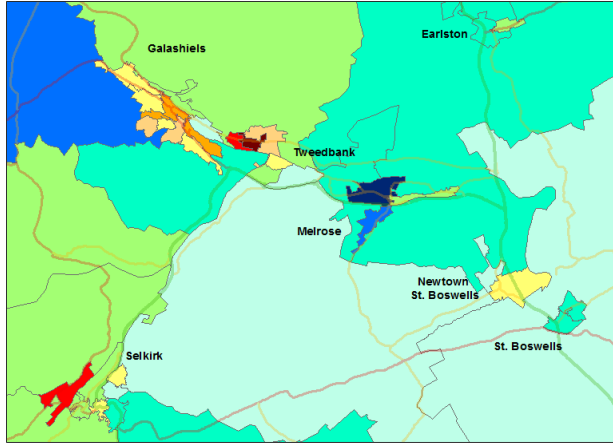
Scottish Index of Multiple Deprivation (SIMD)

The Scottish Index of Multiple Deprivation (SIMD) is the official tool for finding the most deprived areas in Scotland[6]. The SIMD2020 consists of over 30 indicators across 7 Domains: Employment, Income, Education, Health, Access, Crime and Housing.

The SIMD2020 shows that the 6% (9) of the 143 data zones in the Scottish Borders are part of the 20% most deprived of all of Scotland. A further 16% (24) of the data zones in the Scottish Borders are amongst the 21-40% most deprived in Scotland. The distribution of the 143 data zones in the Scottish Borders can be seen in the graph and map below.
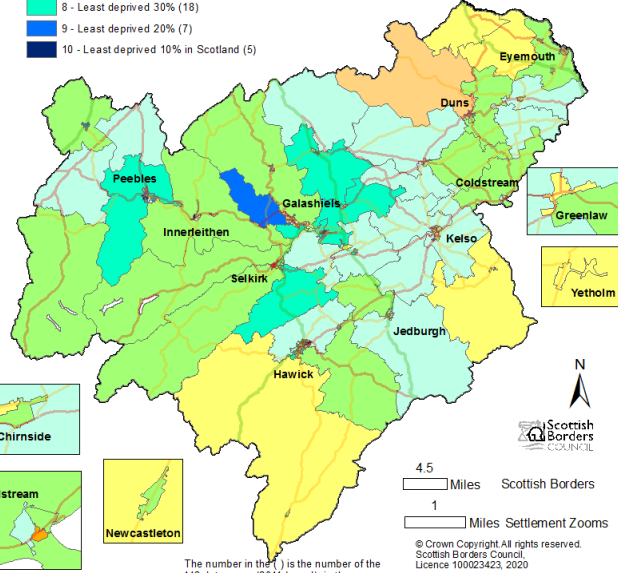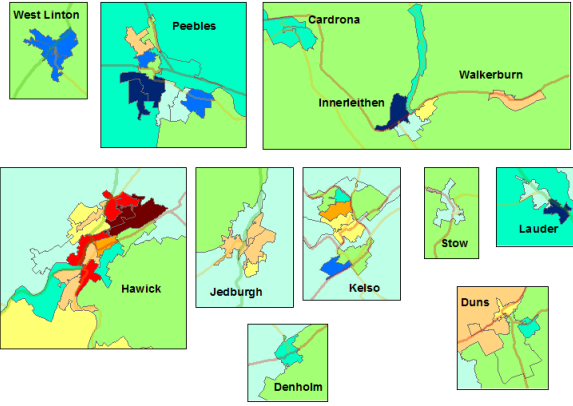

Percent of Datazones by SIMD2020 Decile: Scottish Borders vs Scotland. Source: SG

6 https://www.gov.scot/collections/scottish-index-of-multiple-deprivation-2020/

SIMD2020 for Scottish Borders Data Zones

Roads

— Trunk Road
— A Road
— B Road

SIMD2020 Decile

- 1 - Amongst the most deprived 10% in Scotland (3)
- 2 - Most deprived 20% (6)
- 3 - Most deprived 30% (6)
- 4 - Most deprived 40% (17)
- 5 - Middle decile (23)
- 6 - Middle decile (30)
- 7 - Least deprived 40% (28)
- 8 - Least deprived 30% (18)
- 9 - Least deprived 20% (7)
- 10 - Least deprived 10% in Scotland (5)

