

community learning and development

STRATEGIC PARTNERSHIP | ANNUAL REPORT 2016-17



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COMMUNITY LEARNING AND DEVELOPMENT ANNUAL REPORT 2016/17

FOREWORD



Welcome to the annual Community Learning and Development (CLD) Strategic Partnership report for 2016/17. The report describes how public sector organisations, local community groups and third sector services have worked together to provide CLD opportunities in the Scottish Borders during 2016/17.

The Partnership has focused its efforts on work that helps to develop improved life chances for people of all ages within our communities. Throughout the year many areas of work have been developed including community based learning and skills development, health and community safety. Importantly the services and projects are all shaped by the available evidence of need gleaned from all partners. This has helped all partners make the best use of resources through effective partnership planning.

In the last twelve months the work of the CLD Strategic Partnership has gone from strength to strength. The nine local partnerships based on the

catchment areas of our nine high schools continue to develop exciting areas of work. We have seen increases in volunteer training and awards, a growth in the number of community members working to improve health and wellbeing, and significant numbers engaging in community based learning opportunities resulting in positive outcomes.

As the first annual report this marks an important milestone for the CLD Strategic Partnership and provides a strong foundation for the development of partnership working in our communities in the coming years.

I commend this report to you and look forward to greater partnership successes in the coming years.

Kevin McCall
Quality Improvement Officer



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BACKGROUND

The Requirements for Community Learning and Development (Scotland) Regulations 2013

Under the powers of the 1980 Education (Scotland) Act, every Local Authority has to fulfil the Requirements for Community Learning and Development (Scotland) Regulations 2013. Within the regulations Local Authorities are expected to provide clear leadership and direction within Community Planning Partnerships to drive the action needed to ensure the contribution of CLD and partners is maximised in the reform of public services. Each Local Authority must work with partners and communities to 'secure' Community Learning and Development (CLD) within the authority boundaries. Each Local Authority must publish a CLD Strategic Action Plan every three years.

CLD's specific focus should be:

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

In response to this, in the last 18 months CLD Workers have established an SBC led region wide CLD Strategic Partnership, and 3 year Action Plan. This work is supported by 9 CLD partnerships, one in each High School catchment area. Each local partnership has analysed local needs within the five themes of the Reducing Inequalities Strategy and developed a local action plan of activity and interventions. All work is community based and built on early intervention and preventative principles. This strategic capacity building and planning has been used by Education Scotland as an example of best practice.

The report that follows will guide you through what has been achieved by the Strategic and Local Partnerships in their first full year of delivering the CLD action plan.

WHAT HAS THE CLD STRATEGIC PARTNERSHIP ACHIEVED?

IMPACT:

PARTNERSHIP WORKING

205

CLD partner contributions to Learning Community Partnerships
18% decrease

99

organisations/services contributed
65% increase compared with 2015/16



46

public sector

52

third sector

1

private sector

HEALTH AND WELLBEING

2,184

people of all ages recorded as benefiting from health and well being activities
128% increase in records compared with 2015/16



ATTAINMENT, ACHIEVEMENT AND INCLUSION

215

people of all ages recorded as gaining a nationally recognised award/accreditation



80

young people were supported on partnership transitions programmes to move from P7 to S1

520

parents/carers recorded as achieving outcomes for their families
10% increase in records compared with 2015/16

BUILDING COMMUNITY CAPACITY

507

attendances recorded of paid staff and volunteers at joint training opportunities
482% increase in records compared with 2015/16



VOLUNTEERING

1,009+

volunteers of all ages recorded as supporting CLD partners

18

adult learners progressed to volunteering as a result of increased skills and confidence



EMPLOYMENT AND INCOME

519

people of all ages recorded as taking part in activities to increase employability
125% increase in records compared to 2015/16



249

people increased their employability

89

people gained a nationally recognised award/accreditation focused on increasing employability

33

people increased their financial capabilities

28

people gained employment



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WHO IS INVOLVED?

CLD Strategic Partnership includes representation from:

- Borders College
- The Bridge
- JobCentre Plus
- Live Borders
- NHS Borders
- Police Scotland
- Scottish Borders Council
- Scottish Fire and Rescue Service
- Skills Development Scotland
- Volunteer Centre Borders
- Youth Borders

LEARNING COMMUNITY PARTNERSHIPS:

CLD PARTNERS WHO CONTRIBUTED TO LEARNING COMMUNITY PARTNERSHIPS IN 2016/17:

Ability Borders
Berwickshire Association for Voluntary Services
Berwickshire Housing Association
Borders Independent Advocacy Service
Border Navigator
Borders Carers Centre
Burnfoot Community Futures
Cheviot Youth
Citizens Advise Bureau
Connect Berwickshire Youth Project
Earlston Community Council
Earlston Youth Catchment
Eastgate Theatre
Escape Youth Centre
Eyemouth Men's Shed
Gala Works
Greener Melrose
Hawick Congregational Church
Innerleithen Community Development Trust
Interest Link Borders
Lauderdale Community Council
LGBT Youth Scotland
Live Borders (Active Schools)
Live Borders (Arts Development)
Live Borders (Museums, Galleries and Libraries)

Live Borders (Move More MacMillan)
Momentum
Nature Unlimited
Newlands Community Development Trust
Outside the Box
Peebles Community Centre
Peeblesshire Youth Trust
Pentland Activity Camps
Penumbra
Red Button Drama/Arts
Rowlands Youth Project
Scottish Borders Carers Centre
Scottish Borders Housing Association
Scottish Borders Rape Crisis Service
Scottish Outdoor Education Centres
Schools Out
Selkirk Parish Church
SPLASH
St Ronan's Youth and Community Centre
TD1 Youth Hub
The Bridge
Tweed Green
Tweeddale Youth Action
Tweedsmuir Community Council
Upper Tweed Community Council

Volunteer Centre Borders
Waverley Housing Association
Berwickshire High School
Newlands and Broughton Primary School Partnership
Developing the Young Workforce
Domestic Abuse Advisory Service/ CEDAR
Duns Primary School
Earlston High School
Early Years Centres/Team
Eyemouth High School
Eyemouth Primary School
Galashiels Academy
Halyrude Primary School
Hawick High School
Home School Link Service
Howdenburn Primary School
Jedburgh Grammar School
Jobcentre Plus
Kelso High School
Kingsland and Eddleston Primary School Partnership
Kirkhope and Yarrow Primary Schools
Knowepark Primary School
NHS (School Nurse)
NHS/SBC Health Improvement

NHS/Scottish Borders Council (Healthy Living Network)
NHS/Scottish Borders Council Learning Disability Service
NHS/Scottish Borders Council Mental Health Service
Parkside Primary School
Peebles High School
Philiphaugh Community School
Police Scotland
Priorsford Primary School
Scottish Borders Council Activity Agreements
Scottish Borders Council Bilingual Support Service
Scottish Borders Council Employment Support Service
Scottish Borders Council Community Learning and Development (CLDS)
Scottish Borders Council Elected Members
Scottish Borders Council Older People's Community Capacity Building
Scottish Borders Council Sports, Health and Physical Activity
Scottish Borders Council Research and Policy
Scottish Borders Youth Voice
Scottish Fire and Rescue Service
Selkirk High School
Skills Development Scotland
St Margaret's RC Primary School, Selkirk
St Ronan's and Walkerburn Primary School Partnership
Tweeddale Primary Schools
West Linton Primary School
Field to Fork (Hirsel Estate)
Third Sector
Public Sector
Private Sector

PARTNERSHIP COORDINATORS:

LEARNING COMMUNITY	PARTNERSHIP COORDINATOR	CONTACT DETAILS
Eyemouth and Berwickshire	Mark Smith	07816453329
Earlston	Coreen Knight	07795544012
Galashiels	Vacancy	01835 824000
Jedburgh	Donna Wood	07780934904
Kelso	Graham Easton	07881842807
Selkirk	Gillian Jardine	07881841086
Teviot & Liddesdale	Kenny Harrow	07929362964
Tweeddale	Margaret Smail	07788410378



CLD Learning
Community Partnership
Coordinators



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HOW IS THE PARTNERSHIP IMPROVING OUTCOMES?

