

CLD Learning Community Partnership

Galashiels Learning Community

Plan 2015 -18

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APPENDICES

Detail

Purpose of this plan *(to be customised by the Learning Community)*

This plan details how organisations and community groups will provide **community learning and development (CLD)** opportunities in the Galashiels Learning Community over the next three years. The plan supports the Scottish Borders Community Planning Partnership aim of **reducing inequalities** by providing learning opportunities that result in:

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

In Galashiels, people with an interest in CLD have been working towards this vision of Galashiels as a learning community:

"A learning community seeks to address the learning needs of its locality through partnership. It uses the strengths of institutions, public, private and voluntary services, and community groups to enable young people and adults to achieve to their full potential. Learning communities use learning as a way to build community capacity, and to promote social cohesion, social inclusion, regeneration and economic development."

Learning in Scotland's Communities, 2011

CLD Guidance and Regulations (Scottish Government, 2012 &13) place a duty on Scottish Borders Council to provide a 3 year plan for CLD.

The plan that follows details how the CLD Learning Community Partnership will work together to use CLD learning to reduce inequalities in Employment & Income, Health & Keeping People Safe

Summary of Galashiels Learning Community

The Eildon West Learning Community has a population of 17,613 and includes the town of Galashiels, the attached village of Tweedbank, and the small communities of Clovenfords, Stow, Fountainhall and Heriot.

The population structure is younger than many other parts of Scottish Borders, with a higher proportion of working-age people and a lower proportion of pensionable-age people than the Borders average.

- There is a higher than average dependency on benefits. In 25-49yrs this is particularly high. Unemployment is on a decreasing trend but employability remains an issue particularly for young people.

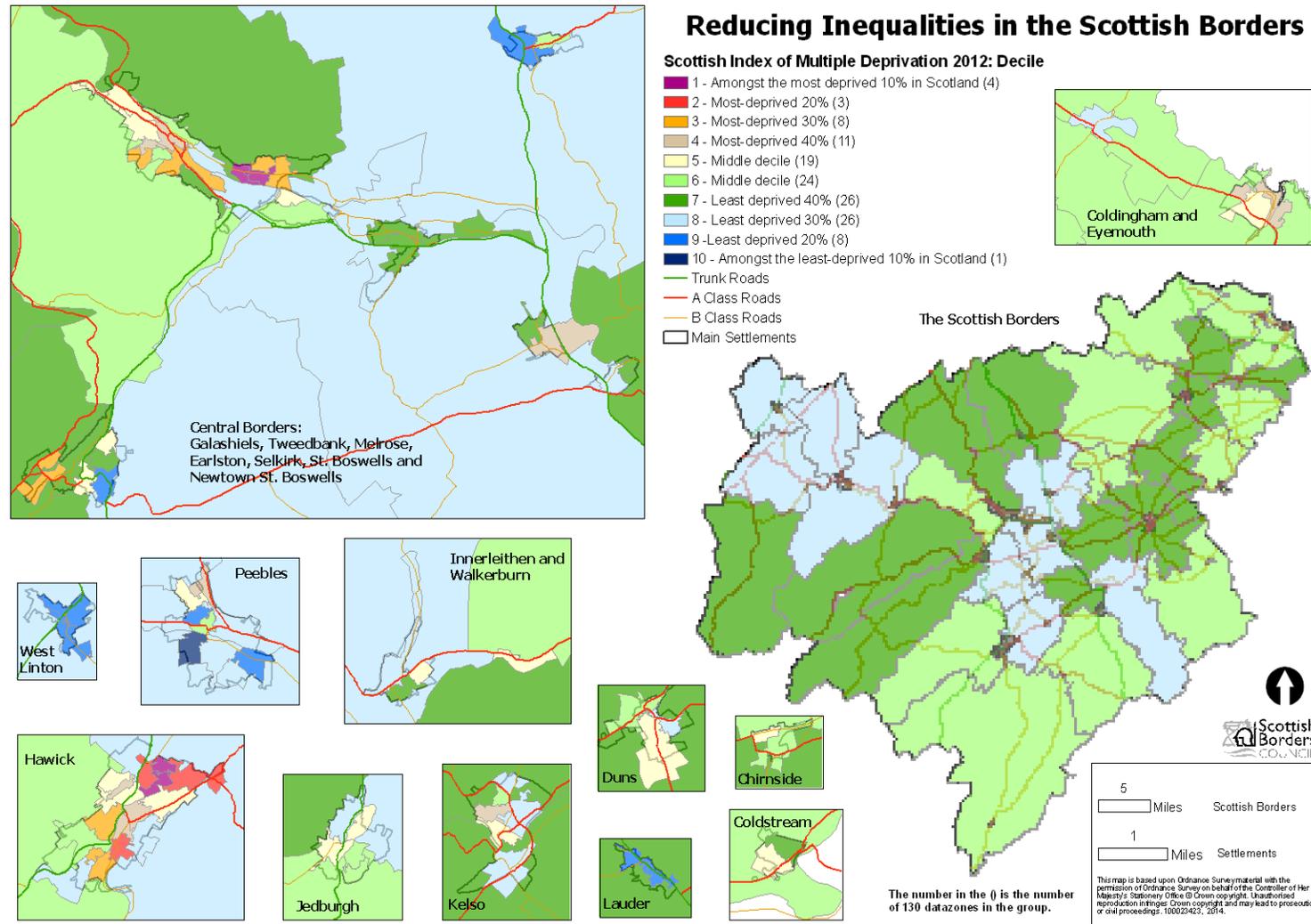
- Sustained positive destinations are increasing; some young people in datazones within deciles 1-3 still experience barriers to progression on leaving school
- Social, health and economic indicators across the learning community reveal a healthy picture outwith Galashiels.
- Langlee continues to experience high levels of welfare benefits dependency, unemployment, low income, poor health, poor educational outcomes, alcohol and drug dependency, teenage pregnancy and crime. This is also true of a few identified datazones within the town.
- Recent HMIE inspection of CLD in the Galashiels Learning Community identified a picture of improving outcomes for learners delivered by partners across the learning community. The commitment and motivation of staff and good opportunities for learners to celebrate success were seen as strength of the learning community(HMIE Report 2013)
- Recommendations for improvements from the same inspection are as follows:
 - Improve arrangements to ensure that performance data is shared consistently across partnerships
 - further embed the partnership with Galashiels Academy to plan for the Senior Phase of Curriculum for Excellence
 - develop a more strategic approach to volunteering
 - improve the support to community groups; and across partnerships ensure a greater focus on outcomes

Profile of the Learning Community surrounding Galashiels Academy (Eildon West)

In terms of the reducing inequalities indicators of the Borders Single Outcome Agreement, the following are those where there are significant gaps between the least deprived communities in the Scottish Borders and some of the datazones in the Galashiels Learning Community.

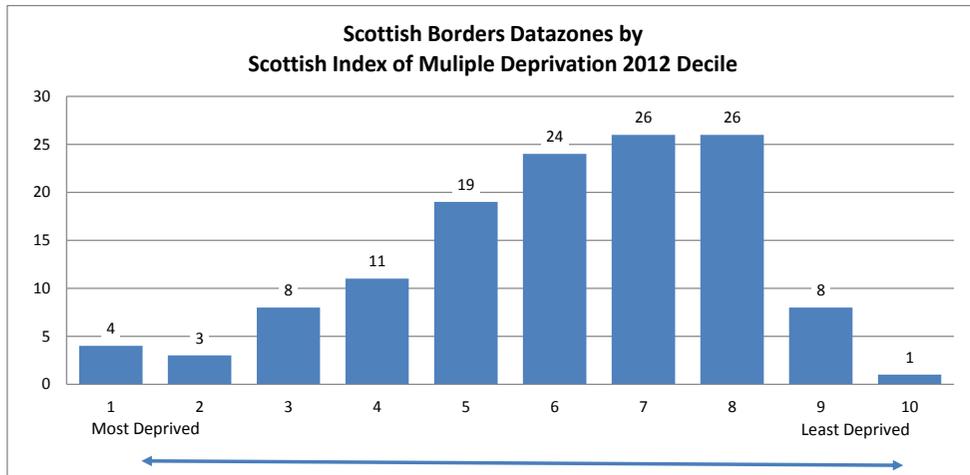
Employment and income	Health and wellbeing	Skills and attainment	Keeping people safe
% of households lone parent with dependent children	% first time mothers 19 and under	% who are still in a Positive Destination 6 months on	Crimes per 10,000
% of total population who are "income deprived"	% pregnant women smoking at booking	54 % with English and Maths at Level 3	
% of total population who are employment deprived	% breastfed at 6-8 weeks	% of all people 16 or over with No or Low Qualifications	
% of children living in poverty	Emergency admissions per 1,000 (all ages)		
% aged 60+ claiming Guarantee Credit	Emergency admissions per 1,000 aged 65+		
% aged 16-24 claiming key benefits	Alcohol related hospital discharges per 1,000		
% 16-64 claiming key benefits	Gateway health benefits per 1,000		

Despite significant resources being targeted at Langlee, and some positive changes in trends for some of these indicators (i.e. breast feeding, positive destinations sustained at 6 months, employment), significant issues remain at a datazone level, with significant gaps between most deprived and least deprived across the learning community – see below - range information for Galashiels datazones by Reducing Inequalities.



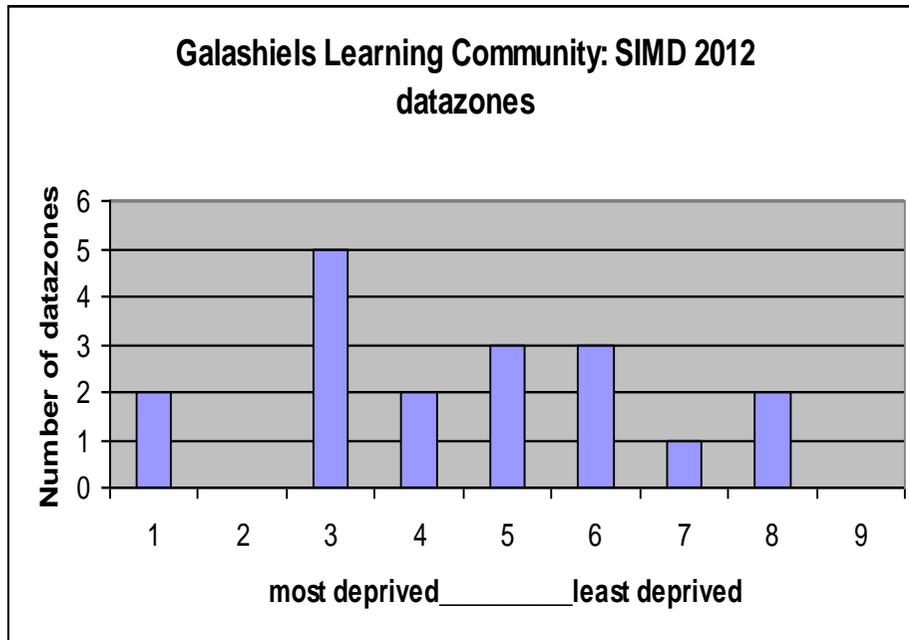
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Scottish Borders datazones by SIMD deciles 2012: 130 datazones

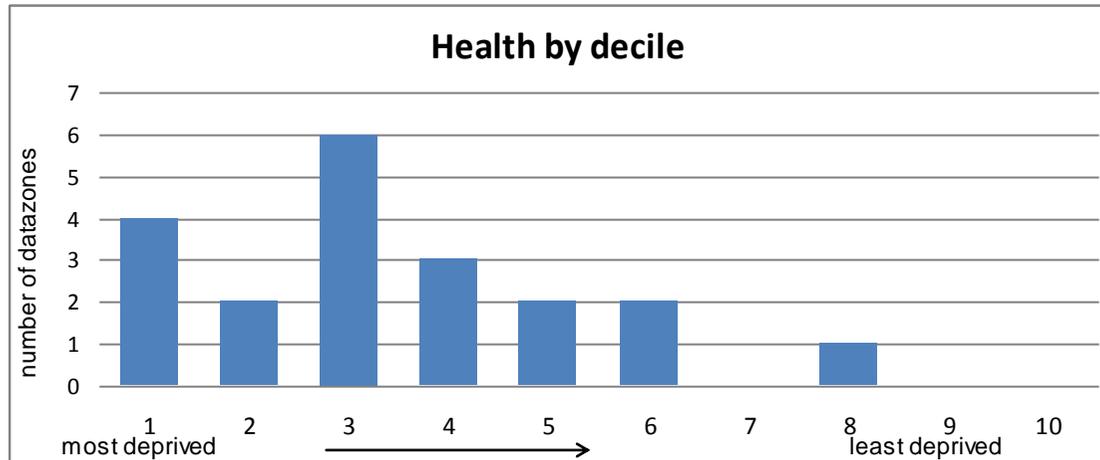


Galashiels LC datazones by SIMD deciles 2012: 20 datazones:

7 datazones in deciles 1-3 (46% of all Borders_most deprived datazones are in this learning Community)



Galashiels Health & Wellbeing by decile. 12 datazones in deciles 1-3



Although the proportion of women in deprived areas of the Borders who smoke in pregnancy has reduced since 2005, it is still four times higher than the least deprived areas in Scottish Borders. In Galashiels there remains an unacceptable range across datazones – see max /min values.