Galashiels
Earlston
Tweedbank
Melrose
Newtown St. Boswells
Selkirk
St. Boswells

Coldingham
Eyemouth
Ayton

West Linton
Peebles
Cardrona
Walkerburn
Innerleithen

Hawick
Jedburgh
Kelso
Stow
Lauder
Chirnside

Denholm
Duns
Coldstream
Newcastleton

Eyemouth
Duns
Coldstream
Greenlaw
Yetholm
Peebles
Innerleithen
Galashiels
Kelso
Selkirk
Jedburgh
Hawick

N

Scottish Borders Council

4.5 Miles   Scottish Borders

1 Miles   Settlement Zooms

The number in the ( ) is the number of the
143 datazones (2011 based) in the group.

When specifically looking at the income and employment domain 9% of the Scottish Borders population is income deprived compared to 12% for Scotland.
8% for the Scottish Borders working age population is employment deprived compared to 9% for Scotland.
Within the domains of the SIMD the proportion of data zones that are in the 20% most deprived of Scotland varies.

SIMD Scottish Index of Multiple Deprivation	**9 (6%)** of the 143 data zones in the Scottish Borders are part of the 20% most deprived data zones in Scotland	Income	**8 (6%)** of the 143 data zones in the Scottish Borders are in the 20% most income deprived data zones in Scotland.
Employment	**10 (7%)** data zones in the Scottish Borders are in the 20% most employment deprived data zones in Scotland.	Education	**8 (6%)** data zones in the Scottish Borders are in the 20% most education deprived data zones in Scotland.
Health	**9 (6%)** data zones in the Scottish Borders are in the 20% most health deprived data zones in Scotland.	Access to Services	**46 (32%)** data zones in the Scottish Borders are in the 20% most geographically access deprived data zones in Scotland.
Crime	**20 (14%)** data zones in the Scottish Borders are in the 20% most crime deprived data zones in Scotland.	Housing	**3 (2%)** data zones in the Scottish Borders are in the 20% most housing deprived data zones in Scotland.

Demographic Challenge

According to NRS[7] the population of the Scottish Borders is expected to increase by 1% (from 115,270 to 116,435), below the 1.8% for Scotland. However, the population changes within different age groups shows a different story; a 6.3% reduction in those aged 0 to 15 and a 10.8% reduction in those aged 45 to 64 compared to a 10.3% increase in those aged 65 to 74 and a 29.6% increase in those aged 75 and older, as seen in the graph below.

Projected population change by age group, Scottish Borders, 2018 and 2028. NRS

	0 to 15	16 to 24	25 to 44	45 to 64	65 to 74	75 and over
2018	19,046	10,238	22,325	35,558	15,863	12,240
2028	17,842	10,298	23,207	31,726	17,499	15,863
% change	-6.3%	0.6%	4.0%	-10.8%	10.3%	29.6%
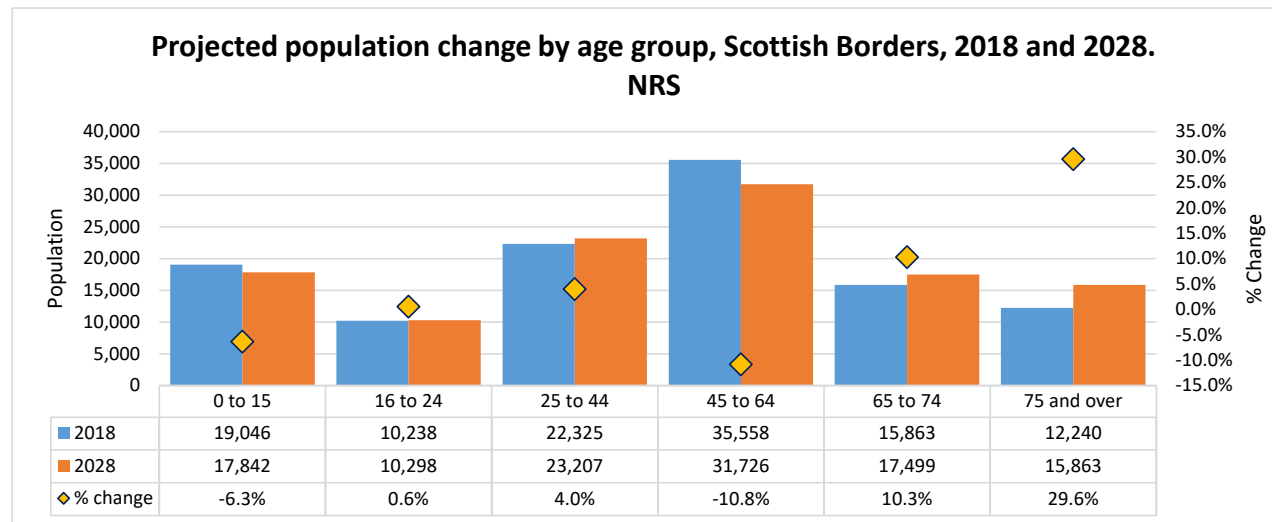
The change in population impacts on the dependency ratio for the Scottish Borders. The dependency ratio considers the non-working age (0-15 years and 65+) population compared to those of working age. A ratio of 70% (Scottish Borders for 2018) means that for every 1,000 people of working age there are 700 of non-working age. By 2043, it is estimated that will increase to 80% for the Scottish Borders compared to 60% for Scotland. (Picture of Poverty 2021)