Each of the nine Learning Community Partnerships conducted a self-evaluation exercise in May/June 2017. Partners reviewed progress against their agreed actions, shared information about partnership activity, celebrated successes, reviewed and refreshed their priorities for 2017/18.

Across Scottish Borders, the improvement priorities for 2017/18 agreed by Learning Community Partnerships most often were:

1. Improving health and wellbeing, particularly emotional wellbeing.
2. Improving partnership working to support a range of outcomes.
3. Improving support to families, including partnership working in the Early Years.
4. Improving identification and engagement of targeted learners of all ages.
5. Increasing employability, including independent living skills.

In addition

- Financial inclusion was agreed as a priority in the two areas of greatest economic deprivation (Galashiels and Hawick)

A summary, including a case study, has been prepared by each Partnership and follows later in this report. These summaries, along with more detailed annual progress reports, are available to download from the Council website www.scotborders.gov.uk.

To further build capacity to improve services, the CLD Strategic Partnership has developed a model of peer review. This Quality Review approach builds on the annual self-evaluation each Learning Community has carried out. A team of trained Peer Reviewers met with learners and community members, paid staff and volunteers to explore what was working well and what could be improved. The review team validated the self-evaluation, using the Education Scotland “How Good is Our...” suite of Quality Improvement Frameworks and provided a detailed report for CLD partners at the end of the review. Reviews have been carried out in Hawick (2015) Eyemouth and Galashiels (2016). Thirteen Peer Reviewers have been trained with four additional practitioners taking part as shadow members of the Review Team. Peer Reviewers have taken a close look at forty five different CLD activities. Reviewers tell us this has influenced practice in their own services.

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ADDENDUM: HMIE INSPECTION 2017

HMIE Inspectors from Education Scotland visited Scottish Borders in August and September 2017. The remit of the Inspection Team was to find out the **quality of the strategic leadership of CLD and the quality of CLD provision**. Inspectors spent two days meeting with strategic leaders and one week exploring provision in the Galashiels Learning Community.

Galashiels was selected as there were high levels of partner activity and significant areas of deprivation. Inspectors visited learning activities in settings appropriate to the context of CLD and the local community and:

- observed learning experiences
- talked to learners about their achievements
- held focus groups with partners
- evaluated work and data

The Inspection Team identified the following key strengths:

- Strong Strategic Leadership that is setting direction for CLD across Scottish Borders
- Life changing impacts for participants across a range of programmes
- Effective support to volunteering
- Strong focus on equality and diversity

Highlights noted by the Inspection Team included:

- Vision, values and aims are clear and well understood
- Strong and shared focus on key priorities including tackling inequality
- CLD is well-embedded in the Council's three strategic priorities of growing the economy, reducing inequalities and maximising the impact of a low carbon economy

- Governance arrangements across Scottish Borders Council (SBC) and partners is clear and owned by stakeholders. Reporting arrangements are straightforward and clear
- Partners have confidence in the current partnerships with CLD and SBC and described the 'two way' process where they feel their views are valued
- There are strong links with National Policy Drivers, for example the National Youth Work Strategy. The Developing the Young Workforce (DYW) agenda is embedded in the plans for improving outcomes for young people in the Borders
- The structure of nine CLD Learning Communities Partnerships is working well
- Emotional Health and Wellbeing emerged as a top priority from all nine Learning Community Partnerships as a result of on-going reflection and self-evaluation
- More targeted approaches to improving outcomes for young people is resulting in an improvement in Positive Destinations
- CLD and their partners are using local knowledge supported by data to effectively target key groups requiring support
- SBC is the first Local Authority in Scotland to sign up to and work towards LGBT Charter Status. This includes submitting a portfolio of evidence demonstrating youth work training covering LGBT related issues
- Young people are leading on issues which raise awareness of inequality through a variety of projects including Voice of My Own (VOMO) and Borders Youth Voice. Youth Borders achieved the Investors in Young People Gold Award
- CLD staff have good access to training and development opportunities.
- Co-location with other agencies, for example Health Visitors is starting to open up opportunities for joint learning and development across partners
- Training in outcome focussed planning for partners is increasing knowledge and developing a shared understanding of expectations
- Regular opportunities for volunteers to provide feedback on training is informing changes to delivery models such as the delivery of Literacy provision

- Strong informal and formal partnerships between CLD and a few schools is helping to facilitate Continuous Professional Development (CPD) opportunities.
- Partnership working is supporting the development of volunteering and raising the profile of the benefits of volunteering to community members and organisations
- CLD partnership trends are improving over the past two years. Increasing numbers of learners are participating in Employability Programmes in the Galashiels Learning community (80-191) and gaining accreditation (19 to 52)
- Analysis of need is improving across the CLD Partnership. The needs analysis from the Strategic Assessment is helping partners to targets their resources more effectively

Overall gradings:

- Strategic Leadership of Community Learning and Development: **Very Good**
- Improvements in performance: **Good**
- Impact on the local community: **Good**
- Delivering the learning offer with learners: **Good**

The full Inspection Report is available to download from the Education Scotland website.

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NEXT STEPS FOR THE PARTNERSHIP

The Partnership will continue to support each Learning Community to deliver the actions they prioritised in their 3 year Plan and to focus on the improvement priorities they identified in May/June 2017.

The Partnership will focus on strengthening and embedding the good practice identified by the HMIE Inspection Team and developing the two areas identified for improvement:

- Strengthen target setting, report on progress and analyse trends over time across the partnership
- Develop the Capacity Building offer for groups and communities

The Partnership will develop the CLD Strategic Plan for 2018-21. Informed by the nine Learning Community Partnerships, and the strategic priorities for Scottish Borders, the new three year Strategic Plan will aim to further develop partnership working to reduce inequalities and meet the needs of people of all ages living in Scottish Borders.

In the following pages you will find a summary of the key achievements across each of the nine Learning Community Partnerships. For more detail of the local plans: search CLD Learning Community Partnerships at www.scotborders.gov.uk.

GALASHIELS LEARNING COMMUNITY

HOW ARE WE DOING?

This Learning Community includes: Galashiels, Langlee, Tweedbank, Clovenfords, Fountainhall, Stow and Heriot.

TOTAL POPULATION

17,613
total population



Made up of:

2,975
children and young
people (0-15yrs) (17%)

11,573
working age
(66%)

3,065
pensionable age
(65+ yrs) (17%)

WHAT WAS THE NEED FOR CLD IN THIS LEARNING COMMUNITY?

COMMUNITY PLANNING PARTNERSHIP PRIORITIES FOR REDUCING INEQUALITIES:

Employment and Income

Health and Wellbeing

Attainment, Achievement and Inclusion

CLD STRATEGIC PRIORITIES:

Partnership Working

Community Capacity Building

WHAT WAS NEEDED:

Early Intervention for Employability Outcomes

Normalise Emotional Health Conversations

Develop capacity to deliver SQA Volunteering Awards

Improved Life skills through Early Intervention and communication

Deliver SQA Volunteering Awards in the community

PARTNERSHIP WORKING

127
attendances
at Partnership
Training

238
attendances at opportunities
provided by Borders Care
Learning Network



17
attendances at
Youth Borders
Training

6
ways to **Be Well in the Scottish
Borders** – partners involved in co-
production of information booklet
supporting emotional wellbeing

EMPLOYMENT AND INCOME

191
adults and young people
took part in employability
opportunities

52
gained accreditation and most
reported increased employability
awareness and skills



VOLUNTEERING

140
volunteers
supported
partners

94
new volunteer
registrations with
Volunteer Centre
Borders

3
volunteers
achieved SQA
Volunteering
Skills award



COMMUNITY CAPACITY BUILDING

569 + 1,331
adults young people
engaged with awareness raising
activities and consultations about
local services