There is a widely held practitioner view that self-reported mental health issues underpin some of the maternal health indicators: 45-47% of pregnant women in the Borders referred to the Early Years Assessment team identify a mental health issue at antenatal booking

Health & Well being Maternity						
Data Zone	Percentage first time mothers aged 19 and under : 2009-2011	First time mothers all ages : 2009-2011	First time mothers aged 19 and under : 2009-2011	Percentage of women smoking at booking : 2010-2012	Women smoking at booking : 2010-2012	Percentage breastfed at the 6 to 8 week review : 2012-2013
Scotland	12.4	10232	82495	19.2	32727	36.5
Scottish Borders	11.8	167	1413	23.1	728	42.7
Galashiels	15	306	46	27.4	170	38.2
Gala Datazone Max	42.9	29	7	47.2	22	100
Gala Datazone Min	0	3	0	0	0	9.1
Range	42.9	26	7	47.2	22	90.9

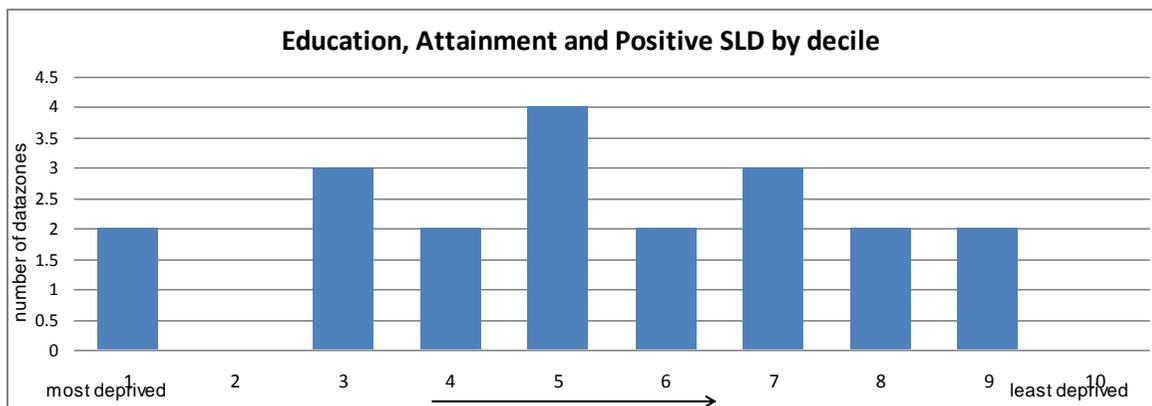
Health & Wellbeing: Hospital Admissions & Gateway Benefits

Data Zone	Emergency admissions - both sexes - all ages - rate/1,000 : 2011	Coronary Heart Disease Admissions - both sexes - all ages - rate/100,000 : 2011	Respiratory Disease Admissions - both sexes - all ages - rate/100,000 : 2011	Admissions for Accidents - both sexes - all ages - rate/100,000 : 2011	Rate per 1,000 Claiming AA/ESA/DLA: 2012Q4
Scotland	10.2	514	1603	1381	126
Scottish Borders	12.2	597	1673	1482	98
Galashiels	14.6	606.0	1570	1245	114
Gala Datazone Max	27.7	1314	3180	2482	179
Gala Datazone Min	8.1	0	441	464	49
Range	19.6	1314	2739.0	2018	130

Lifestyle choice are known to play a part in hospital admissions for the above: whilst it is known that people in the most deprived areas tend to make poorer lifestyle choices, evidence suggests that the chances of developing heart, cerebrovascular disease or cancer depends on genetics, inherited factors and age.

For respiratory disease, there is a link between maternal smoking, deprivation and childhood asthma. The admission rate for males in Galashiels is the highest in the Borders (Galashiels Old Town and Langlee Drive datazones (>3,000/100,000)).

Galashiels Education, Attainment and Positive School Leaver Destination by decile: 5 datazones in deciles 1-3



There is an improving picture for positive destinations in terms of the average for Galashiels, increasing from 86.4 in 2012 to 95% in 2014. However, the gap between the outcomes for those in the most deprived and least deprived datazones still needs to be closed. Raising Attainment for All (RAfA) projects in Galashiels Academy and Langlee Primary School are using small change improvement methodology to address this.

Data Zone	S4: Percentage of pupils with English and Maths at SCQF level 3 or above : 2012/2013	S4: Percentage of female pupils with 5 awards at SCQF level 5 and above : 2012/2013	S4: Percentage of male pupils with 5 awards at SCQF level 5 and above : 2012/2013	S4: Percentage of pupils with ASN with 5 awards at SCQF level 5 and above : 2012/2013	S5: Percentage of female pupils with 5 awards at SCQF level 6 and above : 2012/2013	S5: Percentage of male pupils with 5 awards at SCQF level 6 and above : 2012/2013	S5: Percentage of pupils with ASN with 5 awards at SCQF level 6 and above : 2012/2013	6 Month Follow Up % Positive : 2012/2013
Scotland	94.3	46.1	35.8	14.9	19.2	13.9	5.4	90
Scottish Borders	96.1	53.1	40.4	15.4	18.3	15	3.6	92.1
Galashiels	90.6	47.38	34.3	10.4	10.9	8.5	7.1	86.4
Gala Datazone Max	100	100	100	50	60	50	100	100
Gala Datazone Min	62.5	0	0	0	0	0	0	0
Range	37.5	100	100	50	60	50	100	100

Education and Attainment: aged 16 and over

Data Zone	All people aged 16 and over: No qualifications	% of All people aged 16 and over: No qualifications	% of All people aged 16 and over: Level 1 (up to Standard Grade or equivalent)	% of All people aged 16 and over: Level 2 (up to Higher and Advanced Higher or equivalent)	% of All people aged 16 and over: Level 3 (college degree)	% of All people aged 16 and over: Level 4 and above (university degree)
Scotland	1173116	26.8	23.1	14.3	9.7	26.1
Scottish Borders	26341	27.9	22.7	13.8	8.7	27
Galashiels	3802	26	23.9	14.8	10.1	24.9
Gala Datazone Max	280	42.4	29.8	21.4	13.9	40.7
Gala Datazone Min	92	16.7	17.4	9.8	6.9	11.6
Range	188	26	12.4	11.6	7	29.1

Range data (max/min for Galashiels), indicates that young people from some datazones are leaving school without minimum standards of literacy and numeracy and some datazones have exam attainment levels at S4 at half the Borders average. Recent HMIE inspection of Galashiels Academy identifies an improving picture.

There is some evidence that girls in the most deprived areas have a high drop-out rate at S4 to S5 , despite doing well – this suggest cultural and aspirational barriers to learning that are not experienced by girls in other parts of the Borders.

Langlee datazones include one where 75% of the population has no or low qualifications which is in itself an indicator of low literacy levels.

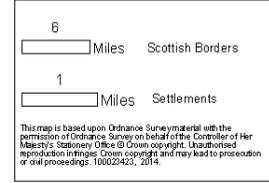
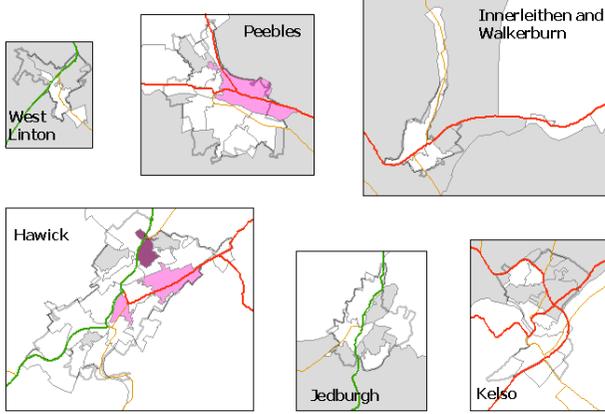
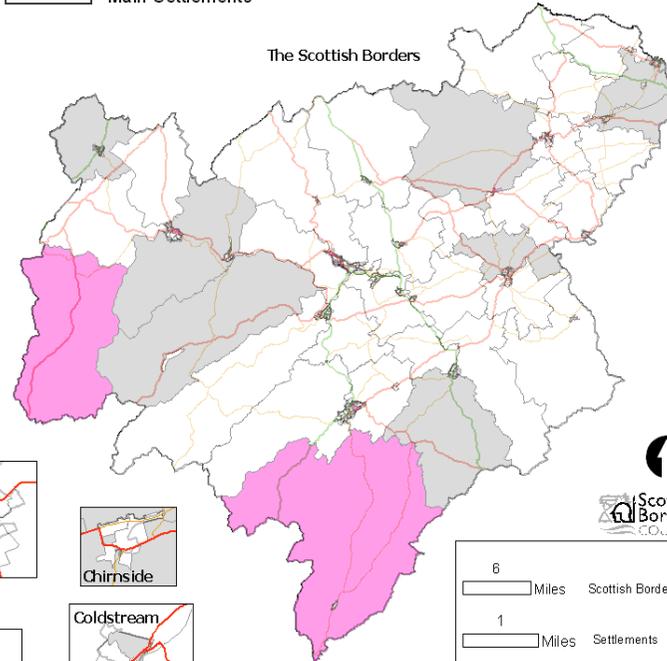
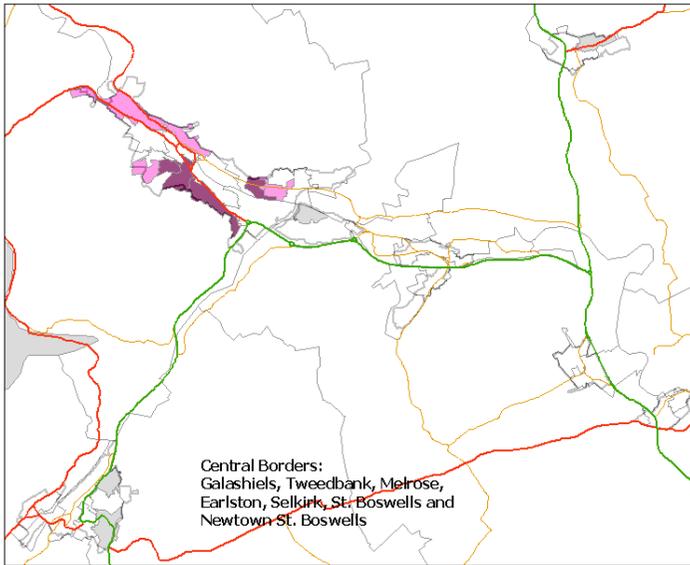
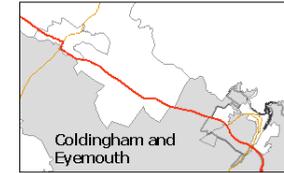
Source: RlinSB_Education Attainment V2

A range of accreditation opportunities offered through partners supports adults and young people to have their learning recognised when it takes place outside school and college: SQA Core Skills Units, Personal Development and Employability Awards, Youth Achievement Awards YAA, Dynamic Youth Awards DYA, Saltire Awards, John Muir Awards.