Dependency Ratio 2018 and 2043

Dependency ratio for the **Scottish Borders:**
2018: **70%**   2043: **80%**

Dependency ratio for **Scotland:**
2018: **56%**   2043: **60%**

The dependency ratio considers the non-working age (0-15 years and 65+) population compared to those of working age. A ratio of 70% would mean that for every 1,000 people of working age there were 700 of non-working age. The dependency ratio is important when considering the demand for public services and the funds available to provide these services - the income from taxes and National Insurance.

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[7] National Records of Scotland – Scottish Borders profile

SB Covid-19 Recovery Index

Within the Scottish Borders the areas potentially needing the most support to recover from Covid-19 are: **Burnfoot, Langlee, Coldstream and Area, Jedburgh, Hawick Central and Hawick North**. ([Picture of Poverty in the Scottish Borders 2021](#))
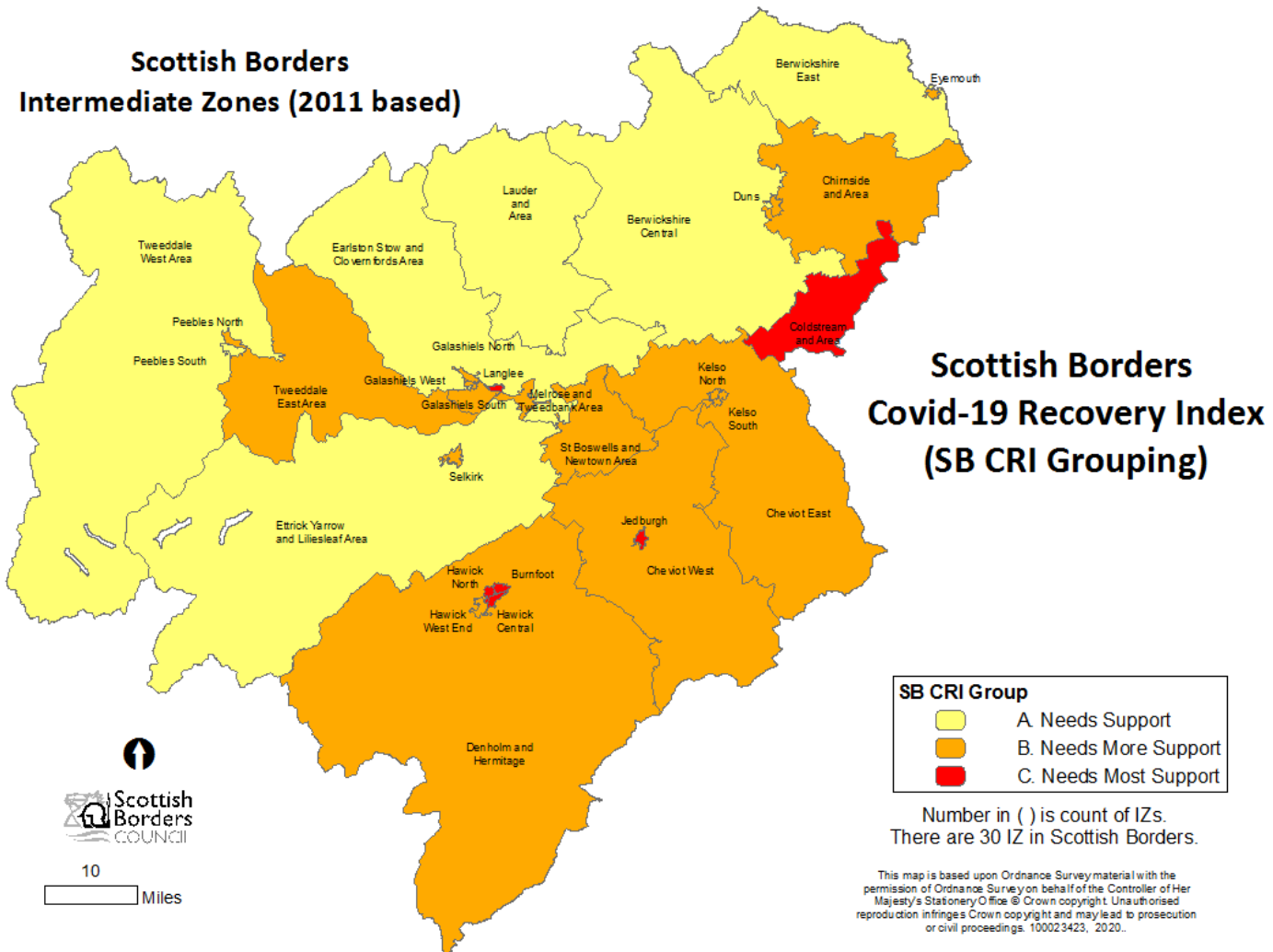
Plan/Strategy	Priorities/Themes	CLD Plan Improvement Priority					
		1	2	3	4	5	6
Scottish Borders Community Plan (LOIP)	Economy, skills and learning Place Health, care and wellbeing Quality of Life	X	X	X	X	X	
Scottish Borders Community Planning Partnership Priorities	Education and skills Employment and economy H&WB/Mental Health Early Intervention and prevention Develop a Covid-19 Vulnerability Assessment to identify those most in need at Ward level Structure: Connecting Borders	X	X	X	X	X	
Borders College Strategic Ambition 2020-25	High quality learning and training opportunities which are relevant, enabling and flexible Proactively engage with our community and stakeholders to ensure our practice reflects their needs Take a leading role in enabling an inclusive, resilient and sustainable Scotland	X					
SEIC Improvement Plan 2021	Drive high quality learning, teaching and assessments Support inclusion, wellbeing and equity Develop the use of digital pedagogy	X	X	X			X