20
community groups
supported to develop
by The Bridge



Other community projects developed/in progress include:

- Langlee Parent and Toddler group
- Langlee Growing Connections

HEALTH AND WELLBEING

798
adults and young people
benefited from Health &
Wellbeing opportunities
developing confidence,
resilience, physical and
emotional health benefits

TD1 Youth Hub, Health
Improvement and partners
delivered **4,000 free
meals** and **99 free healthy
breakfasts**



ATTAINMENT, ACHIEVEMENT AND INCLUSION

92
learners gained
accreditation across a
range of awards (SQA;
John Muir; First Aid; Peep
Progression Pathway)

16
young people
registered
for Youth
Achievement
Awards

133
young people
registered
for Saltire
Awards



85
young people
supported through
P7/S1 transitions
through TD1/CLDS

184
parents/carers
achieved
outcomes for
their families

22
ESOL learners
successfully completed
courses, including 4
refugee families

IMPROVEMENT PRIORITIES FOR 2017/18

- To provide a consistent & collective Capacity Building approach across the partnership to support financial inclusion and employability for the most vulnerable young people, adults and families
 - To support a targeted approach for young people for better experiences of employment, volunteering and work experience
 - To continue to build capacity to support emotional wellbeing
- All will be underpinned by better information sharing across partners for better referral of vulnerable people and understanding of impact.



CASE STUDY

COOL DOWN CREW: TD1 YOUTH HUB/CLDS/SCOTTISH FIRE & RESCUE SERVICE TRANSITIONS PROJECT

Description

The project was delivered by local crews to help build up the relationships between young people and the fire service, develop skills, self-awareness and responsibility for employability and citizenship. Partnership Working across TD1 Youth Hub, CLDs and the Scottish Fire & Rescue Service ensured the success of this project in supporting positive transitions for young people.

OUTCOMES AND IMPACT

7 young people completed the programme which counted towards their Youth Achievement Awards. Introductory Youth Work Training was delivered to fire crews involved to support them to engage with young people. All the young people have shown increased motivation and engagement at school: one young person will continue to be mentored by the Fire & Rescue Service and progress to work there. Members of the fire crew are supporting young people at TD1 Youth Hub opportunities and Drop-ins. This project won the National Award for best Youth Work Partnership at the National Youth Worker of the Year Awards 2017.

QUOTES

"I never ever thought I would end up considering a career in the Fire Service, but being part of the summer project with the fire service really made me realise that it is something that I could do. I learnt so much new things over the 6 weeks and I am really chuffed when they asked if I wanted to join in with the Retained Team Training on a weekly basis to keep my skills and knowledge up to date, so that when I turn 18 I can apply formally".

NEXT STEPS

TD1 Youth Hub, the Fire and Rescue Service and CLDs continue to engage with this Partnership approach and plan to run a similar opportunity for young people - Summer 2017.



TEVIOT AND LIDDESDALE LEARNING COMMUNITY

HOW ARE WE DOING?

This Learning Community includes: Newcastleton, Denholm and Hawick.

TOTAL POPULATION

18,681

total population

Made up of:

2,915

children and young people (0-15yrs)

11,471

working age

4,295

pensionable age (65+ yrs)



WHAT WAS THE NEED FOR CLD IN THIS LEARNING COMMUNITY?

COMMUNITY PLANNING PARTNERSHIP PRIORITIES FOR REDUCING INEQUALITIES:

Employment and Income

Health and Wellbeing

Attainment, Achievement and Inclusion

WHAT WAS NEEDED:

Partnership Working to improve employability

Partnership approaches to improving Health Literacy, with a focus on Mental Health

Working with families to improve young people's Attainment. Targeting the learning offer better to engage with "hard to reach" learners, especially young people

CLD STRATEGIC PRIORITIES:

Partnership Working

Community Capacity Building

Continue to improve Partnership Working through further development of the Learning Community Partnership

Participatory Budgeting pilot

PARTNERSHIP WORKING

32

partners contributed to the Learning Community Partnership

JOINT TRAINING

15

partners attended Health Literacy Training on 1st March 2017.

10

partners attended Streetwork Training, to improve engagement with young people



ATTAINMENT, ACHIEVEMENT AND INCLUSION

120

young people took part in partnership activities to improve attainment, achievement and inclusion

10

P7s were supported in transition to S1 through an enhanced learning programme

148

parents/carers achieved outcomes for their families

28

adults (16+yrs) achieved accreditation in UK Level 1 sports coaching or equivalent



EMPLOYMENT AND INCOME

52

adults increased their employability

26

adults increased their financial capabilities

Adults have gained employment:

- 2 attending the Job Club at the Elim Church
- 2 volunteers from the Reminiscence Group and Community Lunch Club



HEALTH AND WELLBEING

79%

of the school roll in Hawick participated in a total of 1,305 Active School activities

125

adults increased their health and wellbeing

3

health related projects received £4,420 funding through Participatory Budgeting processes



COMMUNITY CAPACITY BUILDING

all **1,200** properties in Burnfoot were approached by volunteers surveying for the Local Community Action Plan. Feedback from 251 residents has been used to identify priorities for the new Local Plan.

Other community projects developed/in progress include:

- Community Lunch Club
- Men's Shed
- Soup-a Lunch (Congregational Church)



VOLUNTEERING

12

community members carried out a community survey for the Burnfoot Local Action Plan

8

adults progressed to volunteering as a result of learning

94

volunteers supported Active Schools activity across the Learning Community

40

young people from Escape are volunteering and working towards Saltire Awards



IMPROVEMENT PRIORITIES FOR 2017/18

- Support for parents of all ages
- Financial Inclusion: Awareness Raising Training for Professionals, improved Partnership Working
- Health and Wellbeing: Task Group to take forward a whole town approach



CASE STUDY

BURNFOOT BIDS TOGETHER (PARTICIPATORY BUDGETING PILOT)

Introduction

Through the Community Choices Fund, Burnfoot Community Futures (BCF) offered a small grant scheme of £30,000 to organisations and community groups operating in the Burnfoot area. Applications were invited for £500-£3,000 for projects that met the priorities of the Local Community Action Plan:

1. Improving Social and Community Services
2. Improving Health and Wellbeing
3. Providing more facilities for young people
4. Improving the local environment
5. Improving Community Safety

Description

The Steering Group was established with seven local residents who received training and support from the Community Learning and Development Service (CLDS). The steering group took a proactive approach to promoting the PB process amongst the community, actively identifying projects that might require funding and encouraging people to attend the voting event.

Partnership Working was critical to the process: Burnfoot Community Futures helped guide the process and facilitated events and meetings; Burnfoot Community School and Early Years Centre provided venues and support throughout the PB process.

OUTCOMES AND IMPACT

- **45** groups or organisations applied initially, with 25 applicants put forward to the Community Voting Day on 19th March
- **300** community votes were cast on the voting day
- **13** groups received funding, with some receiving ongoing support from CLD Partners
- **2** Steering Group Members have since taken up volunteering opportunities
- **3** Steering Group Members have joined Burnfoot Community Futures Board
- **3** health related projects accessed Healthy Living Network funding as part of a similar process
- Cycling has become part of the curriculum at Burnfoot Primary School (BCS)
- BCS has applied for further funding to increase the school playpark

Feedback from the Burnfoot Community demonstrates that people appreciated having a choice and a real say in how money was spent. Scottish Borders Council is using lessons learned to develop a PB approach to Borderwide grants in 2017/18. Some unsuccessful applicants appreciated the opportunity to showcase what they did. Their feedback indicates improved networking and relationship building. Some groups are considering joint projects for the future.

QUOTES

"It doesn't matter what the outcome is, I have really enjoyed the networking opportunity today and the chance to let people know about my project"

"It's been a fantastic experience and the opportunity to work alongside and get to know some amazing community members has been fab".



TWEEDDALE LEARNING COMMUNITY

HOW ARE WE DOING?

