

CLD Learning Community Partnership

Teviot and Liddesdale Learning Community

Plan 2015 -18

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Purpose of this plan

This plan details how organisations and community groups will provide **community learning and development (CLD)** opportunities in the Teviot and Liddesdale 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 Teviot and Liddesdale, people with an interest in CLD have been working towards this vision of Teviot and Liddesdale 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 Teviot and Liddesdale

Summary of Teviot and Liddesdale Learning Community

Teviot and Liddesdale Learning Community covers the area served by Hawick High School and its 9 feeder primary schools. It includes the town of Hawick as well as the smaller settlements of Newcastleton, Denholm, Minto, Teviothead, Craik, Roberton, Newmill, Bonchester Bridge and Chesters. It has a total population of 18,681.

Teviot and Liddesdale Learning Community has an older age profile with a higher proportion of pensionable-age people than the Scottish Borders average, which itself has an older age profile than the Scottish average. The proportion of children is correspondingly lower but the proportion of working-age people is in line with the Scottish Borders average.

Many of the deprived communities in Hawick are multiply-deprived because they have high levels of income deprivation, employment deprivation, health deprivation and education deprivation, in various combinations, which work together to have a more debilitating effect on community resilience than each of the deprivation domains alone.

Teviot & Liddesdale also has some of the most isolated communities in Scotland, with the rural areas around Newcastleton, Teviothead, Craik, Roberton, Newmill, Bonchester Bridge and Chesters being within the 5% most access-deprived in Scotland. Nevertheless, these rural communities have lower than average levels of multiple deprivation, with few other indications of social distress apart from their isolation, which is not necessarily a problem for those with private transport. It does underline the vulnerability of those in the community who lack the means to access services, particularly if the area also has poor broadband and telecommunications coverage.

Teviot and Liddesdale is a geographically large area with a scattered network of urban and rural settlements; its employment profile reflects a diversity of skills and demand for services that varies very much throughout the area. Much of the employment profile is dominated by Hawick with a traditional dominance in manufacturing industry. Many of these industries have declined but textile manufacture is still a major employer. As a dominant and self-contained service centre, Hawick also has the lion's share of retail activity serving the area. Other sectors are notably under-represented in Hawick, for example tourism and higher-earning private

enterprise such as IT, technical and professional services. Elsewhere in Teviot and Liddesdale, there is a higher representation of tourism, arts, crafts and recreation and part-time employment.

Teviot and Liddesdale has a rate of benefits dependency amongst working-age people that is generally higher than the Scottish Borders average and, in some cases, higher than the Scottish average. Benefits dependency is particularly high in working-age males.

The distribution of benefits dependency in Teviot and Liddesdale is uneven, with much of the high claimant rate confined to the areas of highest Multiple Deprivation – this is mainly in Burnfoot but also in other parts of Hawick.

Hawick, as a self-contained town, suffers from its isolation from the Scottish job markets and a lack of diversity in the local economy; it also has a legacy of ill-health and unemployment from the loss of the textiles industry. Much of the rural area, the smaller settlements and some parts of Hawick have amongst the lowest claimant rates.

The “unemployment rate” (ie the rate of JSA claiming) is higher in Teviot & Liddesdale than the Scottish Borders and Scottish averages. This is due mostly to the trend in Hawick, which accounts for much of the area’s population. Unemployment is particularly high in the 16-24 age group. Unemployment is a significant contributor to Multiple Deprivation.

This pupil profile shows that attendance rates are around average in Teviot and Liddesdale but that staying-on rates tend to vary, particularly for girls. Pupils can choose to stay on at school past the age of 16 or leave for a positive destination, but many young people are leaving school at 16 due to poor attainment and not achieving a positive onward destination, particularly girls in more deprived areas. This is something that Curriculum for Excellence aims to redress.

Pupils from Burnfoot are less likely to stay in school after they reach 16 than pupils elsewhere in the Scottish Borders and Scotland. This is more evident in the female population from Burnfoot, who are much less likely to stay on.

Statistics show that secondary school pupils resident in Teviot and Liddesdale have a lower examination attainment rate than the Scottish Borders and Scottish averages, at almost all stages and levels in the senior year groups.

Profile of the Learning Community



DEMOGRAPHIC INFORMATION AND TRENDS, INCLUDING POPULATION STATISTICS, POVERTY INDICATORS (EDUCATION/INCOME/RURAL DEPRIVATION) AND SCHOOL LEAVERS' DESTINATIONS
Scottish Index of Multiple Deprivation, 2012

Teviot and Liddesdale has 23 datazones of which 12 are more deprived than the Scottish average. All of them are in Hawick, Central Burnfoot is within the 5% most deprived in Scotland, South Burnfoot is within the 10% most-deprived and West Burnfoot is within the 15% most-deprived communities in Scotland.

Outside Burnfoot, the Princes Street/ Wilton area, the central Crumhaugh area and the area around the Motte are within the 30% most deprived in Scotland. Other communities in Hawick with a higher than average Multiple Deprivation score are the Silverbuthall Road area, Trinity, the town centre/ Bridge Street area and Stirches.

At the other end of the scale, the West End of Hawick, the Millers Knowes area, along with Denholm and the rural area around and including Minto are all within the 25% least-deprived communities in Scotland.

Source - Community Profile for Teviot & Liddesdale Area Forum, Produced May 2014, Heidi Goodship

Population information Indicator	Teviot & Liddesdale	Scottish Borders	Scotland
Total Population, 2012	18,681	113,710	5,313,600
Total population Children 0-15, 2012	2,915	19,132	914,671
Total population working-age (16-65), 2012	11,471	69,642	3,473,178
Total population pensionable age (65+), 2012	4,295	24,936	925,751
% children, 2012	15.8%	16.8%	17.2%
% working-age, 2012	61.2%	61.2%	65.4%
% pensionable age, 2012	23.1%	21.9%	17.4%

Source - Community Profile for Teviot & Liddesdale Area Forum, Produced May 2014, Heidi Goodship

RI – EMPLOYMENT & INCOME

Employment, unemployment and benefits dependency

- 20% to 36% of the population is income deprived, these include all of Burnfoot, Drumlanrig, Wellogate, Motte, Princess Street and Wilton
- 9 areas in Teviot and Liddesdale where 20% to 30% of working age people are Employment deprived include Burnfoot, Drumlanrig, Wellogate, Princes Street, Wilton and Crumhaugh
- **30% -42% of children living in Burnfoot are living in poverty, 20% - 30% living in other areas of the town are living in poverty. The Scottish Borders average is 12.8%.**

Source: Reducing Inequalities in the Scottish Borders Economic and Employment Profile