Reducing Inequalities in the Scottish Borders

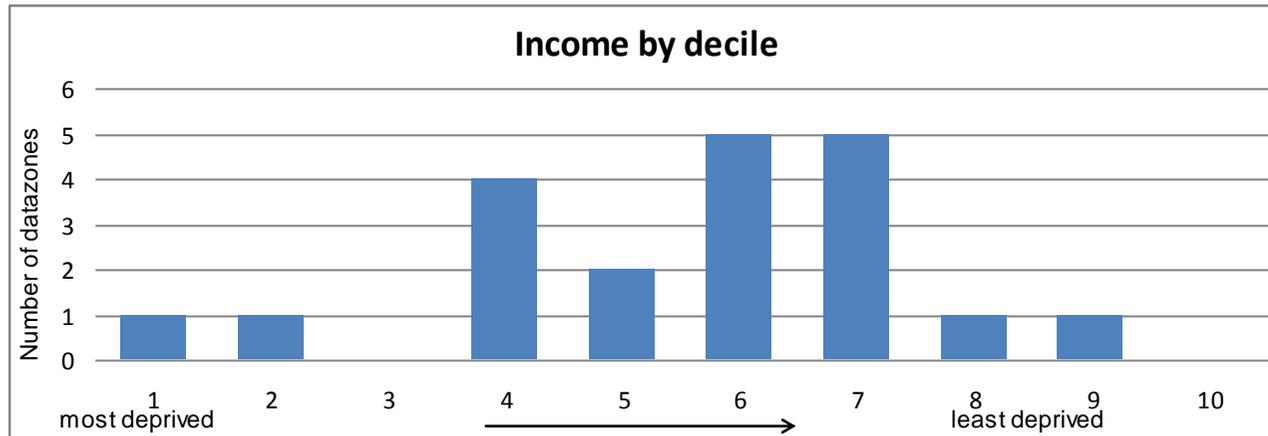
S4 % with English and Maths at Level 3 (2012/2013)

- A. 100% (90)
- B. 90% to Under 100% (25)
- C. 80% to Under 90% (10)
- D. 60% to Under 80% (5)
- Trunk Roads
- A Class Roads
- B Class Roads
- Main Settlements



The number in the () is the number of 130 datazones in the group.

Galashiels Income by decile: 2 datazones in deciles 1-3



Income: lifestages

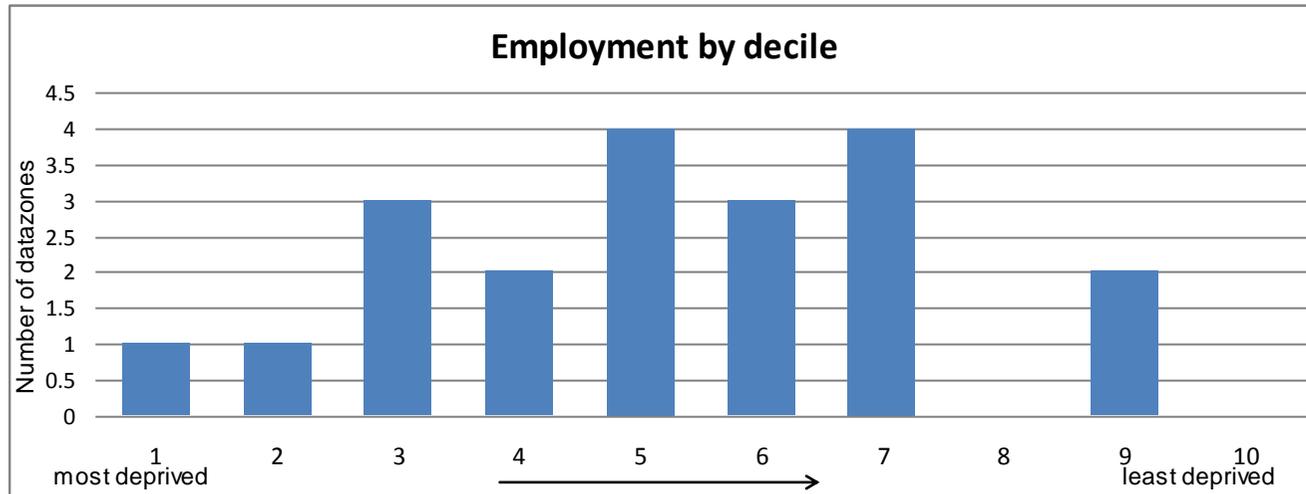
Data Zone	Percentage of total population who are income deprived : 2011	Percentage of working age population who are employment deprived : 2011	Percentage of Children in Poverty : 2010	Percentage of population aged 60 and over claiming GC : 2012Q04	Estimated percentage of households with low income (less than 70% median) and materially deprived : 2008/2009
Scotland	12.6	12.1	18.6	15.4	7
Scottish Borders	10	10	12.8	11.3	5
Galashiels	12.4	12.9	15.3	13.1	6.1
Gala Datazone Max	30	30	41.2	26	13
Gala Datazone Min	4	4	0	4.4	2
Range	26	26	41.2	21.6	11

The percentage of the population who are income deprived is higher on average for Galashiels than the Borders.

At a datazone level, 2 datazones are in the most deprived, where percentages for those who are income and employment deprived and living in poverty with children rise to approaching 2-3 times both the Borders average and the average for Galashiels itself.

Dependency on working age key benefits is strongly linked to deprivation. Youth unemployment across the Borders remains an issue and in some datazones in Galashiels is nearly 3 times the average.

Galashiels Employment by decile: 5 datazones in deciles 1-3

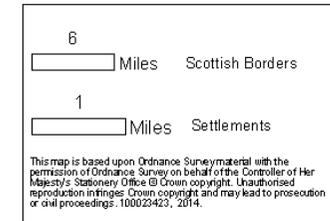
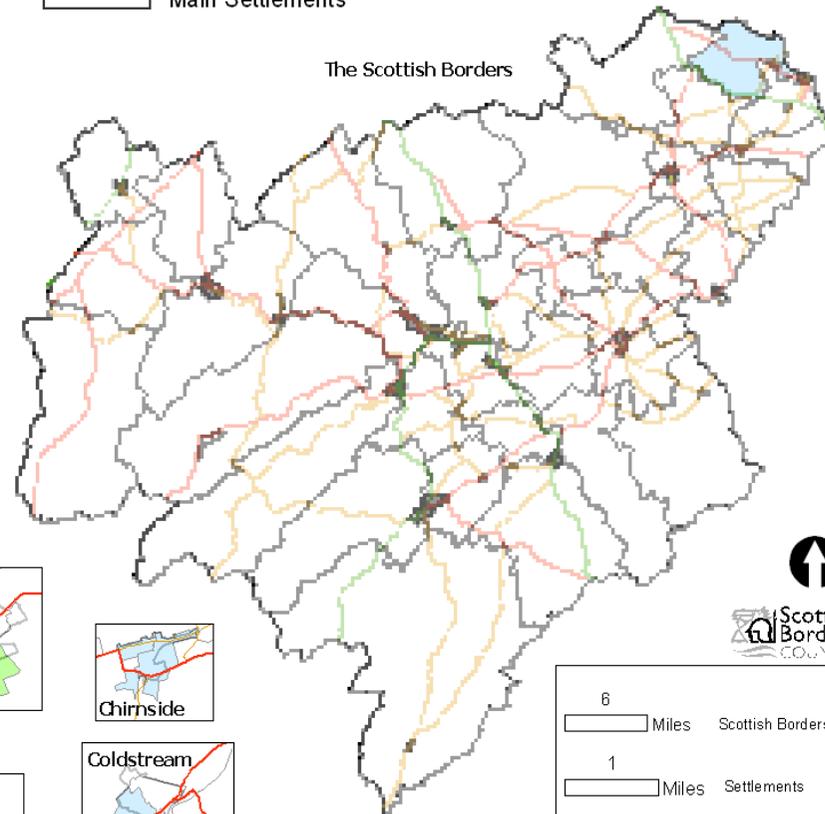
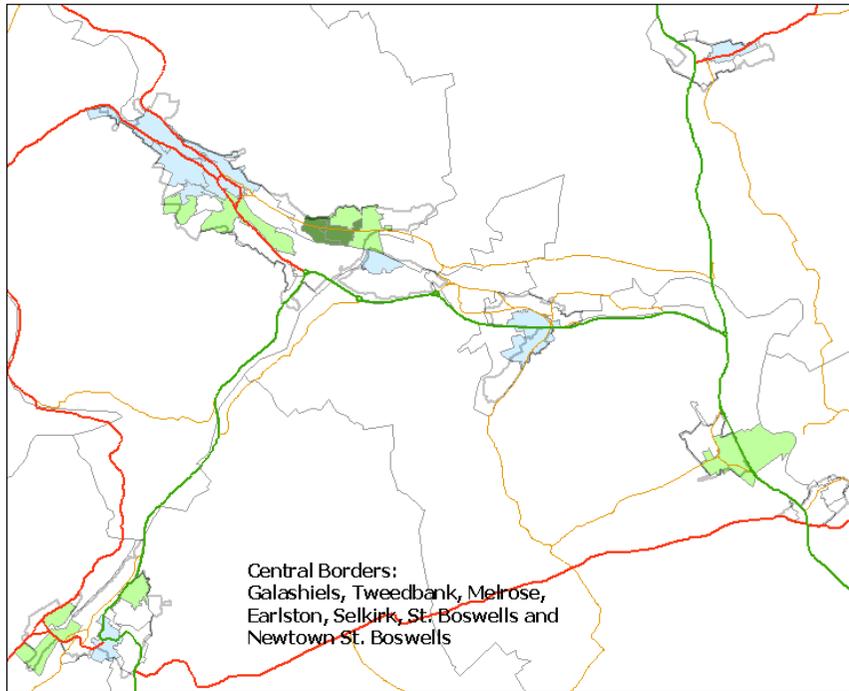
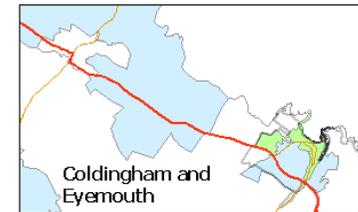


Data Zone	% population aged 16-64 claiming Key Benefits : 2012Q04	Total no. of working age claimants aged 16-24 : 2012Q04	% population 16 to 24 claiming Key Benefits : 2012Q04	% females aged 16-64 claiming Key Benefits : 2012Q04	% working age (aged 16-64) males claiming Key Benefits : 2012Q04	Percent: Economically active: Unemployed	Total no. of people of working age claiming Job Seekers Allowance : 2012Q04
Scotland	16	79230	12.7	15.2	16.8	4.8%	132460
Scottish Borders	12.5	1340	12.2	11.5	13.5	4.0%	1960
Galashiels	16.12	320	16.05	14.4	18	5.5%	495
Gala Datazone Max	36.3	35	33	35.6	37.4	14.3%	65
Gala Datazone Min	5.4	5	1.8	3.5	6.9	2.1%	0
Range	30.9	30	31.2	32.1	30.5	12.2%	65

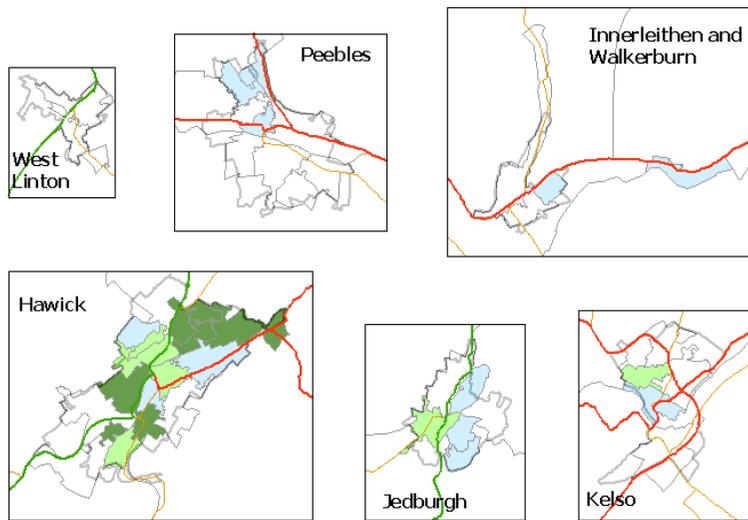
Reducing Inequalities in the Scottish Borders