This Learning Community includes: Peebles, Innerleithen, Walkerburn, Broughton, West Linton, Cardona, Eddleston, Carllops, Lamancha, Newlands, Manor, Stobo, Skirling and Tweedsmuir.

TOTAL POPULATION

19,192
total population

Made up of:

3,585
children and young
people (0-15yrs)

11,532
working age

4,075
pensionable age
(65+ yrs)



ATTAINMENT, ACHIEVEMENT AND INCLUSION

26
learners gained
accreditation awards

50
learners achieved
outcomes for their families



24
adults completed English
Language (ESOL), 8 gained
SQA Accreditation

23
P7s were supported in transition
to S1 through an Enhanced
Learning Programme

EMPLOYMENT AND INCOME

66
people of all ages
participated in learning
to increase their
employability

8
young volunteers at
School's Out Peebles
gained work experience
in childcare



1
young person volunteering at Open Doors IT Drop-In
used the experience to access Undergraduate Course
in Physiotherapy

WHAT WAS THE NEED FOR CLD IN THIS LEARNING COMMUNITY?

COMMUNITY PLANNING PARTNERSHIP PRIORITIES FOR REDUCING INEQUALITIES:

Health and Wellbeing

Attainment, Achievement and Inclusion

WHAT WAS NEEDED:

Older People's Mental Health and Isolation

- More older people accessing social opportunities

IT Skills and Connectivity (Health and Wellbeing/ Skills and Attainment)

- Intergenerational IT Drop-In facility at Peebles Community Centre

CLD STRATEGIC PRIORITIES:

Partnership Working

Community Capacity Building

- Number of partners contributing to Learning Community Plans

Transport

- Partnership Working to improve access to and availability of transport

Volunteering

- Partnership Working to improve volunteering options

PARTNERSHIP WORKING

42
partners contributed to the Tweeddale Learning
Community Partnership



JOINT TRAINING

Paid staff and volunteers took part in SIMD, Welfare Benefits,
First Aid, De-fibrillation and Youth Borders Training.

VOLUNTEERING

295
volunteers supported
partners across
Tweeddale

12
young people volunteered
at School's Out and Open
Doors IT Drop in



COMMUNITY CAPACITY BUILDING

Community Projects developed/in progress include:

- Partnership Transport Sub Group (6 Partners)
- Tweeddale Volunteering Forum (10 Partners)
- Friday Drop in activities at Peebles Community Centre and other centres in Tweeddale delivered in partnership



HEALTH AND WELLBEING

368
people of all ages
took part in activities to
improve Health and
Wellbeing

113
older adults attended
drop in activities including
IT, keep fit and craft
workshops



35
young people attended Mental Health Workshops at
Peebles High School and Tweeddale Youth Action

IMPROVEMENT PRIORITIES FOR 2017/18

- Early Years Improvement – Community and Multi – agency approaches to working in communities
- Developing a joined up approach to funding and resources
- Addressing mental health and social isolation – all ages



CASE STUDIES

ACTIVITIES FOR OLDER PEOPLE

Introduction

SBC, and the Community Capacity Building (CCB) Team organise Drop-In activities mainly for older learners at various locations in Tweeddale. **Activities include:** Grand Hands Arts Club, Craft Box Peebles and Innerleithen, Gentle Exercise, Soup Lunch Club, Over 50's Drop In, Walking Football, Walking Netball, Happiness Habits Café (HHC) Events, New Age Kurling Sessions.

Description

The programmes that are being offered by CCB and Partners aim to improve and maintain Mental and Physical Wellbeing of older people which can lead to a reduction in injury around the home, in particular around slips, trips and falls.

OUTCOMES AND IMPACT

Activities are providing older adults with a place to be social and meet other people. This has a hugely positive impact on their Mental Health and Wellbeing, and is contributing towards reducing social isolation and loneliness.

We measured how people felt before and after the HHC's in Whim Hall Care Centre and at Nethrurd Village Hall:

Before: "Anxious, sad, cross, tired, fed up, lonely, pressurised, OK, tired, bored, dull, nervous, shy...."

After: "Lucky, ok, fun, friendly, fit, confident, relaxed, listened to, encouraged, good about myself, cheerful, supported, more knowledgeable, heard some great tips to use"

QUOTES

"I feel wanted and cared about"

..... "coming along here lifts my mood, the people are wonderful"

"I like to fill my days with things to do, I would rather go home in the evening feeling tired and satisfied, rather than being bored sitting in doors all day, coming along to activities such as these on a Friday helps me to achieve this"

PENUMBRA – MENTAL HEALTH WORKSHOPS

PEEBLES HIGH SCHOOL AND TWEEDDALE YOUTH ACTION (TYA)

Description

Sessions were held at the High School and at TYA to raise awareness of Mental Health issues, to get young people talking about these and to highlight that it is OK to ask for help. The aim was to make young people aware of what is "OK" for them with regards to their moods so that if they feel themselves slipping down the Mental Health Continuum they know to make a change or ask for help.

OUTCOMES AND IMPACT

- 33 young people from the High School took part in workshops
- 'Wellbeing Wall' created at the High School. Monthly topics addressing issues with signposting to organisations and coping strategies. Unlimited numbers of young people visiting the wall



SELKIRK LEARNING COMMUNITY

HOW ARE WE DOING?

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

TOTAL POPULATION

5,640

total population

Made up of:

935

children and young people (0-15yrs)

3,408

working age

1,297

pensionable age (65+ yrs)



PARTNERSHIP WORKING

19

Partners contributed to the Selkirk Learning Community Partnership



ATTAINMENT, ACHIEVEMENT AND INCLUSION

9

P7s and one family were supported through an Enhanced Transition Programme to S1

249

SHS pupils took part in CLDS Learning Programmes



3

SHS pupils were presented with a Community Inspire Award in recognition of art work

7

SHS pupils completed their Bronze Duke of Edinburgh Award

COMMUNITY CAPACITY BUILDING

Community Projects developed/in progress include:

- Rag Rugging Group in Philiphaugh Community School
- 12 active members of Philiphaugh Management Committee
- Selkirk Shed
- Monthly Dementia Café in Rowlands



WHAT WAS THE NEED FOR CLD IN THIS LEARNING COMMUNITY?

COMMUNITY PLANNING PARTNERSHIP PRIORITIES FOR REDUCING INEQUALITIES:

Employment and Income

Health and Wellbeing

Attainment, Achievement and Inclusion

WHAT WAS NEEDED:

- Raise awareness of entitlements and support available
- Young people are supported to access alternative routes into employment
- Understand, promote and support emotional wellbeing
- Increased community involvement in identifying and responding to needs
- Community members plan and run activities (especially in Bannerfield)

CLD STRATEGIC PRIORITIES:

Partnership Working

OTHER PRIORITIES:

Further development of the Learning Community Partnership

WHAT WAS NEEDED:

- Consultation to be carried out with individuals not already engaging in CLD/Older people

VOLUNTEERING

25

volunteers supported the Parish Church Open Doors Community Café

14

adult volunteers supported Rowlands Youth Project activities



9

volunteers involved in Active Schools Programmes / school sport / extra-curricular activity

33

young people gained Saltire Awards, totalling 1910 hours of volunteering

EMPLOYMENT AND INCOME

Young people at Selkirk High School (SHS) increased their employability:

- 2 achieved a Dynamic Youth Award and SQA Employability Unit
- 3 achieved a Bronze Youth Achievement Award and 1 achieved Silver Rating Award
- 10 achieved a REHIS elementary cooking skills certificate

6 adults increased confidence in using IT and accessing the Internet



HEALTH AND WELLBEING

47

S6 pupils developed understanding through Penumbra's Resilience Workshops

up to **50** local residents attended the Parish Church Open Doors Community Café

6

S3 pupils increased confidence through the national "Scots Wummin" Project



65

S2 pupils developed skills through SHS 'Growth Mindset and Resilience' themed Health Week.