Percentage of all employment in Teviot & Liddesdale/ Borders/ Scotland by Standard Industry Classification sector (2012) SIC Section	Teviot & Liddesdale	Scottish Borders	Scotland
A: Agriculture, forestry and fishing, excluding farm agriculture	0.7	1.7	3.4
B: Mining and Quarrying	0.0	0.1	1.3
C: Manufacturing	22.3	12.5	7.6
D : Electricity, gas, steam and air conditioning supply	0.0	0.4	0.6
E: Water supply, sewerage, waste management and remediation activities	0.2	0.4	0.7
F: Construction	7.4	6.9	5.2
G: Wholesale and retail trade; repair of motor vehicles and motorcycles	17.9	17.7	14.6
H : Transportation and storage	1.9	2.8	4.0
I: Accommodation & Food Services	4.3	6.9	6.9
J: Information & Communication	0.6	1.0	2.4
K: Financial and Insurance	1.2	1.2	3.8
L: Real estate activities	2.2	2.4	1.4
M: Professional, Scientific and Technical	2.5	4.7	7.1
N: Administrative and Support Services	3.2	3.4	7.5
O: Public Administration & Defence; compulsory social security	3.8	4.9	6.0
P: Education	7.1	7.0	7.4
Q: Human health and social work	18.8	20.3	15.5
R: Arts, Entertainment & recreation	4.7	3.9	2.7

Total employment (nums)	5,721	39,872	2,425,945
% of employees who are full time	61.4	62.7	66.8
% of employees who are part time	38.6	37.3	33.2

Source: Business Register & Employment Survey, 2012

Source - Community Profile for Teviot & Liddesdale Area Forum, Produced May 2014, Heidi Goodship

Benefits Dependency of working-age people by age band

Percentage of the working-age population by age profile and gender claiming “Key benefits” for working-age people (Jobseekers’ Allowance, Income Support, Incapacity Benefit, other income-related benefits), 2012 Q4 (November 2012)

Source: SNS Indicator	Teviot & Liddesdale	Scottish Borders	Scotland
% of the working-age population claiming “key” benefits	17.3	12.5	16.0
% of the working-age population Aged 16-24 claiming “key” benefits	15.7	12.2	12.7
% of the working-age population Aged 25-49 claiming “key” benefits	16.9	12.3	15.4
% of the working-age population Aged 50+ claiming “key” benefits	18.6	12.8	19.0
% of working-age females claiming “key” benefits	15.3	11.5	15.2
% of working-age males claiming “key” benefits	19.2	13.5	16.8

The above statistics show that Teviot and Liddesdale has a rate of benefits dependency amongst working-age people that is generally higher than the Scottish Borders average and, in some cases, higher than the Scottish average. **Benefits dependency is particularly high in working-age males.**

The distribution of benefits dependency in Teviot and Liddesdale is uneven, with much of the high claimant rate confined to the areas of highest Multiple Deprivation – this is mainly in Burnfoot but also in other parts of Hawick.

Source - Community Profile for Teviot & Liddesdale Area Forum, Produced May 2014, Heidi Goodship

Unemployment

Number of residents claiming jobseeker's allowance by multi-member ward, December 2014

	Number	Rate (%)		Number	Rate (%)
Galashiels and District	250	2.7	Selkirkshire	91	1.4
Hawick and Denholm	140	2.3	East Berwickshire	87	1.3
Hawick and Hermitage	128	2.3	Tweeddale West	68	1.2
Kelso and District	103	1.7	Mid Berwickshire	66	1.1
Jedburgh and District	80	1.7	Tweeddale East	64	1.0
Scottish Borders	1,138	1.6	Leaderdale and Melrose	61	0.9

Source: Office for National Statistics

Hawick and Denholm and Hawick and Hermitage are the 2nd and 3rd highest wards seeking jobseekers allowance in the Scottish Borders.

- *Teviot and Liddesdale has a rate of benefits dependency amongst working-age people that is generally higher than the Scottish Borders average and, in some cases, higher than the Scottish average. Benefits dependency is particularly high in working-age males.*
- *More than 10% of parents in Burnfoot and Silverbuthall are lone parents*
- *Unemployment is particularly high in the 16-24 age group. Unemployment is a significant contributor to Multiple Deprivation.*

RI – HEALTH AND WELLBEING

Health

- T & L has an older age profile with a higher proportion of pensionable-age people than the Scottish Borders and Scottish averages.
- 50% of first time mothers are aged 19 and under in South and West Burnfoot
- Over 50 % of pregnant women smoking at booking in East Burnfoot, 30% to 45% in some other areas of Hawick
- 10 % low weight live singleton births – West Burnfoot (Scottish Borders average 1.8%)
- % vaccinated against DTP/Pol/Hib Areas that did not achieve 100% Stirches (8), Central Burnfoot(21)
- MMR uptake – uptake only between 65% and 85% - Drumlanrig / Wellogate (theoretical public health risk)
- Heart Disease, Stroke and Cancer – higher in Scottish Borders than Scottish Average
- Respiratory Disease and Asthma – East and South Burnfoot
- Alcohol related hospital discharges per 1,000 areas of concern include Hawick North and Hawick Central

Source: Reducing Inequalities in the Scottish Borders Health and Wellbeing Profile

Hospital Admissions for chronic conditions and lifestyle-related illnesses

Hospital Admissions – all ages, both sexes, rate per 100,000 population, 2011

Source: SNS Indicator	Teviot & Liddesdale	Scottish Borders	Scotland
Emergency admissions	13,143	12,163	10,232
Emergency admissions, age 65+	26,720	26,408	25,763
Coronary Heart Disease	669	597	514
Cerebrovascular Disease (stroke)	398	349	272
Cancer	3,201	3,210	2,692
Accidents	1,634	1,482	1,381

The above statistics show that Teviot & Liddesdale has a generally slightly higher rate of hospital admissions.

Source - Community Profile for Teviot & Liddesdale Area Forum, Produced May 2014, Heidi Goodship

3.2: Maternity

Source: SNS Indicator	Teviot & Liddesdale	Scottish Borders	Scotland
Percentage of live singleton births that are low birthweight 2010-12	1.3%	1.8%	1.2%
Percentage of mothers breastfeeding at the first postnatal visit, 2012-13	35.0%	51.4%	47.1%
Percentage exclusively breastfeeding at the first postnatal visit, 2012-13	29.6%	40.9%	35.2%
Percentage breastfeeding at the 6-8 week review, 2012-13	30.7%	42.7%	36.5%
Percentage exclusively breastfeeding at the 6-8 week review, 2012-13	25.4%	33.0%	26.2%
Percentage of women smoking at booking of pregnancy, 2010-12	27.3%	23.1%	19.2%
Percentage of women at booking of pregnancy who have never smoked, 2010-12	55.3%	58.3%	62.3%
Percentage of first-time mothers aged 19 and under, 2009-11	17.3%	11.8%	12.4%
Percentage of first-time mothers aged 35 and over, 2009-11	8.7%	14.6%	12.9%

The above statistics imply that there are areas of public health where the wellbeing of babies and young children could be improved to give them the best start in life.