% Working Age who are Employment Deprived: 2011

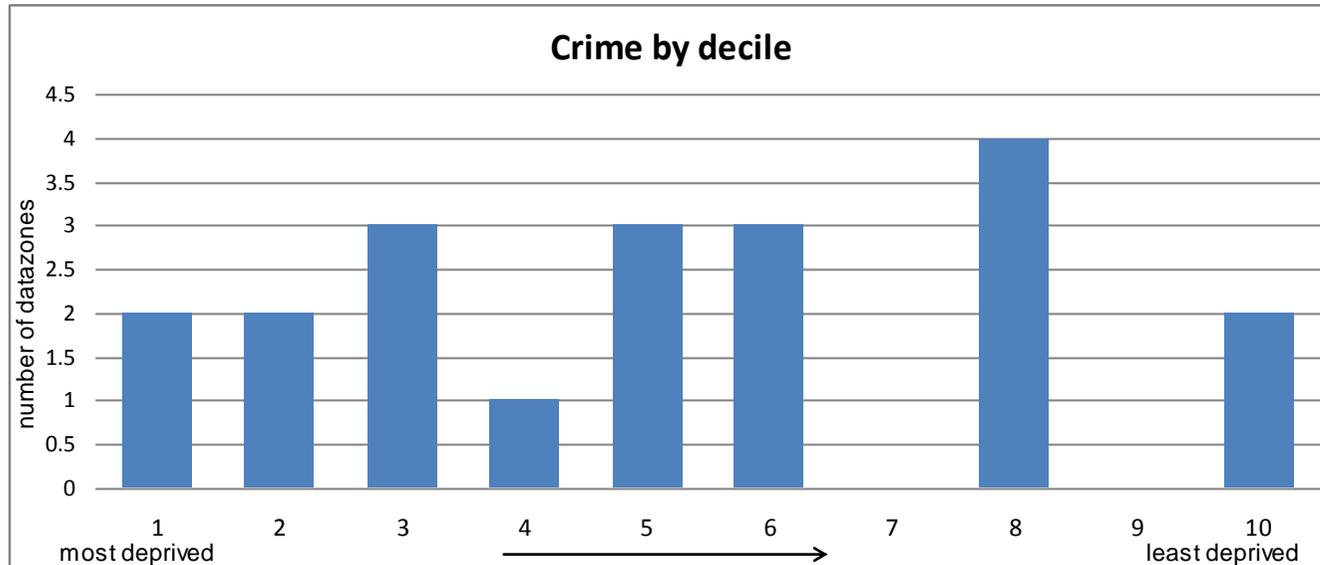
- A. Under 10% (74)
- B. 10 to Under 15% (31)
- C. 15% to Under 20% (16)
- D. 20% to 30% (9)
- Trunk Roads
- A Class Roads
- B Class Roads
- Main Settlements



The number in the () is the number of 130 datazones in the group.



Galashiels Crime by decile: 7 datazones in deciles 1-3



Although a greater proportion of SIMD Crimes (violence, housebreaking, drugs, minor assault and vandalism) in the Borders happen in the most deprived areas, town centres experience more overall incidents. The highest number of anti-social incidents in the Borders occurs in Galashiels North (2012-13).

There is a proven link between crime and antisocial behaviour and alcohol.

Health Improvement is initiating some research to increase the capacity to understand and address alcohol related harm and increase the opportunities for the concerns of the Langlee community to be heard.

Intermediate Zone Name	Total Population: 2012	Antisocial Behaviour Incidents: 2012-2013	Antisocial Behaviour Incidents per 1,000 pop: 2012-2013
Scottish Borders	113710	24068	211.7
Most deprived IZ (Langlee)	2717	1047	385.4
Galashiels	17589	1240.6	374.34
Max(Gala North)	3665	2232	609
Min (Melrose Tweedbank)	5224	705	135
Range		1527	474

Mapping Community Learning and Development and what will drive improvements (Drivers for Change).

The following diagrams show the community learning and development that is already in place in the Galashiels Learning Community and that contributes to improved life chances for individuals and to communities becoming stronger, more resilient, supportive, influential and inclusive.

Community learning and development encompasses Youth Work, Youth Work & Schools - including issue based work with young people and supported transitions work, Youth Voice, Work with vulnerable learners, Adult Learning (Numeracy, Literacy, ICT, English for Speakers of other languages), Personal Development and Citizenship, Family Learning and Parenting, Community Development, Community Capacity Building, Volunteering.

There is a diagram for each of the Reducing Inequalities strands of Employment & Income, Health & Wellbeing, Skills & attainment, Keeping People Safe and Housing.

The key to the diagrams is shown on the left handside. The diagrams enable you to see what opportunities and activities currently contribute to positive change for people in the community (CLD Short term outcomes) and who is involved in delivering them (inputs and partners). Full detail of individual partners' opportunities will be available from the partnership.

Following discussions with partners and community groups, primary drivers for change have been identified. These will drive improvements for change linked to the CLD Short term outcomes. (See appendix p34 for full driver diagrams)

Actions for improvement have been identified in the action plan attached. Partners will logic model outputs for each action to ensure that they will deliver the desired outcomes. (see Appendix for project planning template and example p39). These change projects will then be monitored as part of the ongoing CLD LC Partnership process for driving improvement.

Reducing inequalities in Employment & Income: MAPPING of CLD currently supporting Employability outcomes and Primary Drivers for change

Long term Outcomes	Reduce inequalities in Employment & Income in Learning Communities - Galashiels				
CLD Short Term Outcomes	People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work More people will engage in volunteering opportunities (with a specific focus on young people)				
Target groups	Vulnerable Adults	Vulnerable Young people	Targetted Communities	Universal Adult	Universal Young people
Mapping of existing Outputs in Galashiels	Financial Capabilities Adult Literacy 7 Numeracy Peer Support Groups Local Area Co-ordination - LDS Green Works Bread Works	Activity Agreements Youth Work & Schools Personal Dev, & Employability Vocational learning (ESS) Stage 1-4 Employability/Forum Work Choice (16+) SQA + John Muir	Health Issues in the Community Mens Sheds Food Hygiene + First Aid training Re- Connect CJSW project Peer support groups Resilient Communities	Adult Literacy & Numeracy SQA Employability /CLDS SQA centre Work programme Volunteer opportunities Community Groups Online learning/ Get Clicking etc Guidance	Senior Phase Employability/Work experience Work programme Volunteer projects Schools Plus + BC projects My WOW + Universal Jobsearch Guidance
Inputs/ Partners	CLDS Learning Disability S New Horizons SAMH Penumbra BSLP Momentum	CLDS/SDS Gala Academy ESS Galashiels Works LifeSkills Momentum Penumbra Youth Proj	HLN CJSW CLDS Resilient Communities	CLDS JCP VC Borders Libraries CAB	Gala Academy CLDS JCP VC Borders Borders College SDS
Drivers for Change	Flexible opportunities for the hard to reach Increase Volunteering - esp for young people Share Information and improve transitions through employability pipeline Address barriers Reduce Debt				

Reducing inequalities in Health & Wellbeing: MAPPING of CLD currently supporting Health & Wellbeing outcomes and Primary Drivers for change for Health & Wellbeing

Long term Outcome	Reduce inequalities in Health in Learning Communities - Galashiels					
CLD Short Term Outcome	Individuals and groups will have the capacity and capability to take responsibility for their own health and well-being Community-led health and peer support approaches will be developed to increase the availability of informal social support networks in communities (with a specific focus on older people)					
Target groups	Vulnerable Adults	Vulnerable Young people	Targetted Communities	Universal Adult	Universal Young people	
Mapping of existing Outputs in Galashiels	Adult Literacies Community based adult Learning Local area co-ordination (LDS) Peer Support Groups :1 & Group work (MH)	Specialist Youth work Youth work & Schools Peer mentoring :1 & Group work (MH) School workshops Mental Health & Stigma Reduction	Health Action Group Cooking Groups Community Food Healthy weight Langlee badminton ESOL parents group EYCentre groups Lifestyle Advise	Zumba/Keep fit Community Based Adult learning Adult Literacies Confidence Courses Smoking Cessation Langlee Community Centre groups Stress Busters The Hive groups	PSE Youth Clubs Peer mentoring Active schools Gala Fairydean Community outreach	
Inputs/ Partners	CLDS L. Disability Service New Horizons Penumbra BSLP penumbra Youth Proj SAMH	Youth Borders TD1 CLDS Gala Academy Penumbra Youth Proj	Healthy Living Network Health Improvement Langlee CC Committee LAS Service SBC Early Years team CLDS	Fit Borders BSLT CLDS Health Imp The Hive	Youth Borders CLDS Gala Academy TD1 BSLT Gala Fairydean	
Drivers for Change	Reduce % self reported mental health Increase Health Knowledge					

Reducing inequalities in Skills & Attainment: MAPPING of CLD currently supporting Skills & Attainment and Primary Drivers for change for Skills & Attainment

Long term Outcomes	Reduce inequalities in skills and attainment in Learning Communities - Galashiels					
CLD Short Term Outcomes	Partners will increase their commitment to promote and deliver more opportunities to support targeted young people (especially LAC and vulnerable YP) into positive destinations More Looked after Children and Vulnerable Young people from areas of deprivation will be supported through positive transitions at all stages of their learning Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations					
Target groups	Vulnerable Adults	Vulnerable Young people	Targetted Communities	Universal Adult	Universal Young people	
Mapping of existing Outputs in Galashiels	Adult Literacies Community based adult learning SQA Units & Awards	Activity Agreements 16+Destinations Group INSIGHT Data Alternative Curriculum Supported Transitions Employability support Forum Supported Employment	RAFA PEEP/Incredible Years Flying Start Living with parents Early Years Centre groups/PDSAs Family Club/ HomeworkClubs/ Family learning Vulnerable 2's Nursery	Adult Literacies Community based Adult learning SQA Units & Awards Adult Learners Awards Family Centres/ Family learning ESOL Parents	YW & Schools/Guidance PI Improver (BC) Book Bugs 6 Book Challenge Youth Clubs Qualifications & Awards/ YAA/DYA/Saltire Student Suport Services Volunteering/Youth Voice Abbotsford House Community/Family learning projects	
Inputs/ Partners	CLDS L Disability Service	CLDS Galashiels Academy Momentum Gala Works Lifeskills ESS	CLDS Primary schools EY Team Gala Academy EY Collaborative	CLDS ICS	CLDS/Youth Voice VC Borders Gala Academy Borders College Youth Borders Libraries Heriot Watt University	
Drivers for Change	<p>Early Intervention for raised aspirations and ambition</p> <p>Better engagement of families across key life transitions</p> <p>Address barriers including barriers to parental engagement</p> <p>increase Volunteering - esp. for Young People</p>					

Reducing inequalities in Keeping People Safe: MAPPING of CLD currently supporting Keeping People Safe and Positive Drivers for Change for Keeping People Safe

Long term Outcome	Reduce inequalities in Keeping People Safe in Learning Communities (Galashiels)					
CLD Short Term Outcome	Targeted vulnerable groups(especially young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves People in targeted communities will increase their participation in Resilient Communities (with a specific focus on young people)					
Target groups	Vulnerable Adults	Vulnerable Young people	Targetted Communities	Universal Adult	Universal Young people	
Mapping of existing Outputs in Galashiels	Re-connect Womens group	Alternative curriculum	Resilient Communities	Community-based Adult Learning	PSE/Awarenes	
	Vulnerable Adults training	TD1 Project for S4	Health Action Group	Adult Literacies	Youth club	
	Local Area Co-ordination	Activity Agreements		Volunteering	SHARE	
	Peer support groups	Employability provision			Child protection/GiRFeC	
Inputs/ partners	CJSW	Gala Academy	Healthy Living Net	CLDS	Gala Academy	
	Adult Protection Unit	CLDS	Langlee Residents	VC Borders	Youth Borders	
	L. Disability Service	TD1			CLDS	
	New Horizons	Youth Borders			Health Improvement	
	Penumbra BSLP	Gala Works			SBC Education	
	SAMH	Momentum			SBC ICS	
	Children First	ESS			Police Scotland	
	Penumbra Youth Project	LifeSkills				
		Children First				
		Penumbra Youth Proj				
Drivers for Change	Increase Volunteering - esp for young people					
	Early Intervention for raised aspirations and ambition					
	Address barriers					

Reducing inequalities in Housing: MAPPING of CLD currently supporting Housing and Primary Drivers supporting change in Housing

Long term Outcomes	Reduce inequalities in Housing (maintaining tenancy) in Learning Communities - Galashiels				
CLD Short Term Outcomes	Partners will increase the opportunities for tenancy support				
	Partners will increase opportunities for improving financial capabilities to mitigate Welfare Reform				
	Partners will increase opportunities for digital inclusion to mitigate welfare reform				
Target groups	Vulnerable Adults	Vulnerable Young people	Targetted Communities	Universal Adult	Universal Young people
Mapping of existing Outputs in Galashiels	LD Financial Capabilities	Activity Agreements	Tennancy support	Adult Literacies	Senior Phase
	Maintain tenancies	Alternative Curriculum	EY Centre Drop-in	Advice	Advice
	Prevent homelessness	Supported transitions to Independent Living	BHA Tennant Project	Tennancy Support Officers	Tennancy Support Officers
Inputs/ Partners	CLDS	CLDS	Waverly Housing	CLDS	Gala Academy
	L Disability Service	Gala Academy	SBHA	CAB	CAB
	SBC Homelessness	SBC Transitions team	VC Borders	DWP	DWP
	Penumbra BSLs		SBC EYTeam	Waverly Housing SBHA	Waverly Housing SBHA
Drivers for Change	Flexible opportunities for the hard to reach				
	Share information				
	Address Barriers				
	Reduce Debt				

