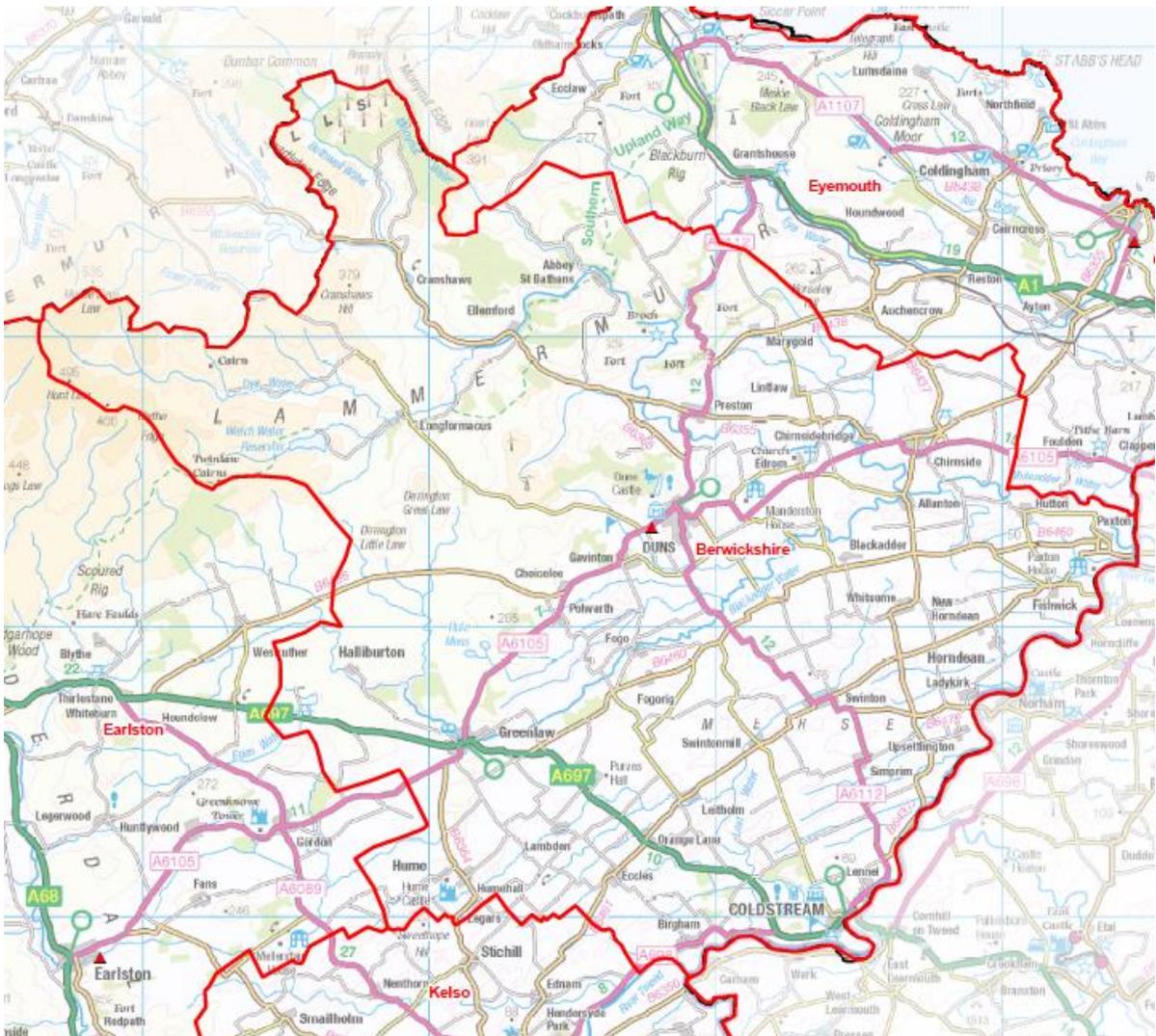


# CLD Learning Community Partnership

## Berwickshire Learning Community Plan 2015-18



## Contents

<b>Purpose of this Plan</b>	Page 3
<b>Summary of the Learning Community</b>	Page 4
<b>1. Profile of the Learning Community</b>	Page 5
a. What is the need in our area?	Page 5
b. What CLD Activity is happening currently?	Page 6
c. How many people are taking part in CLD Activity?	Page 6
d. Who are our local Learning Providers?	Page 6
e. What are Learners telling us about local need?	Page 7
f. Conclusion: Our priorities for Berwickshire	Page 7
<b>2. Plans for 2015-18</b>	Page 8
<b>3. Gaps for CLD in this Learning Community</b>	Page 14
<b>4. Details of consultation with Learners</b>	Page 14
<b>5. Improvement planning</b>	Page 14
<b>Contact details</b>	Page 15
<b>Glossary of Terms</b>	Page 16
<b>APPENDICES</b>	Page 17
1. <i>Overview of Data Analysis for Berwickshire, PPT, CLDS</i>	
2. <i>Berwickshire Mapping Exercise April 2015, BLCP</i>	
3. <i>Learning Providers in Berwickshire 2015, CLDS</i>	
4. <i>CLD Learning Activity July 2013-August 2014, CLDS</i>	
5. <i>Transport Survey April 2015, CLDS in Berwickshire High School</i>	
6. <i>Young People's Survey 2012, Scottish Borders Council</i>	

## Purpose of this plan

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

Els Nicol, June 2015

### **For more information about this plan contact:**

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## Summary of Berwickshire Learning Community

The Berwickshire Learning Community covers the area served by Berwickshire High School in Duns and its feeder Primary Schools (Duns, Chirnside, Greenlaw, Swinton, Coldstream and Eccles/Leitholm Primary School). It covers a large area, but is a medium-sized Learning Community with an estimated population of 12,761 in 2011 and includes the small towns of Duns and Coldstream, the two main small villages of Chirnside and Greenlaw, and the even smaller settlements of Eccles, Leitholm, Longformacus, Ladykirk, Swinton, Horndean and Preston.

The population structure is average for the Borders, with the proportions of children, working-age people and pensioners as expected, i.e. the proportion of pensioners being higher than the Scottish average. There is a gap in the population structure in the Scottish Borders as a whole, as young people leave the region to find work and/or study. This is particularly acute in Coldstream, where the proportion of adults aged 75 and over is almost double the Scottish average.