Babies with a birthweight of less than 2.5kg are more at risk of illness in infancy and more likely to have developmental problems in childhood. The rate of low birthweight births is around the Scottish average in Teviot & Liddesdale but the general Scottish Borders rate is higher than the norm.

Maternal smoking and low levels of breastfeeding are known to correlate with lack of wellbeing and increased ill-health in babies and young children, and both are at levels in Teviot and Liddesdale that are poorer than the Scottish and Scottish Borders averages.

Antenatal smoking is already higher in Scottish Borders than the Scottish average. In Teviot and Liddesdale, it is above the Scottish Borders average. This is known to be an under-enumerated statistic because many more decline to answer the question and are recorded as “not known”, so levels could be much higher.

Teenage pregnancy is also higher in Teviot and Liddesdale than the Scottish average. While planning to start a family at a younger age can be a positive decision, unplanned or a high level of teenage pregnancy is regarded as an indicator of deprivation, particularly if the area has high levels of other deprivation indicators, such as benefits dependency and poor educational outcomes. The average age of first time birth is increasing in Scotland and while this is not a problem for most families, there is a higher risk of birthing difficulties and developmental problems for babies born to mothers aged over 35.

Source - Community Profile for Teviot & Liddesdale Area Forum, Produced May 2014, Heidi Goodship

RI – SKILLS & ATTAINMENT

Hawick High School has the lowest rate in the Scottish Borders of S4 girls achieving at least 5 awards at SCQF level 5 and above. Only 35% in comparison to Peebles or Berwick who have 71.1%.

In 2012/2013 there were 5 areas in the Scottish Borders where only 60-80% of the S4 pupils achieved English and Maths at SCQF level 3. There were 4 in Galashiels and 1 in Hawick (West Burnfoot).

Source Reducing Inequalities in the Scottish Borders

Staying-on rates for girls in Teviot and Liddesdale are lower than the Scottish Borders and Scottish average.

70 – 75% of all people 16 or over in East Burnfoot, West Burnfoot and Silverbuthall have No or Low qualifications.

Only 15% to 20% of the population of Burnfoot, Silverbuthall & the Motte area have a 'level 3' or higher qualification.

Education and School Leaver Destinations

The following information for Teviot and Liddesdale is for pupils who are resident in the area and attend school in Scottish Borders. Data are for the school session 2011/12 unless otherwise indicated.

Pupil Profile

Source: SNS Indicator	Teviot and Liddesdale	Scottish Borders	Scotland
Percentage of male secondary school pupils 16 and over	29.0%	29.6%	28.6%
Percentage of female secondary school pupils 16 and over	26.1%	28.6%	29.5%
Percentage of secondary school pupils 16 and over	27.8%	29.1%	29.1%
% secondary school pupils with additional support needs	20.4%	12.0%	17.5%
% primary attendance rate, 2010/11	95.7%	95.9%	95.1%
% secondary attendance rate, 2010/11	90.1%	91.8%	91.4%

A higher proportion of school pupils in Teviot and Liddesdale also have additional support needs although this may be an indicator of needs being identified and met rather than of unmet need. Nevertheless, school leavers with additional support needs tend to have poorer educational outcomes than pupils in mainstream education.

Indicator	Burnfoot and Area	Scottish Borders	Scotland
% of male secondary school pupils age 16+	28.3%	29.6%	28.6%
% of female secondary school pupils age 16+	17.4%	28.6%	29.5%
% of secondary school pupils 16+	23.2%	29.1%	29.1%
% of pupils receiving free school meals, 2009	31.3%	9.6%	14.2%
% of secondary pupils with additional support needs	25.6%	12.0%	17.5%
% primary attendance rate, 2012/11	93.8%	95.9%	95.1%
% secondary attendance rate, 2010/11	85.9%	91.8%	91.4%
Exclusions per 1.000 pupils	173	44	523

Source: Scottish Neighbourhood Statistics 2013.

Pupils from Burnfoot are less likely to stay in school after they reach 16 than pupils elsewhere in the Scottish Borders and Scotland. This is more evident in the female population from Burnfoot, who are much less likely to stay on. Burnfoot pupils are three times more likely to receive free school meals and have double the likelihood of needing additional support in school than the Scottish Borders average. Attendance in Burnfoot pupils is slightly poorer than average with four times increased chances of exclusion than the Scottish Borders average, which has a generally low exclusion rate (SBC Community Profile Burnfoot and Area 2013).

Source - Community Profile for Teviot & Liddesdale Area Forum, Produced May 2014, Heidi Goodship

Examination Results 2011-12

The following information is an indication of pupil performance at selected levels of attainment, at S4, S5 and S6. These three year groups represent three different cohorts, which were measured in the same year.

Source: SNS Indicator	Teviot & Liddesdale	Scottish Borders	Scotland
S4: % of pupils with English and Maths at SCQF level 3 or above	95.6%	96.0%	93.7%
S4: % of pupils with 5 awards at SCQF level 3 and above	91.7%	93.5%	93.8%
S4: % of pupils with 5 awards at SCQF level 4 and above	78.8%	83.0%	80.2%
S4: % of pupils with 5 awards at SCQF level 5 and above	29.6%	42.8%	37.5%
S5: % of pupils with 1 award at SCQF level 6 and above	36.9%	60.9%	55.3%
S5: % of pupils with 3 awards at SCQF level 6 and above	22.7%	40.4%	32.2%
S5: % of pupils with 5 awards at SCQF level 6 and above	6.7%	16.8%	15.4%
S6: % of pupils with 1 award at SCQF level 7 and above	25.7%	30.5%	29.1%
S6: % of pupils with 3 awards at SCQF level 6 and above	63.4%	69.5%	61.8%
S6: % of pupils with 5 awards at SCQF level 6 and above	38.7%	50.7%	44.2%

The above statistics show that secondary school pupils resident in Teviot and Liddesdale have a lower examination attainment rate than the Scottish Borders and Scottish averages, at almost all stages and levels in the senior year groups.