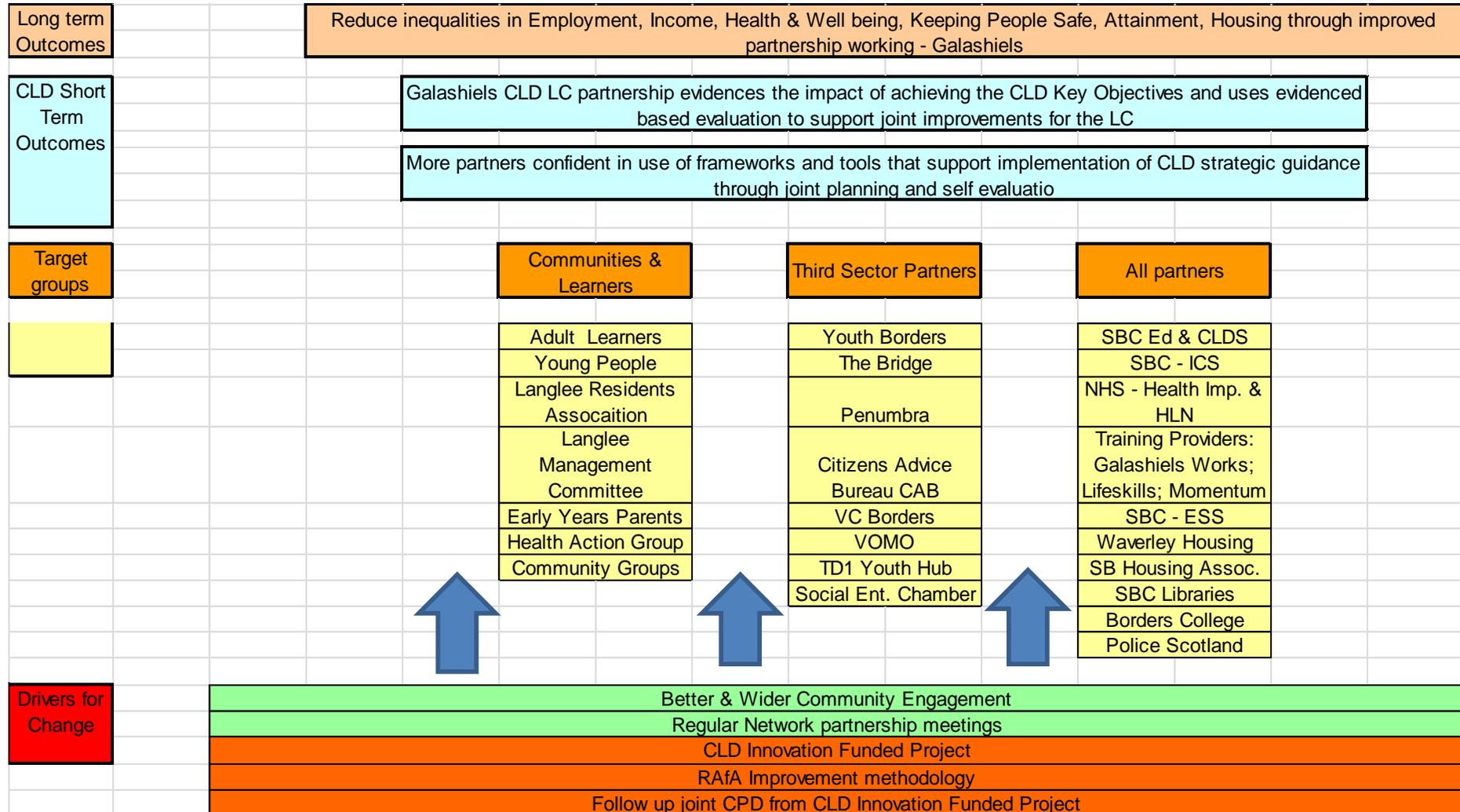


Reducing inequalities in Community Capacity: MAPPING of CLD currently supporting building Community Capacity Primary DRIVERS supporting change in building Community Capacity

Long term Outcomes	Reduce inequalities in Employment, Income, Health & Well being, Keeping People Safe, Attainment, Housing through Community Capacity Building - Galashiels					
CLD Short Term Outcomes	Partners will increase the capacity of organisations and community groups to support more volunteering opportunities					
	Partners will increase the capacity of organisations and community groups to provide opportunities to support learning through all life stage					
	Partners will increase the capacity of organisations and community groups to provide opportunities to mitigate welfare reform and develop digital inclusion					
	Partners will support more community groups to have active and influential roles in their local and wider communities (with a specific focus on developing the participation processes of the					
	All Learning Communities have an increased awareness of the resources and opportunities provided by local partners					
	Effective networks will support referral of targeted groups to CLD LC opportunities and community groups					
Target groups	Vulnerable Adults	Vulnerable Young people	Targetted Communities	Universal Adult	Universal Young people	
Mapping of existing Outputs in Galashiels	EYCentre Implementation Net	Opportunities for all Co-ordination	EY Centre Volunteer	Mums supporting Mums	Youth clubs	
		Activity Agreements	Literacies Volunteers Langlee CC management	Langlee CC Capacity building support for groups	Uniformed services	
		Work placements Supported Employment Forum	EYCentre	Training for third sector orgs	Community outreach projects: Gala Fairydean	
		Employability support Network	Health Action Group	Youth work training for third sector orgs		
		School Support Forum	Migrants Support HLN Volunteers	Volunteer opportunities Resilient Communities		
		EY partners CLDS L.Disability Service	CLDS Gala Academy Training Providers	EY Implementation HLN CLDS	Langlee Residents The Bridge Healthy Living Network VC Borders CLDS	Youth Borders Uniformed Services Gala Fairydean
Inputs/						
Drivers for Change	Build on work of existing groups and Networks: Energize and Langlee Carnival to support YP					
	Review Employability Forum and Supported Employment Network					
	Information sharing about what services we deliver					

Better Partnership Working:

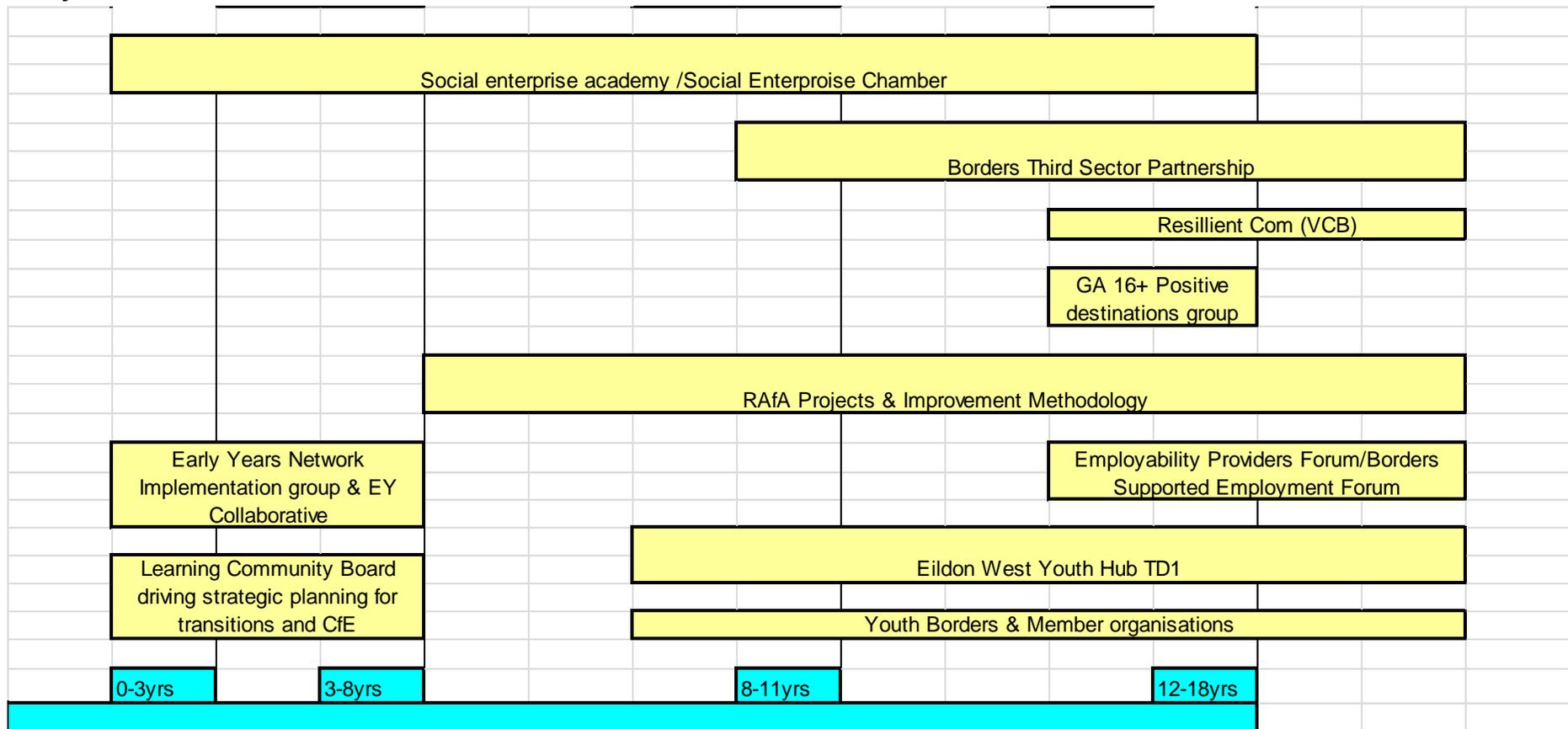
(see below Networks supporting the age profile of Learning Community)



Driver theme key	Colour
Barriers	Pink
Early intervention	Orange
Information sharing	Green
Volunteering	Yellow

Flexible learning	Yellow
Work experience	Blue
Tackling Debt/income	Purple
CPD	Orange

**Networks/partnerships supporting age profile:
0-18yrs**



**Networks supporting age profile:
18 - 65+ yrs**

Social enterprise academy/Social Enterprise Chamber			
			Elder Voice/U3A
Gala 2020			
Langlee Community Choir			
Migrant Support Group			
Mums Supporting Mums Network & groups(3)			
Parent Councils			
Resilient Communities projects - Langlee residents association			
Borders Care Learning Network (Training & Personal development for Third sector and private Care organisations)			
Drugs & Alcohol Partnership - Langlee consultation and local solutions project (Linked to Health action group)			
The Hub - Ladhope Vale			
Third Sector Partnership(The Bridge/Vc Borders/Youth Borders			
Langlee Health Action Group			
Community Centre Management Committees			
Langlee Residents Association/Waverly Housing + Langlee Community Flat			
19-25	26-49	50-65	65+

What is the need for CLD? *Key points gathered from consultation so far*

Learners tell us:

Youth employment is an issue

YP in Langlee need somewhere to go

Support for mental health issues –nowhere for young people go for support

Work experience is not fit for purpose

Motivation for working is an issue (adults)

Barriers to learning include knowing where to go and the stigma attached to having to ask. Word of mouth is how most people find out. Supported referral and attendance helps

Learning providers tell us:

Transitions across the employability pipeline – YP falling out between stages
Barriers to volunteering include funding criteria of employability programmes and benefit sanctions.

Communication between providers of learning/training – need for a network

Some indication that self reported mental health may sit under the range of health indicators for maternal & infant well being

Young people identifying issues with mental health support – they see it as their priority issue

- *Agreed partnership priorities for CLD for next three years*

The CLD Learning Community Partnership has agreed that the local priorities for reducing inequalities through CLD are:

- *Young people's employability*
- *All age employability*
- *Self reported mental health*
- *Tackling debt/income*

These priorities will be addressed through aligning actions to the CLD short term outcomes below: - see appendix for driver diagrams that document partners views of what improvements will drive change (p.36)

CLD Short term Outcomes:

- People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work
- Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work
- Individuals and groups will have the capacity and capability to take responsibility for their own health and well-being
- Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations

The action plan will also document actions aligned to other CLD short term outcomes where driver diagrams indicate dependencies for improvements for change linked to these priorities.