Borders Learning, Skills and Employability Partnership	No One Left Behind Parental Employability (target groups: Child Poverty Action Plan) Young Person's Guarantee Kickstart Partnership Action for Continuing Employability (PACE)	X			X		
Anti Poverty Strategy	Pockets Prospects Places	X			X		
Child Poverty Action Plan	Target groups: Lone parents	X			X		

	Disabled Minority ethnic Child under 1yr Mother aged under 25yrs 3+ children					
Scottish Borders Economic Strategy	Increasing growth Tackling inequality					
South of Scotland Regional Economic Strategy	Skilled and ambitious people Innovative and enterprising Rewarding and fair work Green and sustainable economy Thriving and distinct communities					
City Deal	Skills and Learning					
Public Health Priorities for Scotland	1. Alcohol, drugs and tobacco 2. Mental health 3. Early Years 4. Physical activity and healthy weight 5. Economy 6. Place and community Immediate focus is on: • Covid recovery • Mental health					
Community Mental Health and Wellbeing Framework	Every child and young person in Scotland will be able to access local community services which support and improve their mental health and emotional wellbeing. Every child and young person and their families or carers will get the help they need, when they need it, from people with the right knowledge, skills and experience to support them. This will be available in the form of easily accessible support close to their home, education, employment or community. • Universal youth work provision for early intervention, prevention, positive relationships and facilitating peer to peer support • Targeted interventions for specific groups - e.g. LGBT+ young people, deaf communities, young parents and carers, children and young people with learning disabilities, or complex needs; • Supportive work with family members;					