78.8% of Teviot & Liddesdale pupils attained 5 awards at SCQF level 4 at the end of S4 ("General" Standard Grade), which is slightly below the Scottish Borders average of 83%. The proportion of S4 pupils attaining 5 awards at SCQF Level 5 ("Credit"

Standard Grade) is low, at only 29.6%, well below the Scottish Borders average. These rates are linked with multiple deprivation, with the most deprived parts of the area having attainment rates that are well below average.

The percentage of S5 pupils attaining 5 awards at SCQF level 6 (“Higher” level) area is even lower, at only 6.5%, although these rates may be more exaggerated due to low pupil numbers.

The awards are cumulative, so if a pupil requires 5 “Highers” or equivalent for entrance to Higher Education and does not attain them by the end of S5, they can try again in S6. The percentage of pupils attaining this level by the end of S6 does show an improvement and demonstrates the benefit of offering pupils the choice of an extra year at school. However, it is still below average and means that school leavers from Teviot & Liddesdale are more likely to be excluded from having the choice of going into Higher Education, if they wanted to.

Source - Community Profile for Teviot & Liddesdale Area Forum, Produced May 2014, Heidi Goodship

Indicator	Burnfoot and Area	Scottish Borders	Scotland
S4:% of pupils with English and maths at SCQF level 3 or above	94.5%	96.0%	93.7%
S4:% of pupils with 5 awards at SCQF level 3 and above	76.4%	93.5%	93.8%
S4:% of pupils with 5 awards at SCQF level 4 and above	52.7%	83.0%	80.2%
S4:% of pupils with 5 awards at SCQF level 5 and above	14.5%	42.8%	37.5%
S5:% of pupils with 1 award at SCQF level 6 and above	32.5%	60.9%	55.3%
S5:% of pupils with 3 awards at SCQF level 6 and above	15.0%	40.4%	32.2%
S5:% of pupils with 5 awards at SCQF level 6 and above	5.0%	16.8%	15.4%
S6:% of pupils with 1 award at SCQF level 7 and above	26.1%	30.5%	29.1%
S6:% of pupils with 3 awards at SCQF level 7 and above	52.2%	69.5%	61.8%
S6:% of pupils with 5 awards at SCQF level 7 and above	30.4%	50.7%	44.2%

Source: Scottish Neighbourhood Statistics 2013.

The above statistics show that secondary pupils resident in Burnfoot have a much lower examination attainment rate than the Scottish Borders and Scottish averages. The level of 4th year pupils gaining an equivalent credit standard grade (SCQF level 5) is poor and almost a third of the Scottish Borders rate. This demonstrates that school leavers from Burnfoot are more likely to be excluded from going on into Higher Education, even if they wanted to.

School Leaver Destination Report

School	Total Leavers	Higher Education (%)	Further Education (%)	Training (%)	Employment (%)	Voluntary Work (%)	Activity Agreements (%)	Unemployed Seeking (%)	Unemployed Not Seeking (%)	Not Known (%)	Positive (%)
Berwickshire High School	115	45.2	27.8	0.0	20.9	0.0	0.9	1.7	3.5	0.0	94.8
Earlston High School	131	50.4	25.2	2.3	13.7	2.3	0.0	4.6	1.5	0.0	93.9
Eyemouth High School	58	19.0	29.3	1.7	41.4	0.0	1.7	6.9	0.0	0.0	93.1
Galashiels Academy	129	39.5	31.8	6.2	18.6	0.0	0.0	3.9	0.0	0.0	96.1
Hawick High School	166	34.9	41.0	1.2	16.3	0.6	0.0	4.2	1.2	0.6	94.0
Jedburgh Grammar School	70	44.3	31.4	1.4	17.1	1.4	0.0	4.3	0.0	0.0	95.7
Kelso High School	107	43.0	29.0	1.9	24.3	0.0	0.0	0.9	0.9	0.0	98.1
Peebles High School	203	48.3	15.3	3.0	23.6	0.0	0.5	6.9	2.5	0.0	90.6

Selkirk High School	80	35.0	36.3	1.3	21.3	0.0	1.3	3.8	1.3	0.0	95.0
Scottish Borders Total	1,059	41.6	28.7	2.3	20.8	0.5	0.4	4.2	1.4	0.1	94.2

Source - Scottish Borders Council Community Planning Partnership Report (Dec 2014)

The trend of positive destinations is improving. Learning providers are monitoring the rate of sustained destinations.

RI – KEEPING PEOPLE SAFE

In 2012-2013 there were over 24,000 anti-social behaviour incidents recorded in the Scottish Borders. The highest number of incidents per 1,000 occurred in Galashiels North and Hawick North Intermediate Zones.

For 2010/2011 there were 7 areas in the Scottish Borders where the rate of SIMD Crimes was 800 or more per 10,000 population. It should be noted that these areas are mainly town centre locations where the population of the area increases due to workers and shoppers during the day and due to the night-time economy (pubs / nightclubs). These areas included the **Drumlanrig/ Wellogate, Bridge Street, Town Centre, Princes Street and Wilton areas of Hawick.**

In 2012-2013 the IZs with the highest rates of anti-social behaviour incidents (200 or more) in the Scottish Borders included **Central and West-End Hawick, Burnfoot and Area.**

The areas with the most accidental dwelling fires in 2012-2013 for the Scottish Borders included Minto/ **Denholm landward, Hawick – Trinity, and Hawick - Drumlanrig/ Wellogate.**

The areas with the highest rate of deliberate fires in 2012-2013 for the Scottish Borders included **Minto and the area around Denholm, Town Centre and Central Burnfoot areas of Hawick.** The distribution of these incidents appears to be fairly random, with a mix of urban and rural areas and there is always a possibility that some of the incidents were linked or occurred in a spate against the same target repeatedly, which would push the rates up.

In 2011 there were eight areas of the Scottish Borders where the admissions for accidents was higher than 2500 per 100,000.

These included **Drumlanrig/ Wellogate, town centre, Bridge Street and South Burnfoot areas of Hawick.**

Source Reducing Inequalities in SB – keeping people safe

- Crimes per 10,000 – the crime rate is almost 14 times higher in the most deprived areas and is above the Scottish average

RI - HOUSING AND ACCESSIBILITY

- The highest proportion of Scottish Borders housing benefit and council tax claimants are in Hawick and Galashiels

RI – GEOGRAPHIC ACCESS

Up to half of the population in the main town of Hawick do not have access to a car.

All of the datazones in Scottish Borders that are **outside the main towns** fall into the 5% or 10% most **access deprived** in Scotland. This affects all of the 34 rural datazones out of the 130 datazones in total in Scottish Borders, indicating widespread access deprivation.

Combinations of circumstances such as low income, disability, poor quality accommodation and no private transport can exacerbate access deprivation for vulnerable people, making it more difficult for them to access services.