11

SHS pupils completed Active Schools Sports Leaders Course. 2 pupils completed Young Coach Academy

IMPROVEMENT PRIORITIES FOR 2017/18

- **Achievement, Attainment, Inclusion** – Engaging 'hard to reach' families
- **Health and Well being** – Improve the Health and Wellbeing of children, young people and their families
- **Employability** – Increase accessibility of Duke of Edinburgh Scheme



CASE STUDY

COMMUNITY P7 TRANSITIONS PROGRAMME

Introduction

CLDS and Rowlands delivered a Community P7 Transitions Programme to support P7s in the Selkirk catchment area in their transition to Selkirk High School (SHS). The Community Transition Programme was designed to complement transitions activity delivered by the Cluster Schools.

Description

72 P7 pupils participated in a one day Community Transitions Event. Five fun and interactive workshops were delivered by CLDS, Rowlands, Volunteer Centre Borders, NHS Borders, SHS and four SHS S1 pupils. Workshops focused on team building, learning more about the high school and community that they live in as well as how to look after themselves as they go through a period of change. Additional Transitions Support was delivered to a targeted group of P7s over a period of four weeks to help them develop increased resilience in preparation for change. This support was also offered to their families. P7s were also able to attend a weekly Drop-In Session at Rowlands and participate in a Summer Holidays Programme for P7s. This has helped introduce Rowlands to the P7s and provide continued support in their community transition.

OUTCOMES AND IMPACT

72 P7s had the opportunity to meet with adults who deliver Youth Services in SHS or the Selkirk Community. This increased their understanding of what to expect when they become a High School pupil. The additional transitions support helped a group of 10 P7s feel more certain about how they will manage change - "I feel strong and confident and not worried anymore."

QUOTES

"I now know the High School a bit better and I am not as nervous"

"I enjoyed today because it helped me understand how High School works"

"Today helped me build my courage"

NEXT STEPS

A Transitions Group will be established to plan for P7 transitions 2017/18. The Transitions Programme will incorporate one day curriculum transitions days at the High School, a Community Transitions Day, enhanced transitions support and the two day SHS visit.



EARLSTON LEARNING COMMUNITY

HOW ARE WE DOING?

This Learning Community includes: Earlston, Melrose, Gordon, Westruther, Oxton, Lauder, Newtown St Boswells and St Boswells.

TOTAL POPULATION

14,060

total population

Made up of:

2,532

children and young people (0-15yrs)

8,177

working age

3,341

pensionable age (65+ yrs)



PARTNERSHIP WORKING

17

partners contributed to the **Earlston Learning Community Partnership**

Partners are working together to change the library van route to increase access for families collecting children from Newtown Primary School.



EMPLOYMENT AND INCOME

5

young people developed **employability, budgeting and team building skills** and are **better prepared to maintain** their own **tenancy**.

6

young people at **Earlston High School (EHS)** created **digital walk around (film)** for **parents and young people, to support P7-S1 transition**



COMMUNITY CAPACITY BUILDING

Several new opportunities have been **generated** for **working together** on **intergenerational projects**.

Community Projects developed/in progress include:

- Earlston Community Council Community Action Plan
- A Greener Melrose
- Newtown Dog Friendly Community Group
- Mentoring Violence Prevention



WHAT WAS THE NEED FOR CLD IN THIS LEARNING COMMUNITY?

COMMUNITY PLANNING PARTNERSHIP PRIORITIES FOR REDUCING INEQUALITIES:

Employment and Income

Health and Wellbeing

Attainment, Achievement and Inclusion

CLD STRATEGIC PRIORITIES:

Partnership Working

OTHER PRIORITIES:

Cost of and access to transport

WHAT WAS NEEDED:

Education – reduce number of people 16+ yrs with few or no qualifications

Mental Health – promotion of healthy lifestyles, awareness of Mental Health issues and support for Mental Health issues

Education – reduce number of people 16+ yrs with few or no qualifications

Continue to improve Partnership Working and build capacity through further development of the Learning Community Partnership

WHAT WAS NEEDED:

Affects access for young people to extra-curricular activities, access for all to work, work experience, cultural activities and services

VOLUNTEERING

14

young people recognised at **School Celebration of Success** for **Saltire volunteering hours**

5

young people took part in **intergenerational project** with **Greener Melrose**



2

young people representatives on **Earlston Community Council**

1

young person representative on **Earlston Youth Catchment Board** (voluntary youth work)

HEALTH AND WELLBEING

3

young people supported **1:1** to **increase** their **self-esteem** and **confidence**

6

young people contributed to a **new wellbeing toolkit** for **young people** in **Scottish Borders**

25

S6s trained and provided **mentoring support** to **vulnerable S1 pupils** as they started **High School**



ATTAINMENT, ACHIEVEMENT AND INCLUSION

32

P7s were **supported** in **transition to S1** through an **Enhanced Learning Programme**

24

families took part in a **Bedtime Reading Project** at **Newtown Primary**. **Families** are now **borrowing books** from the **Nursery** and **using** the **Library**



670

youth work and **schools programmes** **delivered**. Most **participants** reported **increased skills, knowledge** and **understanding** and **felt included** and **supported**

15

families attended **Book Bug Sessions** in the **Library** at **Earlston High School**

IMPROVEMENT PRIORITIES FOR 2017/18

- Partnership Approach to positive wellbeing in Earlston Learning Community
- Teenage 'Things To Do' List – (P6-S6)
- Recreational Opportunities for All ('Things To Do' List) / Priorities and aspirations beyond school



CASE STUDY

S4 PROGRAMME: TENANCY & EMPLOYMENT PROGRAMME

Introduction

One of the key priorities identified for Earlston Learning Community Partnership was to reduce the number of people 16+ years with few or no qualifications. One of our actions to address this was to develop a partnership SQA Award Programme for vulnerable S4 pupils.

Description

CLDS worked with partners in Earlston High School, Earlston Youth Catchment (EYC) and Scottish Borders Housing Association (SBHA) to deliver a learning programme to increase the life skills of young people aged 16. The programme covered employment, budgeting, tenancy, budgeting and communication skills.

The school identified and recruited young people who had few or no exams and encouraged them to attend.

Seven young people started the programme, the first part of which started in January 2017. This initial part of the programme, delivered by CLDS and supported by EYC, offered sessions to help young people identify their skills and values, the importance of communication, and to explore job opportunities. Visits were arranged to both Galashiels and Newtown St Boswells Borders College Campuses. Following this, the young people returned for further input from SBHA staff, supported by CLDS during their study leave in May. The

young people also participated in two other programmes which the school delivered based on Health and Wellbeing and Leadership.

CLDS and SBHA worked well together in planning, delivering and evaluating sessions, which were new to both, using the SQA Tenancy and Citizenship Award as a guide.

QUOTES

We had great fun working out our monthly budgets.

Some of our options were:-

- live in a house with a friend
 - pay our rent (of course) and Council Tax
 - Pay TV License and household bills etc ...
- AND sometimes, if we really saved, we could socialise and eat steak too*

*At our **Tenancy Session** we learned there are 4 main points we should remember to enable us to become good tenants*

- PAY THE RENT
- AVOID ANTI SOCIAL BEHAVIOUR
- PUT OUR BINS OUT WHEN WE SHOULD
- KEEP OUR GARDENS TIDY

In Communication ...

"Playing 'ELECTRIC' was our favourite game" (hand/eye co-ordination / thinking ahead)

OUTCOMES AND IMPACT

- 7 young people started the programme and 5 completed
- All the young people increased their budgeting skills and their understanding of being a good tenant
- Through working in a small group, young people developed their communication skills, trust and mutual respect for peers and staff

NEXT STEPS

Continue discussions with SBHA, Earlston High School & CLDS to incorporate accredited delivery of the SQA Award in Tenancy and Citizenship (or units within this) within school timetable for those young people with few or no exams.