See Action Plan below

Galashiels Learning Community Action Plan Summary 2015-18

Link to Corporate Priority No. or CPP Priority	What do we want to achieve? (CLD Objectives and short term outcomes)							
CP2 SOA2	CLD Key Objective 1: Reduce inequalities and improve the wellbeing of Borders Communities through early intervention and prevention approaches.							
Reducing Inequalities Strand	EMPLOYMENT and INCOME							
CLDS & CLD partners Business plans	CLD short term outcomes <ul style="list-style-type: none"> • People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work • Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work • More people will engage in volunteering opportunities (with a specific focus on young people) 							
High Level Generic Key Performance Indicators								
Tbc						Academic year Aug/July		
			By whom?			By when?		
Action	How we will achieve our objective? (Action Plan)	KPI ref	Owner	Partners involved in delivery	Resources	15/16	17/18	18/19
1	Increase the number of adults 18-64yrs with outcomes of increased employability by removing barriers to Adult Learning and provide flexible opportunities for the hard to reach(Target datazones in deciles1-3 for employment		CLDS	CLDS/ LRA/JCP/ /CAB		baseline	x	x
2	Increase the number of young people (S3-S6) with outcomes of increased employability through early intervention, vocational training and youth work approaches to remove barriers to learning (Target population in datazones with deciles 1-3)		Youth work & Schools: ESS	CLDS /GA /SBSEC/ESS		baseline	x	x
3	Increase the number of young people with outcomes of improved employability through arts and cultural Development (VOMO)		VOMO	VOMO/Arts Development		X 1yr project		
4	Increase the number of young people involved in volunteering in the learning community (Target S1 to age 24yrs) through awareness raising and youth work approaches with Galashiels Academy, Youth Borders and Resilient Communities		CLD partnership	VC Borders/ CLDS/GA/ SEC/Youth Borders VAF bid		baseline	x	x

Reducing Inequalities Strand		HEALTH and WELLBEING						
CLDS & CLD partners Business plans		CLD short term outcomes <ul style="list-style-type: none"> Individuals and groups will have the capacity and capability to take action to improve their own health and wellbeing Community-led health and peer support approaches will be developed to increase the availability of informal social support networks in communities (with a specific focus on older people) 						
High Level Generic Key Performance Indicators								
tbc								
			By whom?			By when?		
Action No	How we will achieve our objective? (Action Plan)	KPI ref	Owner	Partners involved in delivery	Resources	15/16	16/17	18/19
5	Promote and support positive approaches to mental and emotional wellbeing through learning, literacy and community-led peer support interventions that reach the hard to reach (Target population in deciles1-3)*		CLDS/ Penumbra	CLDS/HLN/ EYCentre/ Schools/New Horizons/Penumbra SAMH/BVCLF		Baseline + research	x	x
6	Develop and implement a Langlee Food Plan		HLN	HLN/ Health Action Group/LRA		baseline	x	x

Notes:

- Resources have been developed through VOMO with Haylis Mackay for school aged children – My big bag of worries/Not just me etc
- Langlee Food Plan – based in ideas and vision about what would create a “good food culture” across the community from the perspective of partners and community members – including Young people and Children.

Reducing Inequalities Strand		KEEPING PEOPLE SAFE						
CLDS & CLD partners Business plans		CLD short term outcomes <ul style="list-style-type: none"> • People (especially vulnerable young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves • People in targeted communities will increase participation in Resilient Communities (with a specific focus on young people) 						
High Level Generic Key Performance Indicators								
tbc								
			By whom?			By when?		
Action No	How we will achieve our objective? (Action Plan)	KPI ref	Owner	Partners involved in delivery	Resources	15/16	16/17	18/19
7	More Young people involved in Resilient Communities initiative at Langlee		LRA/CLDS	CLDS/LRA/GA/VC Borders		baseline	x	x
8	Develop a strategic approach across partners so that PSE themes in school are echoed across partners youth work approaches(P7-S6)		EWLCB/CLD partnership	TD1/CLDS/Youth Borders/PSE programme		baseline	x	x
9	Recruit and deploy Alcohol Development Officer (Communities) post to use community engagement and development in order to increase local capacity to understand and address alcohol related harm and to increase opportunities for community concerns to be heard		ADP	HLN/CLAD/HAG	15 month post, approximate start 5/15	Recruitment	x	

Reducing Inequalities Strand		SKILLS and ATTAINMENT						
CLDS & CLD partners Business plans		CLD short term outcomes <ul style="list-style-type: none"> Partners will increase their commitment to promote and deliver more opportunities to support targeted young people (especially Looked After Children and vulnerable young people) into positive destinations More Looked after Children and young people from areas of deprivation will be supported through positive transitions at all stages of their learning Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations 						
High Level Generic Key Performance Indicators								
tbc								
			By whom?			By when?		
Action No	How we will achieve our objective? (Action Plan)	KPI ref	Owner	Partners involved in delivery	Resources	15/16	16/17	18/19
10	Develop and deliver RAfA projects in Galashiels Academy and Langlee Primary to increase positive destinations and literacy		GA LPS	GA/LPS/CLDS		x		
11	Spread positive improvement actions from RAfA projects to broader range of targeted pupils identified in most deprived deciles		GA	GA/CLDS			x	x
12	Develop a strategic approach to involvement of parents across young people's key transitions (Target: Increased number of parents from datazones in deciles 1-3 participating in key transition supports and parents opportunities (Flying Start/Living with Parents/supported transition programme)		EWLCB	EW LC Board/CLDS		baseline	x	x
13	Develop and deliver Children & Families Funded project: Increase Family Activities (5-8yrs) and Family Activities for Dad's through Children & Families Funded project:		EY Programme Manager	CLDS/EYC/volunteers/3 rd Sector partners		Funding achieved	x	X
14	Increase the number of parents of 3-4yrs confident to manage their children's behaviour through Incredible Years 14 week programme (2courses/year)		EY Centre Manager/CLDS	CLDS/EYteam /HV	IY Course & practitioners	x	x	x

Reducing Inequalities strand		HOUSING						
CLDS & CLD partners Business plans		CLD short term outcomes <ul style="list-style-type: none"> Partners will increase the opportunities for tenancy support Partners will increase opportunities for improving financial capabilities to maintain tenancies and mitigate Welfare Reform Partners will increase opportunities for digital inclusion to mitigate welfare reform 						
High Level Generic Key Performance Indicators								
tbc								
			By whom?			By when?		
Action No	How we will achieve our objective? (Action Plan)	KPI ref	Owner	Partners involved in delivery	Resources	15/16	16/17	18/19
15	Increase the number of parents with ICT skills for managing consequences of Universal Credit		CLDS	CLDS/Welfare benefits – EY development worker		baseline	x	x
16	Increase the number of parents numeracy skills for outcomes of financial capabilities		CLDS	CLDS/Welfare benefits – EY development worker		baseline	x	x

Link to Corporate Priority No. or CPP Priority	What do we want to achieve? (CLD Objectives and short term outcomes)							
CP4	CLD Key Objective 2: Build the capacity and resilience of Galashiels Learning Community and the voluntary sector							
Reducing Inequalities Strands	EMPLOYMENT & INCOME, HEALTH & WELLBEING, KEEPING PEOPLE SAFE, SKILLS & ATTAINMENT, HOUSING							
CLDS & Partners Business Plans	CLD short term outcomes <ul style="list-style-type: none"> Partners will increase the capacity of organisations and community groups to support more volunteering opportunities Partners will increase the capacity of organisations and community groups to provide opportunities to support learning through all life stages Partners will increase the capacity of organisations and community groups to provide opportunities to mitigate welfare reform and develop digital inclusion Partners will support more community groups to have active and influential roles in their local and wider communities (with a specific focus on developing the participation processes of the Community Empowerment Bill) All Learning Communities have an increased awareness of the resources and opportunities provided by local partner Effective networks will support referral of targeted groups to CLD LC opportunities and community groups 							
High Level Generic Key Performance Indicators								
tbc								
			By whom?			By when?		
Action No	How we will achieve our objective? (Action Plan)	KPI ref	Owner	Partners involved in delivery	Resources	15/16	17/18	18/19
17	Increase the number of individuals and groups with the capacity to develop social enterprise through partnership with the social enterprise chamber		SBSEC/LRA	LRA /SBSEC/CLDS		baseline	x	x
18	Develop the capacity to provide a Credit Union - Langlee**		LRA	LRA				x
19	Increase the number of skilled and active Langlee volunteers involved in Resilient communities		LRA	LRA/VC Borders		baseline	x	X

Link to Corporate Priority No. or CPP Priority		What do we want to achieve? (CLD Objectives and short term outcomes)						
CP 8		CLD Key Objective 3: Improve partnership working						
CLDS & CLD partners Business plans		CLD Short Term Outcomes <ul style="list-style-type: none"> Learning Community CLD plan evidences impact of achievement of the CLD Key Objectives and uses evidenced based evaluation to support improvements for the Learning Community More partners confident in use of frameworks and tools that support implementation of CLD Strategic Guidance through joint planning and self-evaluation 						
High Level Generic Key Performance Indicators								
			By whom?			By when?		
Action No	How we will achieve our objective? (Action Plan)	KPI ref	Owner	Partners involved in delivery	Resources	15/16	17/18	18/19
20	Increase the number of individuals confident to use outcome focused planning and evaluation (CLD Innovation Fund Project (March 2015))		BTSP	CLDS/Youth Borders		x		
21	Increase membership and develop remit of Local Employability Forum and Borders Supported Employment Forum to support better sustained transitions and progression through the employability pipeline and outcomes of this plan **		Opportunities for All Coordinator	Training Providers/CLDS/SDS Employability Forum Borders Supported Employment Forum		baseline	x	x
22	Develop research/case studies across partners to create an evidence base for YP experiencing multiple barriers to employability – including barriers to volunteering		tbc	CAB/Local Employability Forum/		x		
23	Increase and improve regular & active participation of partners in LC CLD planning and monitoring meetings		CLDS	CLD LC partners - Galashiels		baseline	x	x
24	Increase partners knowledge and understanding of delivery and impacts of community learning and development across the learning community through practice sharing, networking and data sharing		CLDS	CLD LC partners - Galashiels		baseline	x	X
25	Increase number of partners engaging in annual self-evaluation and improvement planning		CLDS	CLD LC partners - Galashiels		baseline	x	X
26	Increase partners knowledge and competencies through joint CPD to support local plan outcomes		CLDS	CLD LC partners - Galashiels		x	x	x

** Some young people not sustaining progression across stages in the employability pipeline

***Some evidence that multiple barriers exist to young people volunteering (funding criteria and benefit sanctions) and other activities that would improve employability. Mental health issues impact on access to employability opportunities for some people.

Gaps: In relation to our prioritisation work, these are the things we will not be addressing in this plan

Gap	Rationale for not addressing in plan
<i>Tackling Debt and Income</i>	<i>Increasing employability and addressing digital inclusion may have an impact on debt and income. Partners in the LC are keen to develop social enterprise and establish a Credit Union in Langlee. This would be a long term goal. Working in partnership to develop the capacity for social enterprise and work towards achieving these aims will be covered in the plan but we don't anticipate direct impact on debt and income in the life of this plan.</i>
<i>Work Experience and Developing Scotland's Young workforce</i>	<i>Strategic developments in relation to the recommendations of the Wood commission are underway in the Borders. Some of the decision making and implementation is outside the influence and direct action of the operational partners in this local CLD partnership – though they will be engaging in shaping actions. As the recommendations are implemented, partners anticipate being able to drive change through working together and this will be reflected in future plans and projects. How this will happen will become clear as strategic decisions for the Borders are made.</i>
<i>Crime</i>	<i>Highest incidences of antisocial behaviour centre around the town centre. Although not directly addressing crime, several actions of the plan will mitigate it. The Alcohol Research project (ADP) will increase local capacity to understand and address alcohol related harm and increase opportunities for community concerns to be heard. The Resilient Communities project supports broader outcomes for the community in terms of community cohesion and connection. Police Community Liaison continues to take an early intervention approach.</i>

Consultation: who has been consulted and how

Who was consulted	How many people were involved	Main issues raised	Equalities Impact Assessment: protected characteristic?
Langlee Residents Association	Approx 25	Youth unemployment Work experience Young people needing a place to go Development of adult learning and youth work in the LRA Community Flat	Age approx 35 +
Young People in Langlee (street work)	27 young people	Homework club Somewhere to chill with friends Issue based/health work Youth Club Best time – afterschool Majority enjoy living in Langlee some feel unsafe and find perception of crime & physical harm scary	Age 10-15yrs
Langlee management committee	7	Motivation of people to get work Young people - their employability and lack of opportunities for employment Needs to be better information and communication of what is out there in terms of services/opportunities Reducing smoking & drinking – resistant issue – needs educational approach – earlier the better More Community Police presence	40+
Early Years Implementation group	8 practitioners	Reduce % self-reported mental health Consistent use of approaches e.g. Solihul Improve key messages antenataly Increase awareness of hard to reach groups Improve holistic family support - building capacity over time. Increase peer support. Relationships of trust. Staff Knowledge and skills Improve communication ,reduce duplication and improve information sharing Early Intervention approaches in schools e.g Roots of empathy	

Early Years parents consultation	35 parents	Top five most important wellbeing indicators to parents consulted Children have clear boundaries – they learn right from wrong Children do active play in the home and outdoors Children have safe places to play and meet friends Parents do fun things together with their children Children are not bullied	19 – 40yrs Majority female
ADP (Drug & Alcohol partnership	1	Practitioner research will support further action research to support action to engage the community in action for addressing alcohol issues in Langlee	
Young people on activity agreements	3	<i>Focus groups in process</i>	
Adult Learners – Literacy & Mumeracy	4	Barrier to getting support – Not knowing whether it was there or not and also having to ask someone to find out. All learners found out by word of mouth. It helped to have a referring agency involved in getting support and supporting first interview. Learners would like longer sessions and be able to use own digital equipment and access to wifi during sessions.	
Community Consultaions Planned		Consultation at Supermarket Consultation at local Spar Consultation at Community carnival Consultation at Local Railway Celebration Event.	