Donna Wood, Community Learning and Development Worker, Learning Community Partnership, January 2015

Baseline of current CLD Activity in Teviot and Liddesdale

Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches					
SOA RI theme	CLD Long term Outcome	CLD Short Term Outcome	Baseline of CLD Activity in LC supporting outcomes		
Reduce Economic inequalities in most deprived communities	Reduce inequalities in employment and income in 9 Learning Communities	People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work	What	Who	
			New enterprise allowance	Business Gateway and Jobcentre	
			Employment group work	CLDS/Wilton centre	
			Activity agreements	CLDS	
			Employability adviser	SBHA	
			Youth volunteering opportunities	E-scape	
			Edinburgh University visits	Burnfoot and Heriot Watt	
			Young Enterprise Scotland	Business Gateway	
			Enterprise education projects	Schools	
		Youth employment Scotland 18-29 yr olds (unemployed)	SBC (Business Gateway)		
		Visits from employers/companies	P6, P7 (senior school project)		
		Activities covered in Youth Club drop ins	E-scape		
		Volunteer opportunities & learning	BCF		
		Employability provider forum	opportunities for all		
		Community health volunteer opportunities	HLN		
		Modern apprenticeships	JHIT		
		Border Textile Group (Johnstons)	Schools & BTTG		
		Prince's Trust Youth Business Scotland	Business Gateway		
		Work experience/placements	schools/museums		
		Employability SQA	Libraries, CLDS		
		ECDL	library		
		I.T. SQA	CLDS		
		Volunteer training & support	CLDS Burnfoot		
		Creative learning network	Creative learning team		
Access to volunteering opportunities	VCB				
Curriculum for Excellence-positive destinations	Primary/secondary schools				
Developing skills & confidence through capacity building for committee members	The Bridge				
Hawick Community Café – The Almond Tree (supported training/ work experience)					
Borders Green Team Enterprises (supported training/work experience)					
Home Basics (work experience/volunteering)					
Hawick Acom Project Initiative (HAPI) supported training/work experience					
Borders Exploration Group (volunteering/personal development)					
Uniformed organisations					
Hawick Scout Pipe Band					
Options and Choices and Employability SQA	CLDS				
Duke of Edinburgh Scheme	Active Schools				
Sports Academy	Active Schools				
UKCC Coaching Support Programme	Active Schools				
Young Coach Programme (Sport & PA)	Active Schools				
Sports Leaders Programme	Active Schools				
Young Ambassadors Programme	Active Schools				
Club Development programme	Active Schools				
Access to ESOL Beginners classes	CLDS				
Access to ESOL Certificated Classes	Borders College				
		More people will engage in volunteering opportunities (with a specific focus on young			

SOA RI theme	CLD Long term Outcome	CLD Short Term Outcome	Baseline of CLD Activity in LC supporting outcomes	
Reduce inequalities in Keeping People safe in most deprived communities	Reduce inequalities in Keeping People Safe in 9 Learning Communities	Targeted vulnerable groups(especially young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves	What	Who
		People in targeted communities will increase their participation in Resilient Communities (with a specific focus on young people)	Supporting organisations to deliver opportunities	E-scape
			PVG Child protection	Schools, community centre etc
			GIRFEC	CLDS, ICS, Libraries
			I.T. filtering	Library, CLDS, Schools
			Parenting support	Home school link
			Strategies & approaches	Emergency services SBC
			Community Safety	Youth projects
			Statutory services	Social work
			Activity agreements	CLDS, ICS, Libraries
			Internet safety sessions	Primary schools
			DAAS Advocacy Service	SBHA & DAAS
			AA Therapy	
			All provisions provide a safe Environment	Wilton Centre
			Road Safety Inputs	Police and Primary Schools
			Internet Safety for primary, secondary and parents	Police
			Offence Resolution Work	Police
			Underage drinking referrals to Action for Children	Police
			Restorative Meetings	Police
			Crucial Crew	Police
			Safe T	Police
			Driving into the future	Police
			Countryside Day	Police
			Hawick Youth Football Club	
			Hawick Rugby Club	
			Newcastleton Polysport	
			Border Group RDA	
			Hawick Cycling Club	
			Hawick Scout Pipe Band	
			Newcastleton Community First Responders	
			Volunteer Centre Borders (Saltire Awards)	
			Burnfoot Community Council	
			Hawick Community Council	
			Fit 4 Girls Programme	Active Schools
			Disability Sport Programme	Active Schools
			Diversionary Sports Programme	Active Schools

SOA RI theme	CLD Long term Outcome	CLD Short Term Outcome	Baseline of CLD Activity in LC supporting outcomes	
Reduce Housing inequalities in most deprived communities	Reduce inequalities in Housing (maintaining tenancy) in 9 Learning Communities	Partners will increase the opportunities for tenancy support	What	Who
			Support for care leavers Incl. supported tenancies	16+ transitions team
			Supported carers scheme (semi-independent living)	16+ transitions team
			Primary school financial education	Burnfoot/A11
			Welfare benefits advisors & housing officers	SBC benefits team & SBHA
		Partners will increase opportunities for improving financial capabilities to mitigate Welfare Reform	Financial education through targeted and project work for S1 upwards	E-scape
			Free internet access P6 upwards E-scape	
			Business gateway partnership with digital Scotland to increase access to	Digital Scotland and Business
			Sign – posting	Library
			Penumbra – supported living	
		Partners will increase opportunities for digital inclusion to mitigate welfare reform	Financial learning	CLDS
			Access to property ads	Library
			Computer classes	Library and CLDS
			Housing mediation	SBC – safe communities team
			Rehousing women escaping domestic abuse	Border Women's Aid
Independent living	SBHA & targeted high school p			
support tenancies deliver workshops	BCF, Eildon, SBHA, Waverley			
Back to basics budget cooking	HLN/JHIT			
Fuel efficiency partnership work	HES/SBC/JHIT			
Penumbra – Borders Supported Living Service (tenancy support – mental health)				
Streets Ahead (tenancy support - LD)				
Home Basics (discounted furniture and household goods)				
Roxburgh CAB				
Good quality affordable housing	Eildon, SBHA and Waverley Hc			
very/sheltered developments	Eildon Housing			
School visits to very/ sheltered housing	Eildon Housing / Schools			