As in the rest of the Borders, unemployment rates for young people in Berwickshire are higher than for adults. Some towns and villages lack new economic investment and the impact of this is seen in a decline of job opportunities locally, young families leaving the area and in some cases a reduction in size of population. Coldstream, for example, saw a loss in population of about 400 people during the period of 2008 to 2011. Duns in comparison saw an increase of 800 people, which might be due to local businesses expanding, new housing developments, immigration and/or family growth.

31% of Secondary School pupils stay on at school past the age of 16, which is above the Borders average. The High School has a pupil size of just under 700 pupils and supports young people with Additional Support Needs in the Learning Centre, which is located within the School building. The second most important learning provider for this area is Borders College, but new opportunities are now also available with Queen Margaret University, Northumberland College and the Open University for young people aged 15 and older.

Levels of income and health deprivation are average for the Scottish Borders, but there are some specific pockets of above-average deprivation in Duns and Coldstream, due to its larger proportion of older people.

Many of the small settlements in Berwickshire suffer from extensive Access Deprivation due to long drive times and poor public transport accessibility & connectivity to services.

Berwickshire is an area that thrives on community groups and clubs and all communities have a variety of activities on offer, such as sports, music, drama, history & festival groups, groups for toddlers, Mums, young people, the elderly and Church communities.

Coldstream, Chirnside and Duns all have a Development Trust, which are able to obtain funding from out-with their local communities. This supports the investment and development of local venues, parks, community spaces and subsidises local activities.

The majority of people who live here find Berwickshire a safe place to live, work and visit!

# **1. Profile of the Learning Community**

## **a. What is the need in our area?**

The Berwickshire Learning Community Partnership based their needs analysis on the information that was made available by the Community Planning Partnership's Reducing Inequalities Community Profile. In addition to this, the Partners contributed their own locally identified need, based on their knowledge/evidence of need that is not being met.