"Nobody has trusted me like that before"
(blindfolded in management corridor)

JEDBURGH LEARNING COMMUNITY

HOW ARE WE DOING?

This Learning Community includes: Ancrum and Lanton Area, Bonchester Bridge and Chesters Area, Denholm, Jedburgh – Abbey, Jedburgh – Doom Hill, Jedburgh – East Central, Jedburgh Howden, Jedburgh – West Central, Oxnam and Camptown Area.

TOTAL POPULATION

9,197
total population

Made up of:

1,419
children and young
people (0-15yrs)

5,384
working age

2,394
pensionable age
(65+ yrs)



PARTNERSHIP WORKING

13

Partners contributed to the **Jedburgh Learning Community Partnership**

Partners used evidence of need from the Partnership to:

- develop and deliver Wellbeing Workshops/Penumbra within Jedburgh Grammar School (JGS)
- deliver Home Safety Assessments (Fire and Rescue Service)
- develop and deliver the Breakfast Club (CLDS and Cheviot)



VOLUNTEERING

29

new volunteers participated in
new volunteering opportunities

19

young people gained
Saltire Awards



HEALTH AND WELLBEING

9

actions in the **Learning Community Plan** aimed to
increase young people's
Emotional Health and Wellbeing

153

Young people
participated in
opportunities to
increase their **Health
and Wellbeing**



WHAT WAS THE NEED FOR CLD IN THIS LEARNING COMMUNITY?

COMMUNITY PLANNING PARTNERSHIP PRIORITIES FOR REDUCING INEQUALITIES:

Employment and Income

Health and Wellbeing

WHAT WAS NEEDED:

1. Raising aspirations of young people and their parents
2. Developing volunteering

1. Increasing young people's emotional health and wellbeing
2. Developing intergenerational opportunities

CLD STRATEGIC PRIORITIES:

Partnership Working

Community Capacity Building

1. Further develop the Learning Community Partnership.

1. Training for youth work staff and volunteers
2. Increase participation in decision making processes
3. Improve health and wellbeing of older adults

EMPLOYMENT AND INCOME

4

young People gained **SQA Personal Development Awards in Self Awareness and Practical Abilities**

10

young People gained
SQA Employability Awards



4

young people gained a
Dynamic Youth Award

86

young people increased
their **Employability Skills**

COMMUNITY CAPACITY BUILDING

26

Home Safety Assessment visits
were made by the **Fire and Rescue Service** to support people to live
safely in their homes

3

Youth Work staff attended
Dynamic Youth and Youth Achievement Award Training



Other community projects developed/in progress include:

- Cheviot Youth Window Design Project (vintage project)
- Friday Art Zone (Parkside)
- Townfoot Bridge Mural Project
- Penumbra Wellbeing Workshops in Jedburgh Grammar School

ATTAINMENT, ACHIEVEMENT AND INCLUSION

194

young people took
part in **Youth Work in Schools Programmes**

16

P7s were supported in
transition to S1 through an
Enhanced Learning Programme



6

S5 pupils completed **'First Steps'** to
working with **Children and Young People' Training**, going on to support
P7s coming to the **Grammar School**

2

young people gained
a **REHIS (Royal Environmental Health Institute of Scotland) Certificate**

21

Parents achieved outcomes for their families

IMPROVEMENT PRIORITIES FOR 2017/18

- Partnership approaches to prevention and support or Young People's Mental Health
- Targeted approaches to work with most at risk families
- Collective approach to delivering awards



CASE STUDIES

RESTORE (BREAKFAST PROGRAMME)

Description

Nine targeted S1 pupils attended an 8 week Breakfast Programme. The programme provided breakfast as well as different activities which promoted self-esteem and resilience.

OUTCOMES AND IMPACT

Seven pupils provided feedback. When asked how they were feeling lately three reported feeling "Brilliant" (moved from OK), the others still felt "OK". Two reported feeling "Brilliant" about coming to school, one moved from "terrible" to "OK", two stayed at "OK" and one at "not so good". Five pupils reported that they now 'always' have someone they can talk to and get support when they need it. Two pupils that filled in the evaluation reported that they 'sometimes' have someone they can talk to and get support when they need it. Since coming along to the group five pupils have joined Jedburgh Youth Hub, one has joined the Drama Club and one has joined the Scouts.

QUOTES

"All seven pupils who completed the evaluation reported that the programme was "Brilliant" and when asked why, comments included: "Because it just makes me happier for the rest of the day", "Because it wakes you up before you go to class and makes you less grumpy", "Because I was more awake in the other classes"

NEXT STEPS

The young people have new skills which will support them as changes occur but we will continue to monitor their progress and, if need be, nurture and support them in the future.

INTERGENERATIONAL COMMUNITY PROJECTS

Description

Five pupils participated in Community Projects with Cheviot Youth, Jed Shed and All Awards. The pupils were involved in design, painting and woodwork.

OUTCOMES AND IMPACT

Four of the pupils gained SQA Personal Development Units in Self Awareness, Self in the Community, Self in Work and Practical Skills.

QUOTES

"During these nine sessions C has always turned up on time, every time, his attitude to his work has been constructive and focused with an eye for detail".



EYEMOUTH LEARNING COMMUNITY

HOW ARE WE DOING?

This Learning Community includes: Ayton, Cockburnspath, Coldingham, Eyemouth, Foulden, Reston and St Abbs.

TOTAL POPULATION

8,163
total population

Made up of:

1,309
children and young
people (0-15yrs)

4,805
working age

2,049
pensionable age
(65+ yrs)



PARTNERSHIP WORKING

JOINT TRAINING

11
people
participated in
**Mental Health
First Aid Training**

5
people
participated in
SafeTalk Training

2
partners completed
Health Issues in the
Community Training
for Trainers



ATTAINMENT, ACHIEVEMENT AND INCLUSION

56
Parents/Carers
achieved outcomes
for their families

5
Parents attended a **Weekly Support
Group** for Parents whose 2 year olds
are **eligible for free Early Learning
and Childcare**

Young people in Eyemouth were supported by Connect Berwickshire to make the transition from P7- S1



COMMUNITY CAPACITY BUILDING

Community Projects developed/in progress include:

- Eyemouth Men's Shed
- Berwickshire Wheels
- Eyemouth Wellbeing Week
- Vision for Eyemouth



WHAT WAS THE NEED FOR CLD IN THIS LEARNING COMMUNITY?

COMMUNITY PLANNING PARTNERSHIP PRIORITIES FOR REDUCING INEQUALITIES:

Health and Wellbeing

Attainment, Achievement and Inclusion

WHAT WAS NEEDED:

Increase awareness of, and increase capacity to connect to young people to, sources of support and opportunities within the Community that enhance Emotional Health and Wellbeing

Develop Community connections to increase young people's Employability and improve Positive Destinations

CLD STRATEGIC PRIORITIES:

Partnership Working

Community Capacity Building

New Partners contributing to the Learning Community Plan

Partners work together and around development of a Transport Hub in Berwickshire

VOLUNTEERING

97+
people (all
ages) engaged
in **volunteering
opportunities**

2
volunteers recruited
for **Scottish Borders
Rape Crisis Centre
Volunteer Training**

80
young people
volunteered in
**Eyemouth High
School (EyHS)**, with
many **achieving
Saltire Awards**



EMPLOYMENT AND INCOME

2
Apprenticeships provided
by **Berwickshire Housing
Association**

160
Partners on **Eyemouth High
School (EyHS) database**
to support **young people's
Employability**



12
adults improved their
English Language Skills
and **Employability**

34
Employers and organisations
took part in **EyHS second
Annual Partnership Seminar
and Careers Fayre**

HEALTH AND WELLBEING

63
people (all ages)
reported **improved
Health and Wellbeing**
(up from 40 last year)

up to **8** pupils participated in
**Active Schools Early Morning
Fitness Sessions (EyPS)**

Number of referrals increased
to the Social Prescribing
Service (Border Navigator)

110
people
participated
in **Wellbeing
Week**



IMPROVEMENT PRIORITIES FOR 2017/18

- Support for young people with Emotional Health and Wellbeing issues
- Partners to support Men's Shed and to promote intergenerational work
- Improve communication with "not connected" less formal Community Groups



CASE STUDIES

EYEMOUTH HIGH SCHOOL (EYHS) EMOTIONAL HEALTH AND WELLBEING COMMITTEE

Introduction

EyHS worked towards establishing a Mental Health and Wellbeing Committee to plan awareness raising and events within the school.