(EIA: The groups listed relate to the new statutory requirements of the legislation i.e. the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation, together with equality and diversity themes particularly relevant to The Scottish Borders – health, human rights, rurality and deprivation.

Improvement Planning: *How will we know what we are doing is making a difference and how can we improve?*

Progress on plans will be reported regularly to the Partnership using the logic model format.

The Partnership will carry out an annual self evaluation to see how the Plan is working and what needs to happen next.

CLD partners who have contributed to this Plan:

Organisation	Contact
CLD	Mark Smith Emma Fairley Claire Stewart Becca Childs Alison Watson
Police	Karen McIlroy/Alastair Bruce
The Bridge/BAVS	Jan Laing Bridie Ashrowan/Kai
Youth Borders	Peacock/Claire de Bolle
Vol. Youth Provision	Douglas Ormiston TD1 Hub
NHS/Hi	Nichola Sewell Gordon Elliot
Volunteer Centre Borders	Tina Cameron
CAB (Citizens Advice	Kathryn Peden
Borders College	Veronica Blackwood
Arts	Robert Sproul-Cran
Libraries	Debbie McGill
Penumbra	Kelly Brown (YP) Gilly Callum
New Horizons	Laura Lawson
Langlee Residents Association	Judith Cleghorn
Langlee Management	
Committee	Dot Ramage
Waverley Housing	Pamela Martyn
Resilient	
Communities/Energise	Judith Cleghorn
Langlee Health Action Group	
Social Enterprise Chamber	Margaret Simpson
Gala Academy	Ian Anderson/ Lisa Catto
Langlee Primary School	Janet Cass/Sandra Davidson
ICS	Andrew Sheridan
EYCentre	Lesley Robertson EYC Implementation Group
<u>Training providers</u>	
Life Skills	Bruce Robertson/ Michelle
Gala Works	Mark Timmins
Momentum Scotland	Harry Wood
Eildon West Learning	
Community Board	Jenny Grant (Chair)

For more information about this plan contact: Claire Stewart 01896 664160

Langlee Complex, Marigold Drive, Galashiels TD1 2LP

For more information about the CLD Strategy contact:

Oonagh McGarry CLD Team Leader (adult)

Norrie Tait CLD Team Leader (youth)

Scottish Borders Council Headquarters, Newtown St Boswells, Melrose, TD6 0SA

Tel 01835 824000

GLOSSARY OF TERMS & ABBREVIATIONS

ADP	Alcohol and Drugs Partnership
BVCLF	Borders Voluntary Care Learning Forum
BSLP	Borders Supported Living Project
BTSP	Borders Third Sector Partnership
CAB	Citizens Advice Bureau
CLD LC	Community Learning and Development Learning Community
CLDS	Community Learning & Development Service
ESS	Employment Support Service
EW LCB	Eildon West learning Community Board
EY	Early Years
EYC	Early Years Centre
GA	Galashiels Academy
HAG	Health Action Group
HI	Joint Health Improvement team
HLN	Healthy Living Network
HV	Health Visitor
ICS	Integrated Children's Services

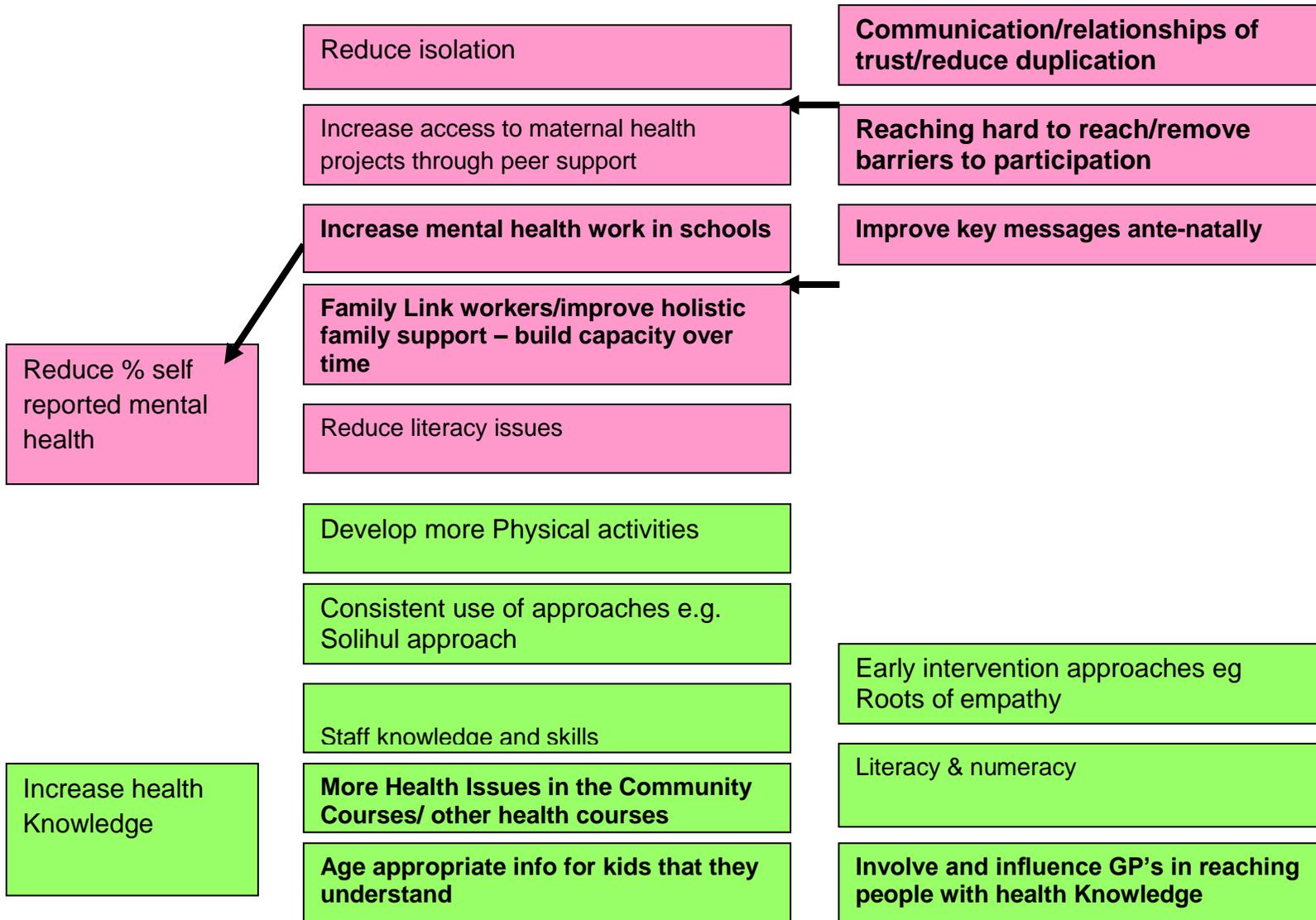
JCP	Job Centreplus
LCMC	Langlee Community Centre Management Committee
LPS	Langlee Primary School
LRA	Langlee Residents Association
MH	Mental Health
MHImp	Mental Health Improvement
PSE	Personal & Social Education
Penumbra YP	Penumbra Youth Project
SAMH	Scottish Association fro Mental Health
SDS	Skills Development Scotland
SBSEC	Scottish Borders Social Enterprise Chamber
TD1	Youth Hub - Galashiels
The Bridge	Council for Voluntary Services (membership organisation)
VC Borders	Volunteer Centre Borders
VOMO	Voice of My Own
YB	Youth Borders (membership organisation for youth work providers)
YP	Young People

APPENDICES:

- **Full Driver diagrams linked to short term outcome priorities**
- **Logic Modelling Project Plan with example**
- **Record of Prioritisation with partnership and Community groups**

AIM: Individuals and groups will have the capacity and capability to take responsibility for their own health and well being (combined from Partnership Meeting 3 and Early Years Network meeting)

What actions can deliver the divers
What ideas needs testing



- Langlee Food Plan
- Health Awareness Day
- Health topic in curriculum
- School Health Council
- Health Buddy/mentor system
- More HIC courses/accreditation
- Other health courses (based in social model of health and stress and people's own priorities)
- New health initiatives in Community Flat
- Best way of sharing information/communicating from one place about all opportunities
- Facebook LRA website/community flat info/clubs and Dropins

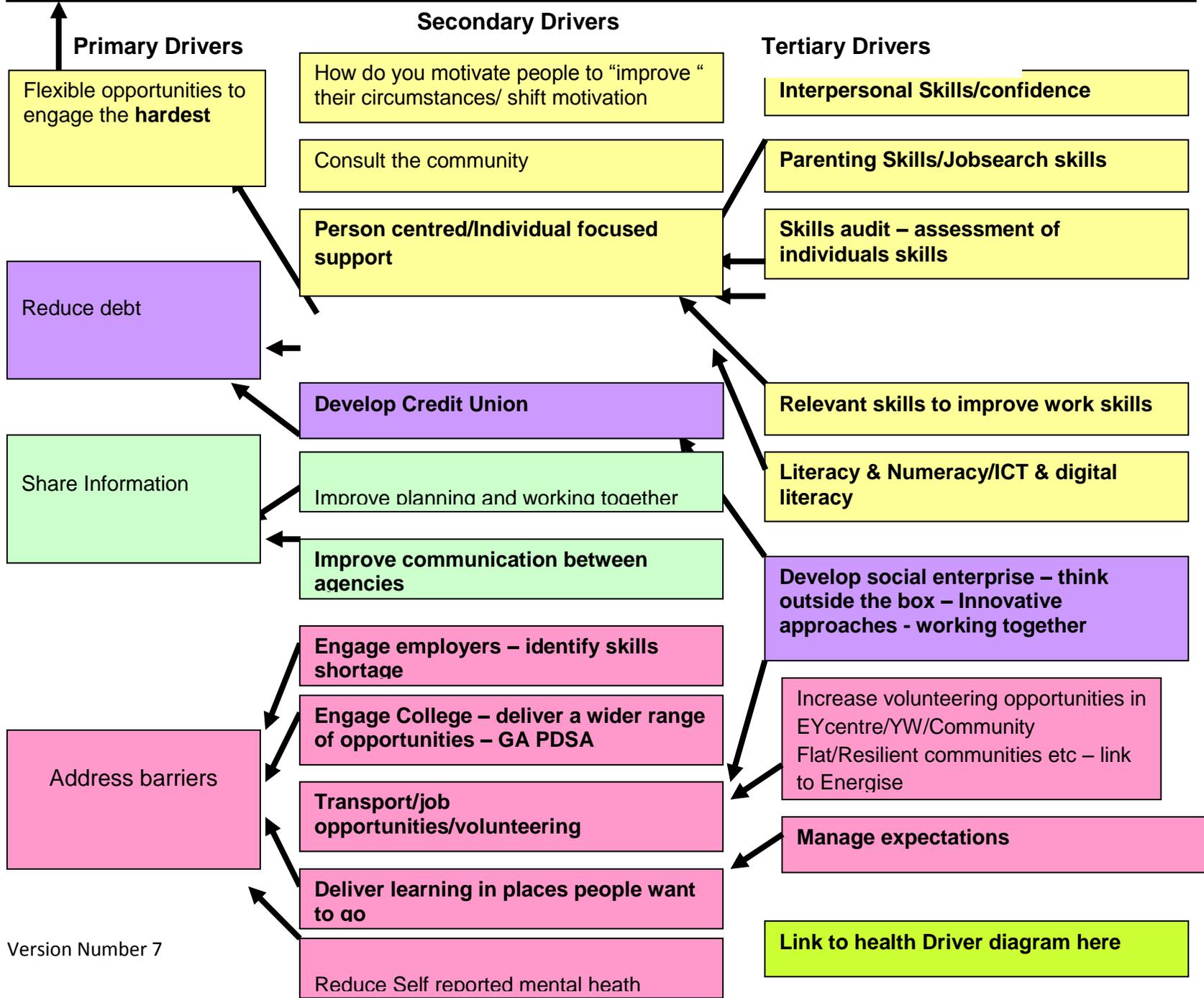
Context /External factors and assumptions

Link to Reduce Maternal H& Wellbeing indicators (antenatal smoking, <19 pregnancy & breastfeeding. Practitioner view that self reported mental health issues, self esteem and confidence are factors that are linked to the level of these indicators in the learning community. Youth Voice confirm that YP report this is the most important issue for change

AIM: Young people will have increased awareness of their employability and use it to progress to further learning, Training and volunteering (From meeting 3)



AIM: People in the Learning Community will increase their employability through improving their skills, Knowledge and confidence for life learning and work (From Meeting 3)



Job Club at LRA Community Flat

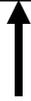
Community Flat as an on line centre and access point for developing job search skills/My WOW/ volunteering – VCB Outreach??

