

**COMMUNITY LEARNING AND  
DEVELOPMENT (CLD)**

**STRATEGIC PARTNERSHIP PLAN**

**2018-21**

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## Section 1 Context

### National Context:

#### **The Scottish Government's national strategic aims for Community Learning and Development (CLD) are to deliver:**

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

*CLD Guidance and Regulations (Scottish Government, 2012 &13)*

Local Authorities are expected to support the development of partnership approaches in the delivery of public services. This involves providing support to a wide range of partners and encouraging an integrated approach to partnership working. The CLD partnership in pursuit of the national strategic aims will continue to focus on improving the quality of its delivery as well as continuing to develop its methods in evaluating the impact of its work.

The CLD partnership model that has been developed in Scottish Borders supports the aspirations of the Christie Commission and the Community Empowerment (Scotland) Act and it involves people who live in our communities shaping local learning and development opportunities.

### Regional Strategic Context:

The CLD Strategy directly supports the following regional strategic priorities:

***“By 2023, quality of life will have improved for those who are currently living within our most deprived communities, through a stronger economy and through targeted partnership action”***

*Scottish Borders Community Planning Partnership Vision Statement*

Community Planning Partnership priorities:

**Priority 2:** Improving attainment and achievement levels for all our children and young people, both within and out with the formal curriculum

**Priority 4:** Building the capacity and resilience of our communities and voluntary sector

**Priority 6:** Developing our workforce

**Priority 8:** Ensuring excellent, adaptable, collaborative and accessible public services.

The Strategy will also support the delivery the following priorities as outlined in the Scottish Borders Community Planning Partnership's single outcome agreement:

- Build and improve our economy, skills and learning
- Promote and improve our health, care and wellbeing
- Protect and improve our quality of life
- Develop and improve our place.

This plan also aligns with The Scottish Borders Councils Strategic Plan 2018-23 themes of:

- Independent, achieving people
- A thriving economy, with opportunities for everyone
- Empowered, vibrant communities

In addition the Strategy will support the priorities outlined in the Scottish Border's Children & Young People's Plan 2015 – 2018:

1. Keeping children and young people safe
2. Improving health and well-being and reducing inequalities
3. Targeting support to maximise life experiences and opportunities and ensuring inclusion
4. Increasing participation and engagement

And the South East Improvement Collaborative

- Closing the attainment gap
- Improving employability and delivering the *Developing the Young Workforce* agenda.
- Mental Health and Emotional Wellbeing
- The role of family engagement and support for parenting skills, to enable successful prevention and early intervention.
- Improving outcomes for our most vulnerable children and those with the most significant needs

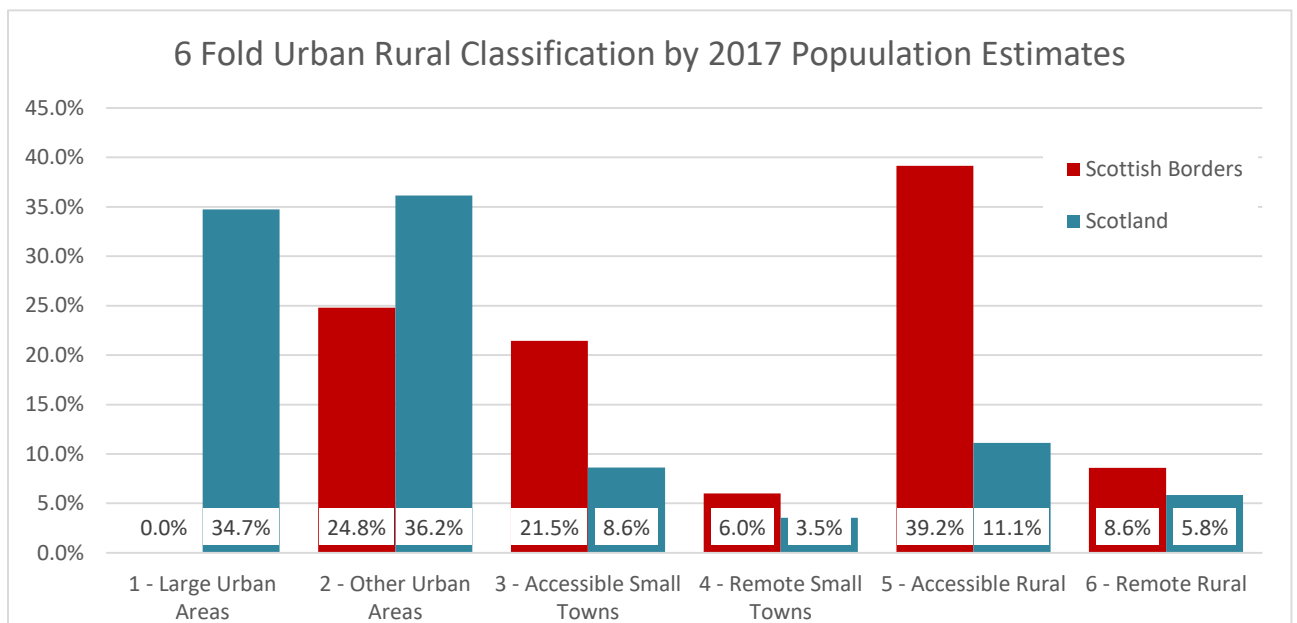
### **Scottish Borders context:**

CLD partners have been working together in each of the nine High school catchments for the last three years. Each year they have planned together and with their relevant stakeholders evaluated the impact of their work. These nine plans and