Description

Having researched and purchased a selection of books to support Emotional Health and Wellbeing of pupils, the School Librarian engaged with a small group of pupils to find out what they felt was required to publicise and use this resource. Together they decided to form a committee to plan events to raise awareness of the resource and to support Emotional Health and Wellbeing within the school.

OUTCOMES AND IMPACT

An increase in members of the Committee, with one new member (S6) delivering Emotional Health and Wellbeing Assemblies to all school pupils in February 17.
To raise awareness of LGBT a Purple Friday was held in school on 24th February 17.
Yoga for Relaxation Workshop has also been held.

EYEMOUTH WELLBEING WEEK

Introduction

Wellbeing Week was a 5 day programme organised by 16 organisations to deliver activities to improve the wellbeing of residents of Eyemouth and the surrounding area.

Description

Featured 5 days of free accessible activities, which 16 organisations-planned/ and participated. Different local venues were used, offering a diverse range of activities including healthy cooking and tasting, 3 walks, beach art, Happiness Habits Café, social networking, CPR, Rope throwing and volunteering day.

OUTCOMES AND IMPACT

20 activities delivered with a total of 110 participants
Evaluated positively/ and feedback indicated that participants were keen for this to be an annual fixture in Eyemouth

QUOTES

"The whole meeting was informative and relaxing"
"Would be really helpful for everyone to learn to save lives"
"..that we had to look around our town and realising how lucky we are and what we have"

NEXT STEPS

Developing Plans for 2017 Wellbeing Week with Partners.
Plan week for Summer holiday/s to engage with school age Community Members

BERWICKSHIRE LEARNING COMMUNITY

HOW ARE WE DOING?

This Learning Community includes: Coldstream, Duns, Chirnside, Greenlaw.

TOTAL POPULATION

20,827

total population

Made up of:

3,332

children and young people (0-15yrs)

12,268

working age

5,227

pensionable age (65+ yrs)



PARTNERSHIP WORKING

CLD Partners were involved in **Berwickshire High School (BHS) Summer Academy of Skills for Learners** who are taking **two or fewer National 4 exams**



VOLUNTEERING

61

56 pupils participated in **volunteering** and **registered** for **Saltire Awards**

30

young people actively involved in **BHS Pupil Council**



COMMUNITY CAPACITY BUILDING

130+

young people took part in **Transport Consultation Sessions** at **Berwickshire High School (BHS)**

9

young people involved in **Transport Group** at **BHS**



Community Projects developed/in progress include:

- Coldstream Men's Shed
- 'What Matters' – Community Hubs
- A Heart for Duns
- Tenant Volunteers (Berwickshire Housing Association)

WHAT WAS THE NEED FOR CLD IN THIS LEARNING COMMUNITY?

COMMUNITY PLANNING PARTNERSHIP PRIORITIES FOR REDUCING INEQUALITIES:

Employment and Income

Health and Wellbeing

WHAT WAS NEEDED:

Further analysis on Transport gaps for all
Set up and develop a Job Club in Duns

Resilience, confidence & self-esteem building, and develop partnership working in Berwickshire High School (BHS)
Increase opportunities and support for people who feel isolated or lonely as a result of living in a rural area

CLD STRATEGIC PRIORITIES:

Partnership Working

Increase 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 practice

EMPLOYMENT AND INCOME

20

young people received support through **Job Club** in **Duns**

- **6** young people gained employment
- **3** young people took up College places
- **2** young people volunteered with Connect Berwickshire/ Duns Youth Club



HEALTH AND WELLBEING

8

young people volunteering at **intergenerational ICT Café** in **Coldstream**, developing **skills, experience** and working towards **Youth Achievement Awards**



21

adults (65+ years) gained **confidence** using **i-pads, tablets** and **mobile phones**

30

Community Members attended the **ICT Café**

ATTAINMENT, ACHIEVEMENT AND INCLUSION

28

families took part in a **Bedtime Read Project** in **Coldstream**

8

young people with **additional support** needs **volunteering** **weekly**



Of these:

- **7** families identified that they now read more
- **4** families have improved bedtime routines.
- **11** children and 2 adults joined the Library

Young people were supported by Connect Berwickshire Groups, in Duns and Coldstream, to make the transition from P7- S1

IMPROVEMENT PRIORITIES FOR 2017/18

- Family Support for International families (Diversity/ Isolation/Health and Wellbeing)
- Independent living skills, including Employability and Tenancy
- Partnership Transition Programmes for P7-S1 and Senior Phase learners



CASE STUDY

DEVELOPING THE YOUNG WORKFORCE : THE SUMMER ACADEMY OF SKILLS (SAS)

Introduction

The Skills Academy was aimed at young people who were taking two or fewer National 4 exams.

Description

Fourteen young people took part in the Skills Academy. They considered their future career/work aspirations and identified four areas from a list of possible employment sectors that they would be keen to explore during May 2017. The young people came into school for three days per week during study leave (Monday to Wednesday). They were split into groups based on their earlier choices for career/work aspirations.

Day one (Monday)

Met with Teacher (Group Leader) and Industry Support Group (ISG) member and discussed:

- Link between school and world of work
- What the point of the company is....what does it do.....what does it make
- What are the benefits of working in this industry, up sides
- What are the down sides
- Career paths and personal development.....if I do this, where will I be in five years
- What can I learn
- Starter salaries and benefits,

Day two (Tuesday)

Visited the Company as a group with the Team Leader (Teacher). Each Student was issued with a check list of things to find out.

Day three (Wednesday)

Back to school to discuss what they had learned over the last two days. To do this, the students worked with Community Learning and Development Services (CLDS) and Skills Development Scotland to improve on their interview and CV writing skills as well as complete units from the SQA's Employability course at National 4 level.

Local Companies and Organisations involved included;

Farne Salmon, Redpath Tyres, Royal Bank of Scotland, Zing, Polly Wolly Doodle, Foston's Fine Meats, Roosters, Aitchison's Garage, Scottish Borders Council Catering Services, Ahlstrom and Katy Masters Massage Therapy.

QUOTES

- *Talking to people about job skills and doing activities*
- *Meeting new people, visiting work places and potential employers*
- *Companies used our language and not tricky language*
- *Different range of activities and everyone was friendly and understanding, easy to talk to.*

NEXT STEPS

The programme will happen again next year and become a regular feature in the school calendar.

OUTCOMES AND IMPACT

All fourteen participants achieved an SQA Employability Unit with CLDS. All participants had a visit to an employer and an opportunity to ask key questions on working in the industry.



KELSO LEARNING COMMUNITY

HOW ARE WE DOING?

This Learning Community includes: Kelso, Morebattle, Hownam, Smailholm, Stitchill, Ednam, Sprouston, and Town Yetholm.

TOTAL POPULATION

10,317

total population

Made up of:

1,568

children and young people (0-15yrs)

5,889

working age

2,860

pensionable age (65+ yrs)



VOLUNTEERING

THE PLANET

10

young volunteer leaders (S3-S5) registered for Saltire Awards

2

"older" young volunteers (S6) trained and registered for Saltire Awards

1

volunteer, alongside a paid Tutor, supported Adult Literacies Learners in their weekly group



PARTNERSHIP WORKING JOINT TRAINING

9

staff and volunteers attended Child Protection Training – The Planet/SBC/CLDS/Youth Borders

2

staff attended First Steps (Train the Trainer) – The Planet/CLDS/Youth Borders

2

staff members have completed Neglect Training – The Planet



COMMUNITY CAPACITY BUILDING

Community Projects developed/in progress include:

- Kelso Men's Shed
- Borders Youth Theatre
- Kelso Community Cinema
- Community Café (The Planet)
- Kelso Library Readers Group



WHAT WAS THE NEED FOR CLD IN THIS LEARNING COMMUNITY?