Below is the summary of those priorities where Partners have a concern that current activity is not meeting the identified need:

### **Employment & Income**

- Extreme Access Deprivation for 5 data-zones (7 settlements and 2 areas around Duns and Coldstream score 1 on SIMD index).
- High benefits dependency ratios in parts Berwickshire (South Duns, Chirnside and Coldstream – SIMD).
- In Chirnside and parts of Coldstream some children live in poverty (SBC data).
- In Duns and parts of Chirnside and Coldstream many working families have an income of less than £400 a week (SBC data).

Partners:

- Lack of transport for 16+ to access employment opportunities.
- Lack of transport at times to suit activities out of normal working hours (for all ages).

### **Health & Wellbeing**

- Chirnside has a high % of pregnant women smoking at booking (SIMD).
- Coldstream and Duns have a low % of babies being breastfed at 6-8 weeks (SIMD).
- Small pockets of significant health deprivation in towns (Duns South and Greenlaw – SIMD).
- Unpaid care in Berwickshire is increasing every year by 10% (SBC data).

Partners:

- Lack of healthy lifestyle choices in some villages (Young mums/families –Chirnside).
- Lack of trained volunteers to help develop sporting opportunities for children.
- Lack of interest from parents to engage with healthy lifestyle offers for children.
- Lack of support services for young people (Mental Health & Wellbeing).
- Lack of good transport infrastructure to access health services.

### **Skills & Attainment**

- Pupils with Additional Support Needs in the Borders have lower attainment levels compared to all pupils in High School (SIMD).
- Some dissatisfaction with support for people with additional learning needs (2013 Household Survey).
- Pupils living in Chirnside have lower attainment levels in High School in comparison to young people from other areas in Berwickshire (SIMD).

Partners:

- Lack of positive destinations for pupils with Add.Supp.Needs leaving High School.
- Lack of engagement with those most at need (ESOL/disengaged).
- Lack of good transport infrastructure - hinders access to educational services.



Appendix 1 -  
Overview of Data An:

For a full overview of all priority needs in Berwickshire:

## **b. What CLD Activity is happening currently?**

The Mapping Services Exercise was an activity completed by the Berwickshire Learning Community Partnership to help us identify CLD Activity in our area. All Partners were asked to map their service against the 19 CLD Short Outcomes. Those outcomes with no service mapped against them were then easily identified as areas for improvement or development. Some of those gaps will need further investigation by the Partnership, as not all service providers were part of this exercise and the feedback could therefore be incomplete.

For a full overview of all CLD Activity in Berwickshire:



Appendix 2 -  
Berwickshire Mapping

## **c. How many people are taking part in CLD Activity?**

Within the Berwickshire Learning Community, Partners were asked to help with the gathering of quantitative data in able to complete the local profile of CLD Activity. The collated data gives an indication of how many people are involved with CLD Activity during a specific period in time. Our first data covers the period of July 2013 to August 2014.

Not all Partners were able to contribute this year, but it is envisaged that in future years more and more Partners will do so. In some cases this means aligning current practice of data collation to this new style. The process of gathering quantitative data will become a yearly activity for all Partners in the BLCP.

For a full overview of the quantitative data:



Appendix 4 - CLD  
Learning Activity.xls

## **d. Who are our local Learning Providers?**

The Berwickshire Learning Community Partnership has been able to identify 26 local Learning Providers, but we are sure that we have missed a few. It is sometimes difficult to reach out to every organisation or club in the community to obtain all the information on what is happening locally. The BLCP is confident that during the next year we will manage to reach out to other Learning Providers, as people become more aware of the Partnership and its purpose.

For a full list of our local Learning Providers, please find a copy of the '*Learning Providers in Berwickshire 2015*', which will also give you a short description of what each organisation is offering and who they are working with:



Appendix 3 -  
Learning Providers in

## e. What are Learners telling us about local need?

### What is the need for CLD?

#### Learners tell us:

- Lack of public transport at times to coincide with after-school clubs;
- Lack of public transport in the evenings adds to social isolation;
- No public transport between Eyemouth - Chirnside & Duns;
- No mental health support services for those younger than 16;
- Young Scot card could be used to obtain discounts on buses.

#### Learning Providers tell us:

- Lack of public transport for 16+ to access employment opportunities;
- Lack of public transport at times to suit activities out of normal working hours (for all ages);
- Village Halls – Hall activities not well attended due to limited transport;
- No mental health support services for young people aged 10-16; and
- Lack of positive destinations for pupils with additional support needs.