Engagement of Energise in process of addressing barriers

More personal development course in the community – to develop interpersonal, task management and practical skills linked to vocational/community projects

NOTE: – key people missing – from meeting today College/schools/em employers/chamber of commerce

AIM: Families in most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations



Secondary Drivers – already many interventions for children+ yp at these transitions – issue – hard to reach parents

Tertiary Drivers

What actions can deliver the drivers

What ideas needs testing

Better engagement of Families across key life transitions

Early Intervention approaches

Remove barriers to parent engagement

Couple to becoming a family

Nursery to school

Primary to secondary

Across puberty

S1-S3 to Senior Phase

School to + ve destinations

Care to independent living

Welfare reform – mitigate impacts

Trusted professionals - networking

Parent Council

Parent confidence

Literacy /Numeracy Family
Literacy/numeracy/ Digital literacy

Home /school links and courses

Health & Wellbeing/reduction in self reported mental health

PSE/Issue based Youth work - linked to self reported mental health figures??/gender??

Creativity / cultural development

Sport/active activities

LRA – Community Flat

Local Langlee Pharmacy

Social enterprise

Resilient Communities

Langlee Carnival +other positive events – engaging the community well– community cohesion – what can we learn from this

Increase Family Literacies/Family Club experiences

Living with Parents – locality wide approach to supported transitions

Involve a wider range of partners in supported transitions(churches/CLDS/Schools/CommunityHousing /3rd Sector/Health)

Flexible use of Community Flat Pharmacy and EY Centre - to involve families in transitions

Involve community in Social enterprise/Allotments /Credit

Union/Resilient communities/cultural development

Community Flat as on-line centre and commerce drop off

Ideas for activity in the community: Library outreach in Langlee/ Families engaged in bedtime reading/ Netherdale - links to community??/park/play/cvclina equipment/ police – first reporting in the community flat

Logic Model Project planning proforma

Learning Community Project Plan				Learning Community:		Galashiels	
Project Title:						Age Range:	
Goal of project:							
Lead Organisation:						Partner Organisation(s):	
Start Date of Project :						End Date of Project:	
Midpoint Review Date:						End point Review Date:	
Impact Tracking Plan:							
Situation:	Priorities:	Inputs:	Activities:		Project Outcomes:	Evaluation Indicators	CLD Short term Outcome
		What we invest/ Resources	What	Who	What will have changed as a result of project	How you know it is a success and the change has occurred	link to CLD Strategic plan Framework
							ACTION NUMBER:
Order of completion Guide							
1	2	6	6		4	5	3

Learning Community Project Plan				Learning Community:		Galashiels		
Project Title:		Job Club in LRA Community Flat				Age Range:		16-64
Goal of project:		Increase the number of adults 18-64yrs with outcomes of increased employability by removing barriers to Adult Learning and provide flexible opportunities for the hard to reach(Target datazones in deciles1-3 for employment)						
Lead Organisation:		CLD		Partner Organisation(s):		JCP /SDS		
Start Date of Project :		April 2015		End Date of Project:		April 2016 ongoing if needed		
Midpoint Review Date:		October 2015		End point Review Date:		March 2015		
Impact Tracking Plan:								
Situation:		Priorities:	Inputs:	Activities:		Project Outcomes:	Evaluation Indicators	CLD Short term Outcome
<p>People in the Langlee Community experience multiple barriers to gaining work.</p> <p>% 16-64 claiming Key benefits is higher than Borders Average and in some datazones % of those unemployed is up to 3x that average</p> <p>495 people are claiming JSA – of those 13% (65) are in one datazone</p>		<p>People in identified datazones that show high incidence of unemployment</p>	What we invest/ Resources	What	Who	What will have changed as a result of project	How you know it is a success and the change has occurred	link to CLD Strategic plan Framework
			CLD Worker time 2hrs/week	Engage learners & partners		People will have an increased awareness of their Skills & qualities – Target 20	Numbers attending (20)	People in the learning community will increase their employability through improving their skills for life learning and work
			Sessional work time 2hrs/week	Deliver employability Units: First Steps		People will increase their knowledge of the world of work through my WOW	Numbers achieving(18)	training, volunteering or work
			Employability Unit resources	My WOW sessions		People will increase their jobsearch and job applications skills and be confident to approach employers and apply for jobs	Numbers progressing to further learning, (10)	ACTION NUMBER:1
<p>Assumptions: Training providers , AA etc will be picking up 16-24s. CLD has prepaid free lets for one year in Community Flat and the Community Flat will be on line and resources with laptops by April 2015. CLD funds SQA Registration for accreditation</p>				<p>External Factors: LRA/Waverly manage the Community Flat. Population is hard to reach – will need to market appropriately. JCP not currently working in close partnership with CLD or LC partners</p>				

Record of Prioritisation with partnership and Community groups

Key Outcome priorities emerging:

- **Employability – especially YP**
- **Tackling income/debt**
- **Accreditation**
- **Reducing self reported mental health issues**

Process priorities for the partnership:

- **Communication & reaching the hard to reach**
- **Community Involvement**
- **Networking**

Table 1
Priorities
<ul style="list-style-type: none"> • How do we communicate after mapping? • Improve life skills to improve employability? • Include Community in discussions and decisions
Individual comments
<ul style="list-style-type: none"> - Borders wide economy. More better paid jobs = more opportunities across the board - Capacity/Resources within the voluntary sector planning versus doing
<ul style="list-style-type: none"> - Qualifications in Langlee – community flat - Young parents – literacy skills in schools <ul style="list-style-type: none"> i) Literacy skills in schools? Is this working ii) Maybe in health centres? iii) Early years centres? - Job skills – do we know why? <ul style="list-style-type: none"> i) If literacy and number skills more partnership working with life skills/SDS = Duplication
<ul style="list-style-type: none"> - Raise aspirations through opportunities - Enhance opportunities for skills and knowledge - Improve access to information/advice and support to decrease risk taking behaviours - Young people feel empowered and included in their communities
<ul style="list-style-type: none"> - Flexible senior phase learning - Ensuring schools, pupils and parents understand opportunities post school - Career Guidance starting earlier S1,S2,S3 to better inform re qualifications - Use SDS Data hub reports to better inform schools destinations - Introducing activity agreements earlier in school

Table 2
Priorities
<ul style="list-style-type: none"> • Offer accredited qualifications/ training education – in partnership • Engage with community by • Share and sign post
Individual Comments
<ul style="list-style-type: none"> - Accreditation – budgeting money to best fit? - Improving reading – link to libraries – schools - Partnership working – HWB. Networking.
<ul style="list-style-type: none"> - Building community capacity for health improvement - Tackling health inequalities – Smoking cessation - Partnership Working – Network productive item of ?
<ul style="list-style-type: none"> - Network/Partnership identifying opportunities - Promoting Resources/services offered/support - Awareness – Getting the word out there
<ul style="list-style-type: none"> - Providing good quality housing - Engaging with customers increasing communications - Community development – community house/local groups
Table 3
Priorities
<ul style="list-style-type: none"> • Young people/their employability and opportunities • All age – employability – lifelong learning • Tackling income/Debt – credit union
Individual Comments
<ul style="list-style-type: none"> - Involve and energise Gala- was Gala 2020 liked to business - Social enterprise for young and old – involve business - Funding from rail for community - College – listening to the community - Broader range of opportunities linked to business needs
<ul style="list-style-type: none"> - Community police does not exist - Apprenticeship – missing link - Made to make relevant to yp - Role models within community. Skills not academic achievement. SOFT SKILLS - Reinstate community - engagement & local – councillors & CLD
<ul style="list-style-type: none"> - Get young people learning – whatever way it takes - Learning and support out of school - Communication – both ways – grass roots to CPP and vice versa – See Change Happen! - What sits between schools and college? For young people - Co-production – deliver services - What was available delivered for community - Develop campus of?
<ul style="list-style-type: none"> - Flexible senior phase learning - Ensuring schools, pupils and parents understand opportunities post school - Career Guidance starting earlier S1,S2,S3 to better inform re qualifications - Use SDS Data hub reports to better inform schools destinations - Introducing activity agreements earlier in school

Langlee Residents Association – meeting 9 Dec 2014

Priorities
<ul style="list-style-type: none"> • Young people/their employability and opportunities • All age – employability – lifelong learning • Tackling income/Debt – credit union
Individual Comments
<ul style="list-style-type: none"> – Use of flat for YP – Street work identifying YP want to come in off the street – need a place to be. Want to do work on CVs and understanding world of work – Issues with work placement – timings linked to holidays might support paid holiday work. Work experience needs to be fit for purpose – YP need to be better matched to suitable work experience – Skills development better matched to what business industry need – Social enterprise and volunteering

Langlee Management Committee meeting 19th January 2015

Priorities
<ul style="list-style-type: none"> • Young people/their employability and opportunities • All age – employability • Reducing smoking & drinking • Communicating effectively to reach people who need/would benefit – esp. young people
Individual Comments
<ul style="list-style-type: none"> – Lack of Job opportunities – isn't scope for YP employment – People don't want to work – Issue - Young people's self regard and respect for society – Parenting – EY parenting link to food/healthy diet/budget/ – Social enterprise(Men's Sheds – Just cycle) have been one or two local initiatives but not got off the ground. (Lyn Marshall – Capacity Building for SBC) – More community police presence – relationships building with Young People – More Youth Work in Langlee– partners involved – Smoking and drinking – issue. Needs Educational approach. Earlier the better – Young people not cooking – going to McDonalds – More info in newsletter – Schools – is careers education better – we don't know? – Lack of opportunity – ineffective communication. – Partners & assets – we (the community haven't heard of all of these – what do they do? – Lack of business start up training for YP – Drugs are bad – Young people's employability – bad communication re what opportunities there are – visual/school/parents/communication

Early Years Implementation Network: 7th January 2015

Priorities
<ul style="list-style-type: none">• Reduce % of vulnerable women self- reporting mental health issues• Improve holistic family support
Individual Comments
<p>Reduce % self-reported mental health –practitioners’ view that this underpins some of the poor maternal and infant health indicators linked to smoking and breast feeding and teenage pregnancy and that reducing this and reaching the hard to reach are key. The importance of consistent approaches and relationships of trust was highlighted</p> <p>Individual comments:</p> <p>Reduce % self-reported mental health</p> <p>Consistent use of approaches e.g. Solihul</p> <p>Improve key messages antenataly</p> <p>Increase awareness of hard to reach groups</p> <p>Improve holistic family support - building capacity over time.</p> <p>Increase peer support.</p> <p>Relationships of trust.</p> <p>Staff Knowledge and skills</p> <p>Improve communication</p> <p>Reduce duplication and improve information sharing</p> <p>Early Intervention approaches in schools e.g Roots of empathy</p>