COMMUNITY PLANNING PARTNERSHIP PRIORITIES FOR REDUCING INEQUALITIES:

Employment and Income

Health and Wellbeing

Attainment, Achievement and Inclusion

Keeping people safe

WHAT WAS NEEDED:

Employability (particular focus on young people up to age 24)

Improved Health and Wellbeing (particular focus on the Emotional Wellbeing of under 16's)

Increase the opportunities for Positive Destinations with young people through Partnership Working.

Raising awareness of Domestic Abuse and challenging gender based stereotypes

CLD STRATEGIC PRIORITIES:

Partnership Working

Community Capacity Building

Continue to develop and strengthen Partnership Working

Wider volunteering and intergenerational opportunities

EMPLOYMENT AND INCOME

7

young people increased their employability with the Employment Support Service

5

Adult Literacy Learners increased their employability and one progressed to volunteering

1

adult improved their English Language skills and employability



ATTAINMENT, ACHIEVEMENT AND INCLUSION

The Planet (Cheviot Youth):

- 23 staff, volunteers and young people attained a REHIS Elementary Food Hygiene Certificate
- 11 staff and volunteers gained an Emergency First Aid at Work Certificate

5

young people at Kelso High School (KHS) with Additional Support Needs achieved Dynamic Youth Awards

Young people were supported by Cheviot Youth to make the transition from P7- S1

3

Adult Literacies Learners achieved SQA Accreditation



HEALTH AND WELLBEING

12

S5/S6 pupils underwent Mentors in Violence Prevention Training to support S1/S2 pupils

13

young people (S2-S5) attending the School Breakfast Club were able to better manage their day at school



14

young people (S2-S5) attending the School Lunch-Time Drop-In benefited from a smaller social space where they found it easier to interact with their peers.

C Card Training: A small team, including School Nurse and Pastoral Teacher, Cheviot Youth, Health Improvement Team and CLDS, have been trained and promoted young people's sexual health through the C Card scheme

IMPROVEMENT PRIORITIES FOR 2017/18

- Promotion of Health and Wellbeing throughout the Community
- Promotion of Employability Skills Development throughout the Community



CASE STUDY

DEVELOPING YOUNG PEOPLE'S EMPLOYABILITY: EMPLOYMENT SUPPORT SERVICE

Introduction

Between February and April 2017 the Employment Support Service delivered a twelve week SVQ Employability Course designed for the 16-24 years age group. The course was delivered on two separate days each week. A total of seven people signed up for the course, four males and three females who all lived in the Kelso Learning Community Partnership area and all were former pupils of Kelso High School.

Description

The desired outcomes of the course were that all students gain the necessary units at SVQ level and take the step into employability on completion. To achieve this all students attended the course which was held every Tuesday and Thursday for 12 weeks within Abbey Row Community Centre in Kelso, and facilitated by qualified Development Officers from the Employment Support Service. The following SVQ units were delivered at SCQF (level 4):

- Personal Development (Self and Work)
- Personal Development (Self Awareness)
- Preparing for Employment (First Steps)
- Building Employability Skills
- Responsibilities of Employment
- Customer Care
- Communications

OUTCOMES AND IMPACT

All seven young people in question successfully completed the course achieving a pass in all the SQA units delivered, reporting through an evaluation session that they had all benefitted from the learning programme which had been less formalised than anything they had completed at school.

On successful completion of the course:

- **2** students gained Modern Apprenticeships (one as a Car Mechanic and the other working in a Veterinary Practice).
- **2** students gained places in Further Education Colleges in Edinburgh
- **1** student secured employment in the Northumberland area.
- **2** students were actively seeking employment in the local area.

QUOTES

"Did something similar about employability at High School but felt I wasn't ready for it then"

"This was completely different from being at school and easier to deal with"

"I liked working as a small group, it was easier to learn"

"The Trainers made us work, but it was worth it"

"Just enjoyed being out of a school classroom setting"

"I surprised myself!"

"Before doing this course I was really worried about my job prospects"

GLOSSARY OF TERMS



PARTNERSHIP WORKING

As part of the CLD Strategic Plan in Scottish Borders, Learners, community members, paid and volunteer staff from organisations have worked together to identify the need for CLD in Communities and to plan how best to meet this need. Learning Community Partnerships are supporting partners to network, share practice and create new opportunities for all. CLD Partners report that they understand more about what is going on in their local community and are able to join up work. In some communities, partners are working collaboratively to bring in funding.



COMMUNITY CAPACITY BUILDING

Supporting communities to be skilled, influential and sustainable (Scottish Community Development Centre, 2016). This is one of the key objectives of the 3 year CLD Strategic Plan. Learning Community Partnerships are providing joint training opportunities for paid staff, volunteers and community members.



VOLUNTEERING

The giving of time and energy through a third party, which can bring measurable benefits to the volunteer, individual beneficiaries, groups and organisations, communities, environment and society at large. It is a choice undertaken of one's own free will, and is not motivated primarily for financial gain or for a wage or salary (Volunteering Strategy, Scottish Government, 2004). Supporting and developing volunteering is a priority for the CLD Strategic Partnership.



HEALTH AND WELLBEING

Partnership efforts to improve Health and Wellbeing are concerned with 'wellness' and what can be done to prevent avoidable illness, support good Mental Health and ensure our services and communities are inclusive. The Scottish Borders has an ageing population and work is being developed to increase participation and prevent loneliness and isolation. The wellbeing of young people in our communities remains a priority for CLD Partners, who are working together to improve Health and Wellbeing. Poor health and wellbeing can decrease quality of life and hold people back from achieving their potential, in work, contributing to society and leading fulfilling lives. Reducing inequalities in health and Wellbeing is a priority for the Community Planning Partnership and the CLD Strategic Partnership.



EMPLOYMENT AND INCOME

CLD Partners are working together to increase people's opportunities to gain employment. A range of learning opportunities is provided to develop the skills, knowledge and understanding that people of all ages need to be ready for employment i.e. Employability. Partners are also working together to support individuals to maximise their income. This might be through bringing in an Adviser from Citizens Advice /Welfare Benefits to an existing group in the community. Partners also offer learning opportunities to develop budgeting and numeracy skills. Reducing inequalities in employment and income is a priority for the Community Planning Partnership and the CLD Strategic Partnership.



ACHIEVEMENT, ATTAINMENT AND INCLUSION

Scottish Borders performs well in terms of Positive Destinations for our children and young people. The challenge now is for CLD Partners to work together to target activity to engage with, and improve outcomes for, those individuals who are not achieving their potential and to improve their life chances. Reducing Inequalities in Achievement, Attainment and Inclusion is a priority for the Community Planning Partnership and the CLD Strategic Partnership.

ABBREVIATIONS

CLDS	Community Learning and Development Service, Scottish Borders Council
CPR	Cardiopulmonary Resuscitation
ICT	Information and Communication Technology
REHIS	Royal Environmental Health Institute of Scotland
SIMD	Scottish Index of Multiple Deprivation

INFOGRAPHICS

The Infographics show a summary of the key improvements made through CLD Partners working together across the 9 Learning Communities. They do not include all of the core learning being delivered by CLD Partners across the Scottish Borders. As such, they cannot be used to draw comparisons between the amount of activity in different Learning Communities.

CLD STRATEGIC PARTNERS



You can get this document on audio CD, in large print, and various other formats by contacting us at the address below. In addition, contact the address below for information on language translations, additional copies, or to arrange for an officer to meet with you to explain any areas of the publication that you would like clarified.

COMMUNITY LEARNING AND DEVELOPMENT

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