## f. Conclusion: Our priorities for Berwickshire

*Agreed partnership priorities for Berwickshire CLD for next three years:*

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

- *Increase the accessibility & connectivity of local public transport by working in partnership with the Borders Strategic Transport Board;*
- *Increase opportunities for 10-14 year olds to build resilience, confidence and self-esteem, by joint partnership working; and*
- *Increase the opportunities for positive destinations with young people (ASN) aged 16+, by joint partnership working.*

*“It would be excellent for the community learning partnership to come on board with this work and help us in identifying and putting in place solutions to address the transport issues young people face.”*

A. Medley, Transformation Team, Scottish Borders Council.

## 2. Plans for 2015-18

### Berwickshire Learning Community Action Plan Summary 2015-18

<b>Link to Corporate Priority No. or CPP Priority</b>	<b>What do we want to achieve? (CLD Objectives and short term outcomes)</b>							
CP2 SOA2	<b>Key Objective 1: Reduce inequalities and improve the wellbeing of Borders Communities through early intervention and prevention approaches.</b>							
Reducing Inequalities Strand	<b>EMPLOYMENT and INCOME</b>							
CLDS & CLD partners Business plans	<b>CLD short term outcomes</b> <ul style="list-style-type: none"> <li>• People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work</li> <li>• Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work</li> <li>• More people will engage in volunteering opportunities (with a specific focus on young people)</li> </ul>							
<b>High Level Generic Key Performance Indicators</b>								
tbc								
			<b>By whom?</b>			<b>By when?</b>		
<b>Action</b>	<b>How we will achieve our objective? (Action Plan)</b>	<b>KPI ref</b>	<b>Owner</b>	<b>Partners involved in delivery</b>	<b>Resources</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>
1.	Increase the opportunities in Employment & Volunteering for young people, by working in partnership with the Borders Strategic Transport Board to address the barriers around accessibility and connectivity of local public transport.		Connect BYP- Steve Wright	Berwickshire LCP (BHS, CLDS and Connect BYP)	CLDS staff, mileage, admin.			√
2.	Set up a Transport Consultation Group in Berwickshire High School for and by young people to make sure their voice is heard on the new Free Transport Pilot Project in Berwickshire.		CLDS - Els Nicol	Berwickshire High School Connect BYP	CLDS staff, mileage, admin.	√		

Reducing Inequalities Strand	<b>HEALTH and WELLBEING</b>							
CLDS & CLD partners Business plans	<b>CLD short term outcomes</b> <ul style="list-style-type: none"> <li>Individuals and groups will have the capacity and capability to take responsibility for their own health and well-being</li> <li>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)</li> </ul>							
<b>High Level Generic Key Performance Indicators</b>								
tbc								
			<b>By whom?</b>			<b>By when?</b>		
Action No	How we will achieve our objective? (Action Plan)	KPI ref	Owner	Partners involved in delivery	Resources	15/16	16/17	17/18
3.	Increase opportunities for 10-14 year olds to build resilience, confidence and self-esteem by developing and delivering a new Health & Wellbeing programme with Partners in the local Primary Schools and High School.		CLDS – Els Nicol	Connect BYP, Berwickshire High School (PT Pastoral), Borders Sport & Leisure Trust, CLDS, Primary Schools.	CLDS staff, mileage, admin.	Pilot	√	evaluation

Reducing Inequalities Strand	<b>KEEPING PEOPLE SAFE</b>							
CLDS & CLD partners Business plans	<b>CLD short term outcomes</b> <ul style="list-style-type: none"> <li>• People (especially vulnerable young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves</li> <li>• People in targeted communities will increase participation in Resilient Communities (with a specific focus on young people)</li> </ul>							
<b>High Level Generic Key Performance Indicators</b>								
tbc								
			<b>By whom?</b>			<b>By when?</b>		
Action No	How we will achieve our objective? (Action Plan)	KPI ref	Owner	Partners involved in delivery	Resources	15/16	16/17	17/18
3.	Increase opportunities for 10-14 year olds to build resilience, confidence and self-esteem by developing and delivering a new Health & Wellbeing programme with Partners in the local Primary Schools and High School.		CLDS – Els Nicol	Connect BYP, Berwickshire High School (PT Pastoral), Borders Sport & Leisure Trust, CLDS, Primary Schools	CLDS staff, mileage, admin.	Pilot	√	evaluation