Scottish Borders Integrated Children and Young People's Plan	Targeting Support to Maximise Life Experiences and Opportunities Ensuring Inclusion Improving Health & Wellbeing and Reducing Inequalities Keeping Children and Young People Safe Increasing Participation and Engagement						
Social Renewal Advisory Report Jan 2021	**1. Money and Work** – We believe that everyone should have a basic level of income from employment and social security. 2. **People, Rights and Advancing Equality** – We believe that everyone should see their rights realised and have access to a range of basic rights, goods and services. 3. **Communities and Collective Endeavour** – We believe that we need to work together to deliver a fairer society and we need to give more power to people and communities and empower frontline teams.						
Scottish Borders Council Digital Strategy (Feb 2021)	Reducing digital exclusion and improving inclusivity						
SBC Corporate Plan 2018-2023 'Our Plan, and Your Part in it'	Communities are involved in local initiatives and have their say on shaping local plans						
Growing the Learning Culture in CLD	CLD Standards Council: Culture of learning in the CLD Sector						

Appendix 3: CLD Managers Scotland (pilot): Key Performance Indicators reported for Scottish Borders 2019/20

CLD Managers Scotland gathered KPI data from CLD services across Local Authorities in Scotland. Once evaluation of this pilot is complete, it is envisaged that this exercise will become annual and be expanded to include those CLD partners who wish to contribute to the national picture.

KPI number	KPI description	CLDS Adult Learning	CLDS Youth Learning	CLD Learning Community Partnerships	CLDS Total
Scottish Borders Council CLD Service KPI 2019/20
Adult Learning (16+, post school)					
1	Number of adults engaged in CLD activity	402			402
2	Number of adults receiving completed nationally recognised awards through CLD activity	32			32
3	Number of adults gaining wider achievement awards, local awards and those not nationally recognised, through CLD activity	25			25
4	Number of adults engaged in family learning through CLD activity	313			313
5	Number of children/young people engaged in family learning through CLD activity	432			432
Youth Work: children (aged 5 to 9) and young people (aged 10 to 18 - except for D of E where the upper age limit is 25)					
6a	Number of children engaged in CLD activity		0		0
6b	Number of young people engaged in CLD activity		382		382
7a	Number of children receiving completed nationally recognised awards through CLD activity		0		0
7b	Number of young people receiving completed nationally recognised awards through CLD activity		156		156
7c	Number of young people receiving sectional certificates towards above Awards (sectional certificates only to be included if full award not completed)		Not recorded		Not recorded
8	Number of young people gaining wider achievement awards, local awards and those not nationally recognised, through CLD activity		66		66
Improved mental health and wellbeing					
9	Number of adults with improved mental health and wellbeing outcomes through CLD Activity	391			391

10	Number of children and young people with improved mental health and wellbeing outcomes through CLD activity		366		366
Community Development					
11	Number of community groups receiving capacity building support through CLD activity	Not recorded	Not recorded		Not recorded
12	Number of adults and young people taking part in influence and engagement activity through CLD	35	46	161	242
Wider engagement					
13	Number of adults and young people reached and engaged with through one off promotional events / drop-ins / community events / engagements / etc	Not recorded	Not recorded		Not recorded

Appendix 4: Glossary of terms

BAVS	Berwickshire Association for Voluntary Services
CAH	Community Assistance Hub
CIC	Community Interest Company
CLD	Community Learning and Development
CLDS	Community Learning and Development Service (Scottish Borders Council)
CLDSC	CLD Standards Council
DWP	Department of Work and Pensions
DYW	Developing the Young Workforce
FE	Further Education
GP	General Practitioner
HE	Higher Education
HGIOCLD	How Good Is Our Community Learning and Development?
HMIe	Her Majesty's Inspectors of education
JHIT	Joint Health improvement Team (NHS Borders)
KPI	Key Performance Indicator
LGBTI	Lesbian, Gay, Bisexual, Transgender and Intersex
NLCF	National Lottery Communities Fund
NRS	National Records of Scotland
PPE	Personal Protective Equipment

RSL	Registered Social Landlord
SB	Scottish Borders
SBC	Scottish Borders Council
SCIO	Scottish Charitable Incorporated Organisation
SDS	Skills Development Scotland
SEIC	South East Improvement Collaborative
SG	Scottish Government
SIMD	Scottish Index of Multiple Deprivation
SOSE	South of Scotland Economic partnership
STEM	Science, Technology, Engineering and Maths
TSI	Third Sector Interface
UNCRC	United Nations Convention on the Rights of Child
VCB	Volunteer Centre Borders
VQ	Vocational Qualification