SOA RI theme	CLD Long term Outcome	CLD Short Term Outcome	Baseline of CLD Activity in LC supporting outcomes	Who
Reduce Inequalities	Reduce inequalities in Employment, Income, Health & Well being, Keeping People Safe, Attainment, Housing	Partners will increase the capacity of organisations and community groups to support more volunteering opportunities	Events group BCF board of directors 1:1 support to get young persons involved in Escape café (K.S & C) Community health volunteers Employability courses	BCF BCF Escape youth café/Artbeat Healthy living network Wilton centre/ CLDS
		Partners will increase the capacity of organisations and community groups to provide opportunities to support learning	HUB exploration re: learning opportunities Weaning, healthy eating, food hygiene, HIIC, bump to baby, first aid Dynamic Youth, Saltire, ASDAN, Princes Trust etc Third sector advisor for enterprise groups and charities Youth and adult volunteering Opportunities	BCF/ CLDS JHIT/various partners CLDS Business Gateway E-scape
		Partners will increase the capacity of organisations and community groups to provide opportunities to mitigate welfare reform and develop digital inclusion	Promotion of award schemes (for own users and other organisations) Youth services sub-group Early years network Book Bug sessions PEEP for parents Management committees Committee training Parent council training	E-scape E-scape all agencies who work with young people in the area
		Partners will support more community groups to have active and influential roles in their local and wider communities (with a specific)	Youth music activities, clubs & organisations Volunteering opportunities at museums Development of new organisations (charities, community groups, social enterprises) What's on brochure Online kiosk Active schools	Library Burnfoot and Drumlanrig primary schools CLDS CLDS, The Bridge, Youth Scotland SPTC Arts team, working with borders youth music forum Museums service The Bridge Burnfoot Community School (CLDS) Hawick office – SBHA
		All Learning Communities have an increased awareness of the resources and opportunities provided by local partners	Drive for participatory budgeting to improve services includes services/training volunteers Volunteer Centre Borders (Volunteer Friendly Awards) The Bridge (project development with various organisations) Roxburgh CAB (info provided to other organisations) The Bridge (consultation events, info provided) Future Hawick and Hawick Community Council (bringing wider community together)	BCF & partners
		Effective networks will support referral of targeted groups to CLD LC opportunities and community groups	Youth Borders Borders Voluntary Care Voice – Care Learning Network Scottish Borders Elder Voice Active Schools and Sports Club/Community Links Target Sport / Pathways Programme Help for Sports Clubs Programme Community Development (Sports Facility Projects) Sports Development Programme Sports Communication Network ESOL Partnership: single point of contact supports access to ESOL provision Teviot and Liddesdale Learning Community Partnership Network BITS (Burnfoot Interagency Team) Early Years Improvement Network Early Years Collaborative Youth Services Sub Group	Active Schools Active Schools Active Schools Active Schools Active Schools Active Schools CLDS and partners School, CLDS, BCF, HLN, ICS, Church, Home school link CLDS, NHS, ICS, SBC Early Years, Primary school rep CLDS, NHS, ICS, SBC Early Years CLDS, E-Scape, Police, ICS, Hawick High School, Home School Link, Penumbra, LGBT, Church

Descriptions from learning providers of CLD activity being delivered available on request

CLD learning activity delivered Jul 2013 – Aug 2014

CLD STRATEGIC PLANNING PRIORITIES																				
LEARNING COMMUNITY - LC7 HAWICK HIGH SCHOOL CATCHMENT AREA																				
			CLDS (adult)	Activity Agreement	CLDS (youth)	SBC Libraries	Newcastleton No 8 Centre	Empl oyabi	ESS Vocat	ESO L	Bord ers	Adult Litera	Org 11	Org 12	Org 13	Org 14	TOTAL S			
	TOTAL NUMBER OF LEARNERS		161	3	1076	3574	0	12	4	35	111	0	0	0	0	0	4976			
	NUMBER OF YOUNG PEOPLE (16-25YRS)		0	3	1076	0	0	3	4	0	0	0	0	0	0	0	1086			
	NUMBER OF PARENTS		40	0	0	1303	0	0	0	0	0	0	0	0	0	0	1343			
	NUMBER OF LOOKED AFTER CHILDREN		0	1	0	0	0	0	0	0	0	0	0	0	0	0	1			
Reduce Inequalities in Employment and Income in 9 Learning Communities	People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work	Participation															0			
		Achievement	64	3	0	0	0	9	4	21	6	0	0	0	0	0	0	107		
		Progression	24	0	0	0	0	9	0	0	0	0	0	0	0	0	0	33		
	Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work	Participation																0		
		Achievement		3	0	0	0	0	3	4	0	0	0	0	0	0	0	0	10	
		Progression		0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	3	
	More people will engage in volunteering opportunities (with a specific focus on young people)	Participation																0		
		Achievement																0		
				8	3	0	0	0	0	0	0	0	0	0	0	0	0	0	11	
Reduce inequalities in Health and Wellbeing in 9 Learning Communities	Individuals and groups will have the capacity and capability to take action to improve their own health and well being	Participation																0		
		Achievement	106	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	106	
		Progression	0	3	0	0	0	0	9	4	0	0	0	0	0	0	0	0	16	
	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)	Participation																	0	
		Achievement		106	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	106
		Progression																	0	
Reduce inequalities in Keeping People Safe in 9 Learning Communities	Targeted vulnerable groups (especially young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves	Participation																0		
		Achievement																0		
		Progression																0		
	People in targeted communities will increase their participation in Resilient Communities (with a specific focus on young people)	Participation																	0	
		Achievement																	0	
		Progression																	0	

Reduce inequalities in Skills and Attainment in 9 Learning Communities	Partners will increase their commitment to promote and deliver more opportunities to support targeted young people (especially LAC and vulnerable YP) into positive destinations	Participation																	0	
		Achievement																		0
		Progression	0	3	0	0	0	3	4	0	0	0	0	0	0	0	0	0	0	10
	Children and vulnerable young people from areas of deprivation will be supported through positive transitions at all stages of their	Participation																		0
		Achievement																		0
		Progression																		0
	Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations	Participation	40	0	0	1303	0	0	0	0	0	0	0	0	0	0	0	0	0	1343
		Achievement	98	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	98
		Progression																		0
Reduce inequalities in Housing in 9 Learning Communities	Partners will increase the opportunity for tenancy support	Participation																	0	
		Achievement																	0	
		Progression																	0	
	Partners will increase opportunities for improving financial capabilities to maintain tenancies and mitigate Welfare Reform	Participation																		0
		Achievement	17	3	0	0														20
		Progression																		0
	Partners will increase opportunities for digital inclusion to mitigate Welfare Reform	Participation																		0
		Achievement	60	0	0	0														60
		Progression																		0