Reducing Inequalities Strand		<b>SKILLS and ATTAINMENT</b>						
CLDS & CLD partners Business plans		<b>CLD short term outcomes</b> <ul style="list-style-type: none"> <li>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</li> <li>More Looked after Children and young people from areas of deprivation will be supported through positive transitions at all stages of their learning</li> <li>Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations</li> </ul>						
<b>High Level Generic Key Performance Indicators</b>								
tbc								
			<b>By whom?</b>			<b>By when?</b>		
Action No	How we will achieve our objective? (Action Plan)	KPI ref	Owner	Partners involved in delivery	Resources	15/16	16/17	17/18
3.	Increase opportunities for 10-14 year olds to build resilience, confidence and self-esteem by developing and delivering a new Health & Wellbeing programme with Partners in the local Primary Schools and High School.		CLDS – Els Nicol	BHS - PT Pastoral, Borders Sport & Leisure Trust, Connect BYP, CLDS, Primary Schools	CLDS staff, mileage, admin.	Pilot	√	evaluation
4.	Increase involvement of young people in Transition from Primary School to High School by setting up a working group with young people in the High School to research and pilot new ideas.		BHS – Lisa Milford	Connect BYP, CLDS, PT Pastoral, Primary Schools, Borders Sport & Leisure Trust	BHS staff, mileage, admin.	Re-search	Pilot	√
5.	Increase aspirations and ambitions of families in the most deprived areas by delivering Living with Parents courses in local Primary Schools (start in Greenlaw, Coldstream & Chirnside)		CLDS – Els Nicol	Police Scotland, Social Work, CLDS, Connect BYP	CLDS staff, mileage, admin.	√	√	√
6.	Increase the opportunities for positive destinations with young people (Additional Support Needs) aged 16+ by setting up a new Work Experience/Volunteering Project in partnership with the LCP members.		CLDS – Emma Fairley	Paxton House Trust, BHS, CLDS, Borders College, Disability Team SBC, The Learning Space	CLDS staff, mileage, admin.	baseline	Pilot	√

<b>Link to Corporate Priority No. or CPP Priority</b>	<b>What do we want to achieve? (CLD Objectives and short term outcomes)</b>							
CP4	<b>Key Objective 2: Build the capacity and resilience of Berwickshire Learning Community and the voluntary sector</b>							
Reducing Inequalities Strands	<b>EMPLOYMENT &amp; INCOME, HEALTH &amp; WELLBEING, KEEPING PEOPLE SAFE, SKILLS &amp; ATTAINMENT, HOUSING</b>							
CLDS & Partners Business Plans	<b>CLD short term outcomes</b> <ul style="list-style-type: none"> <li>Partners will increase the capacity of organisations and community groups to support more volunteering opportunities</li> <li>Partners will increase the capacity of organisations and community groups to provide opportunities to support learning through all life stages</li> <li>Partners will increase the capacity of organisations and community groups to provide opportunities to mitigate welfare reform and develop digital inclusion</li> <li>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)</li> <li>All Learning Communities have an increased awareness of the resources and opportunities provided by local partner</li> <li>Effective networks will support referral of targeted groups to CLD LC opportunities and community groups</li> </ul>							
<b>High Level Generic Key Performance Indicators</b>								
tbc								
			<b>By whom?</b>			<b>By when?</b>		
<b>Action No</b>	<b>How we will achieve our objective? (Action Plan)</b>	<b>KPI ref</b>	<b>Owner</b>	<b>Partners involved in delivery</b>	<b>Resources</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>
7.	Partners shall increase the opportunities for learning and partnership working by continuing to meet regularly as a Learning Community Partnership, to deliver on the local Actions, to network and to share good practices.		CLDS – Els Nicol	Berwickshire LCP – all members	CLDS staff, mileage, admin.	√		