BUILD THE CAPACITY AND RESILIENCE OF OUR 9 LEARNING COMMUNITIES AND THE VOLUNTARY SECTOR																	
			CLDS (adult)	Activity Agreement	CLDS (youth)	SBC Libraries	Newcastleton No 8 Centre	Empl oyabi	ESS Vocat	ESO L	Bord ers	Adult Litera	Org 11	Org 12	Org 13	Org 14	TOTAL S
Reduce inequalities in Employment, Income, Health and Well Being, Keeping People Safe, Attainment, Housing	Partners will increase the capacity of organisations and community groups to support more volunteering opportunities	Number of people involved in running of community groups	0	0	13	0	8	0	0	0	0	0	0	0	0	0	21
	Partners will increase the capacity of organisations and community groups to provide opportunities to support learning through all life stages	Number of Community Groups	0	0	0	0	7	0	0	0	0	0	0	0	0	0	7
		Number of Community Groups with confident skilled and active members	0	0	0	0	7	0	0	0	0	0	0	0	0	0	7
		Number of Community Groups delivering services	0	0	0	0	0	7	0	0	0	0	0	0	0	0	7
	Partners will increase the capacity of organisations and community groups to provide opportunities to mitigate welfare reform and develop digital inclusion	Number of Community Groups delivering Learning	0	0	0	0	7	0	0	0	0	0	0	0	0	0	7
		Number of Community Groups supporting Health & Wellbeing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Number of Community Groups supporting Family Outcomes	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
		Number of Community Groups supporting Digital	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	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 All Learning Communities have an increased awareness of the resources and opportunities provided by local partners	Number of Community Groups with active and	0	0	0	0	4	0	0	0	0	0	0	0	0	0	4
	Effective networks will support referral of targeted groups to CLD LC opportunities and community groups	?															0
Effective networks will support referral of targeted groups to CLD LC opportunities and community groups	Number of productive networks	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	

Learners tell us:



Copy of Learners
Questionnaire replies C

What's good about the community you live in?

Learners tell us that there are lots of things happening in the community especially sports based activities. They also tell us that the area is safe and that the people are friendly. There are good facilities and the shops are fairly good in particular the number of supermarkets.

What would you change about it?

Learners would like to see more things for young people to do especially at the weekends. They are also concerned about dog fouling and the broken glass and general cleanliness of the streets. People would like to see more shops on the high street. Learners would like to see better advertising of learning opportunities.

Learning providers tell us that there are gaps in the following services:

Welfare rights advice

A free at point of access counselling and psychotherapy service

Initiatives to improve economic situation of the community e.g. college /university presence

Local apprenticeships etc.

Locally provided services

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

Number	Key Issue
1	Raising aspirations, expectations of girls /young women, young mums under 19
2	Educational attainment
3	Mental Health – including promoting good mental health
4	Communications – Social Media - Internet - Publications etc. etc.
5	Health – Breast feeding, smoking, poverty (health education), health & wellbeing
6	Insular attitude – communities – (rather than Burnfoot, West End etc) - Hawick, Borders wide
7	Crime
8	Employability

Plans for 2015-18

Key actions

Link to Corporate Priority No. or CPP Priority	What do we want to achieve? (CLD Objectives and short term outcomes)	
CP2 SOA2	Key Objective 1: Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches.	
Reducing Inequalities Strand	EMPLOYMENT and INCOME	
CLDS & CLD partners Business plans	<p>CLD short term outcomes</p> <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		
	By whom?	By when?

Action	How we will achieve our objective? (Action Plan)	KPI ref	Owner	Partners involved in delivery	Resources	15/16	16/17	17/18
	<i>Options and Choices for young women (16+) – delivery in Burnfoot - employability skills</i>		<i>Rita Docherty (CLDS)</i>	<i>Borders College, SDS, others</i>		x		
	<i>Pathways to successful destinations in relation to co-ordinating provision - improve current pathways and provision so all young people leave school with a positive and sustainable destination</i>		<i>Emma Fairley (Opportunities for All Coordinator)</i>	<i>HHS, CLD, SDS, 3rd Sector Youth Work provision, Borders College, other Training Providers</i>				x
	<i>Activity Agreements (post and pre leaving school) - To remove the barriers preventing positive and sustainable progressions</i>		<i>Emma Fairley (Opportunities for All Coordinator)</i>	<i>Activity Agreement team, HHS, SDS, CLD, employers, other training providers</i>				x
	<i>Employability work at Wilton Centre - mock interviews, cv building, skills and experiences now to extend into activity based learning in the community</i>		<i>Graeme Pritchard (CLDS)</i>	<i>Wilton Centre</i>		x		
	<i>Borders Textile Group – promote career opportunities in the knitwear industry</i>		<i>Kevin McClory HHS Headteach</i>	<i>Hawick Knitwear, Johnston's</i>		x		

			er					
<i>Reducing Inequalities Strand</i>	HEALTH and WELLBEING							
<i>CLDS & CLD partners Business plans</i>	CLD short term outcomes <ul style="list-style-type: none"> • <i>Individuals and groups will have the capacity and capability to take action to improve their own health and wellbeing.</i> • <i>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)</i> 							
High Level Generic Key Performance Indicators								
<i>tbc</i>								
			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	17/18
	<i>Mentally Flourishing Schools</i>		<i>Tania Ferguson (Health Visitor)</i>	<i>HHS, CLDS (Sharon Irvine)</i>		x	x	

	<i>Post Natal Depression Project</i>		<i>Tania Ferguson, Joan Rutherford (Health Visitors)</i>			x		
	<i>Family Fun with Food</i>		<i>Frank Tait (HLN)</i>	<i>CLDS, Burnfoot Community School</i>		x		
	<i>Borders Baby Massage - To promote attachment and increase social interaction and support new mums</i>		<i>Nicola Sewell NHS</i>	<i>OTB, Early Years Team, CLDS</i>		x		
	<i>Seasons for growth - To improve and increase emotional resilience and self-esteem</i>		<i>Tracey Gibson (ICS Home School Link Worker)/ Sharon Irvine CLDS</i>	<i>Education, Health</i>		x		
	<i>Leisure Services & Young People</i>		<i>Graeme Pritchard (CLDS)</i>	<i>Police, BSLT, CLDS</i>		x		

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	17/18
	RUTS Programme - Reduce anti-social behaviour/offending, increase confidence and provide new skills.		Sharon Irvine (CLDS) Police (Dianne Lauder)	CLDS (Sharon Irvine), Dianne Lauder, Police		x		
Reducing Inequalities		SKILLS and ATTAINMENT						

Strand								
CLDS & CLD partners Business plans		<p>CLD short term outcomes</p> <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								
<i>tbc</i>								
			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	17/18
	<i>Positive Women Project S2 pupils</i>		<i>Donna Wood (CLDS) and Sharon Irvine (CLDS)</i>	<i>HHS, Creative Learning Network, CABN</i>		<i>x</i>		

	<i>Positive women strategy</i>		<i>Donna Wood (CLDS), Sharon Irvine (CLDS,</i>	<i>Catriona Davies (Young People Evolve), Hawick High School</i>				
	<i>Primary Futures – Age 6 /7 girls from Burnfoot</i>		<i>Donna Wood (CLDS) and Rita Docherty (CLDS)</i>	<i>Burnfoot Community School</i>		x		
	<i>Raising confidence and career aspirations for girls – including positive female role models – targeted (S2)</i>		<i>Sharon Irvine (CLDS) and Donna Wood (CLDS)</i>	<i>HHS</i>			x	
<i>Reducing Inequalities Strands</i>	EMPLOYMENT & INCOME, HEALTH & WELLBEING, KEEPING PEOPLE SAFE, SKILLS & ATTAINMENT, HOUSING							
<i>CLDS & Partners Business Plans</i>	CLD short term outcomes <ul style="list-style-type: none"> <i>Partners will increase the capacity of organisations and community groups to support more volunteering</i> 							

	<p><i>opportunities</i></p> <ul style="list-style-type: none"> • <i>Partners will increase the capacity of organisations and community groups to provide opportunities to support learning through all life stages</i> • <i>Partners will increase the capacity of organisations and community groups to provide opportunities to mitigate welfare reform and develop digital inclusion</i> • <i>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)</i> • <i>All Learning Communities have an increased awareness of the resources and opportunities provided by local partner</i> • <i>Effective networks will support referral of targeted groups to CLD LC opportunities and community groups</i>
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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	17/18
	<i>Bustin' Beatz (School Radio Station) - attract and train new group members.</i>		<i>Graeme Pritchard (CLDS)</i>	<i>Hawick High School</i>		<i>x</i>		

	<i>Participatory Budgeting Project</i>		<i>Nicola Sewell NHS, Bridget Patterson BCF Development Worker</i>	<i>Burnfoot Community Futures</i>			x	
	<i>Whats on in Teviot and Liddesdale Booklet</i>		<i>Donna Wood (CLDS)</i>	<i>Learning Community Partners</i>		x	x	x
	<i>Burnfoot Streetwork Project</i>		<i>Graeme Pritchard (CLDS)</i>	<i>Burnfoot Community Futures VOMO</i>		x		
	<i>Partnership directory to be shared among partners</i>		<i>Donna Wood (CLDS)</i>	<i>Learning Community Partners</i>		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							

<i>CLDS & CLD partners Business plans</i>		<p>CLD Short Term Outcomes</p> <ul style="list-style-type: none"> • <i>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</i> • <i>More partners confident in use of frameworks and tools that support implementation of CLD Strategic Guidance through joint planning and self evaluation</i> 						
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	16/17	17/18
	<i>Increase the number of individuals confident to use outcome focused planning and evaluation (CLD Innovation Fund Project (March 2015))</i>		<i>BTSP</i>	<i>CLDS/Youth Borders</i>		<i>x</i>		
	<i>Increase and improve regular & active participation of partners in LC CLD planning and monitoring meetings</i>		<i>CLDS and partners</i>	<i>CLD LC partners</i>		<i>baseline</i>	<i>x</i>	<i>x</i>
	<i>Increase partners knowledge and understanding of delivery and impacts of community learning and development across the learning community through</i>		<i>CLDS and partners</i>	<i>CLD LC partners</i>		<i>baseline</i>	<i>x</i>	<i>X</i>

	<i>practice sharing, networking and data sharing</i>							
	<i>Increase number of partners engaging in annual self-evaluation and improvement planning</i>		<i>CLDS and partners</i>	<i>CLD LC partners</i>		<i>baseline</i>	<i>x</i>	<i>X</i>
	<i>Increase partners knowledge and competencies through joint CPD to support local plan outcomes</i>		<i>CLDS and partners</i>	<i>CLD LC partners</i>		<i>x</i>	<i>x</i>	<i>x</i>
	<i>Develop shared LCP calendar to document planned CLD activity and increase opportunities for shared planning and delivery</i>		<i>Libraries</i>	<i>All LCP partners</i>		<i>x</i>		

Logic model for each key action (template provided)

Gaps: *what are the priorities for CLD that will not be met by this plan?*

Gap	Rationale for not addressing in plan
<i>Insular attitude – communities – (rather than Burnfoot, West End etc) - Hawick, Borders wide</i>	<i>Learning providers tell us that this is becoming less of an issue and that this can be resolved through work in other groups</i>

Consultation: who has been consulted and how

Who was consulted	How many people were involved	Equalities Impact Assessment: protected characteristic where known?
Trinity Primary School P7s	4	Age 11 / 12
E-scape youth café	Group activity	Age 11 - 18
Options and Choices (Empl)	3	Disability Age
Time 2 Chill young mums group	4	Gender Deprivation
Burnfoot IT groups	10	Age
Burnfoot Community School P7s	6	Age 11/12
Activity Agreement Participants	3	Under 25's Learning Disability
Me and My Baby Group (Burnfoot)	4	
Flying Start Group	2	

*(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:

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
Trinity Primary School	Adam Lindsay
Social Work	Alison Watkin
Burnfoot Community School	Aileen Wilson
Burnfoot Community Futures	Bridget Paterson
Wilton Resource	Caroline Robinson
Police	Dianne Lauder
CLDS	Donna Wood
Opportunities for All Coordinator	Emma Fairley
Eildon Housing	Eileen Shand
Healthy Living Network	Frank Tait
ICS	Gareth Stott
Home school link	Gillian Neish
Senior Librarian- Children & Young People's Services	Gill Swales
Wilton Lodge Park Project	Gordon Webber
HHS	Graeme Cockburn
CLDS	Graeme Pritchard
Planning & Development Manager - Mental Health & Addictions	Haylis Smith
The Bridge/BAVS	Heather Batsch
Wilton Centre	Heather Gray
RAFA	James Bewsey
Teviot & Liddesdale Learning Community Board	Jeanette Gordon
SBHA	Jonathan Bertram
Assistant Librarian- Communities	Julia Cawthorne

Hawick High School	Kevin McClory
Artbeat Studios	Lesley Parris
Burnfoot Community School	Lynn Hodgins
NHS/Hi	Nichola Sewell
CLDS	Rita Docherty
CLDS	Sharon Irvine
Museum services education and outreach officer	Shaureen Lammie
Voluntary Youth Provision	Sian Snowdon
Arts Development SBC	Susan Garnsworthy
Borders College	Susan Rennie
Health Visitor	Tania Ferguson
Home School Link (High School)	Tracey Gibson
Wilton Centre	Winifred Dodds

For more information about this plan contact:

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