<b>Link to Corporate Priority No. or CPP Priority</b>	<b>What do we want to achieve? (CLD Objectives and short term outcomes)</b>							
CP 8	<b>CLD Key Objective 3: Improve partnership working</b>							
CLDS & CLD partners Business plans	<b>CLD Short Term Outcomes</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• More partners confident in use of frameworks and tools that support implementation of CLD Strategic Guidance through joint planning and self-evaluation</li> </ul>							
<b>High Level Generic Key Performance Indicators</b>								
			<b>By whom?</b>			<b>By when?</b>		
<b>Action No</b>	<b>How we will achieve our objective? (Action Plan)</b>	<b>KPI ref</b>	<b>Owner</b>	<b>Partners involved in delivery</b>	<b>Resources</b>	<b>15/16</b>	<b>16/17</b>	<b>17/18</b>
7.	Partners shall increase the opportunities for learning and partnership working by continuing to meet regularly as a Learning Community Partnership, to deliver on the local Actions, to network and to share good practices.		CLDS – Els Nicol	Berwickshire LCP – all members	CLDS staff, mileage, admin.	√		

### **3. Gaps for CLD in this Learning Community**

The following priorities will not be met by this Plan:

<b>Gap</b>	<b>Rationale for not addressing in plan</b>
N/A	

### **4. Details of Consultations with Learners**

Most of the consultation in the Berwickshire Learning Community focussed on obtaining further information on transport and mental health services for young people. More in-depth consultation will need to take place for some of our Actions, to help develop a baseline of information needed for our evaluations of impact at the end of each year.

<b>Who was consulted</b>	<b>How many people were involved</b>	<b>Main issues raised</b>	<b>Equalities Impact Assessment: protected characteristic where known?</b>
Young People in High School (Senior Phase) <b>2015</b>	8	Impact of lack of good public transport on young people.	Age & rurality.
Young People in High School (All years) <b>2015</b>	228	Experience of public transport.	Age.
Young People in High School (S1 and S3) <b>2012</b>	224	Transport x Rurality of young people in Berwickshire & use of Young Scot Card as discount tool.	Age.
Young People in High School <b>2015</b>	60	Only 3 YP have used mental health services before.	Age.

### **5. Improvement Planning**

The Berwickshire Learning Community Partnership will continue to meet to keep track of the developments regarding the priorities and the actions of the Plan. Progress on plans will be reported regularly to the Partnership using the logic model format.

Individual projects led by partner organisations will be self-monitored and evaluated to enable feedback to the Partnership, especially at the end of an academic school year. In addition to that, 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:**

### Voluntary Sector:

Berwickshire Association for Voluntary Service  
Berwickshire Housing Association  
Borders College  
Borders Sport & Leisure Trust - Active Schools Berwickshire  
Coldstream Playgroup and Toddlers  
Connect - Berwickshire Youth Project  
East Berwickshire University of the Third Age (U3A)  
LGBT Youth Scotland  
Roxburgh & Berwickshire Citizens Advice Bureau  
The Paxton House Trust  
Volunteer Centre Borders

### Statutory Sector:

Arts Development and Cultural Services  
Berwickshire High School  
Coldstream Library Contact Centre  
Community Capacity Building (Older People)  
Community Centres  
Community Learning & Development Service - Adult Learning  
Community Learning & Development Service – Opportunities for All  
Community Learning & Development Service - Youth Work & Schools  
Duns Library Contact Centre  
Employment Support Service  
Integrated Children Services – Duns  
Learning Disability Service  
Museum Service with Duns Library Contact Centre  
NHS – Joint Health Improvement Team  
Police Scotland

## **GLOSSARY OF TERMS**

<b>ASN</b>	Additional Support Needs
<b>BHS</b>	Berwickshire High School
<b>BLCP</b>	Berwickshire Learning Community Partnership
<b>CAB</b>	Citizens Advice Bureau
<b>CLD</b>	Community Learning & Development
<b>CLDS</b>	Community Learning & Development Service (Scottish Borders Council)
<b>ESOL</b>	English for Speakers of Other Languages
<b>ICS</b>	Integrated Children's Services
<b>LC</b>	Learning Community
<b>LCP</b>	Learning Community Partnership
<b>LGBT</b>	Lesbian, Gay, Bisexual and Transgender
<b>NHS</b>	National Health Service
<b>PT</b>	Principle Teacher
<b>SBC</b>	Scottish Borders Council
<b>SIMD</b>	Scottish Index of Multiple Deprivation
<b>VOMO</b>	Voice of My Own
<b>YP</b>	Young People
<b>YW</b>	Youth Work

## APPENDIX

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