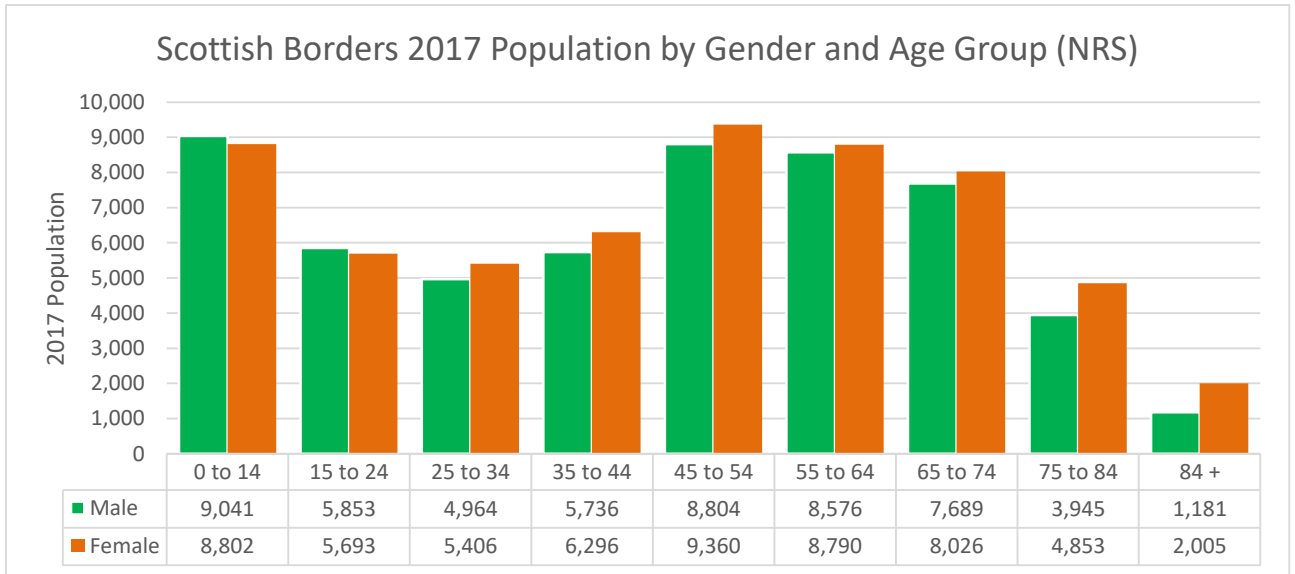
their evaluations are central to informing and shaping the subsequent strategic evaluation process and the formation of this 2018 -21 strategic plan.

As a partnership we have continued to develop our delivery model on a network of local learning partnerships organised around the catchment areas of the 9 Scottish Borders High Schools. Our new plan continues to prioritise learning for employability and inclusion along with emotional wellbeing and resilience all with a focus on reducing inequalities.

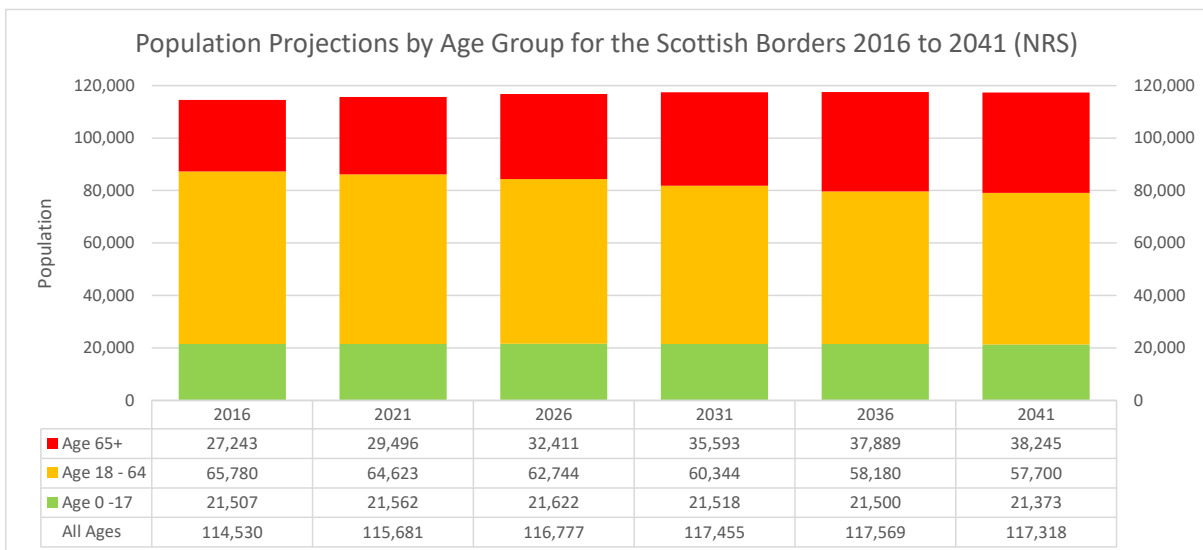
The Scottish Borders is a rural local authority. There are five towns with a population of between 5,000 and 15,000 (Hawick, Galashiels, Peebles, Kelso and Selkirk) and a further five towns with a population of 2,000 to 5,000 (Jedburgh, Eyemouth, Innerleithen, Duns and Melrose). According to the Scottish Government’s 6-fold urban-rural classification, 47% of the population of the Scottish Borders live in rural areas compared to 17% for all of Scotland, as seen in the graph below. The rural nature of the Scottish Borders can lead to additional challenges for those experiencing inequalities.



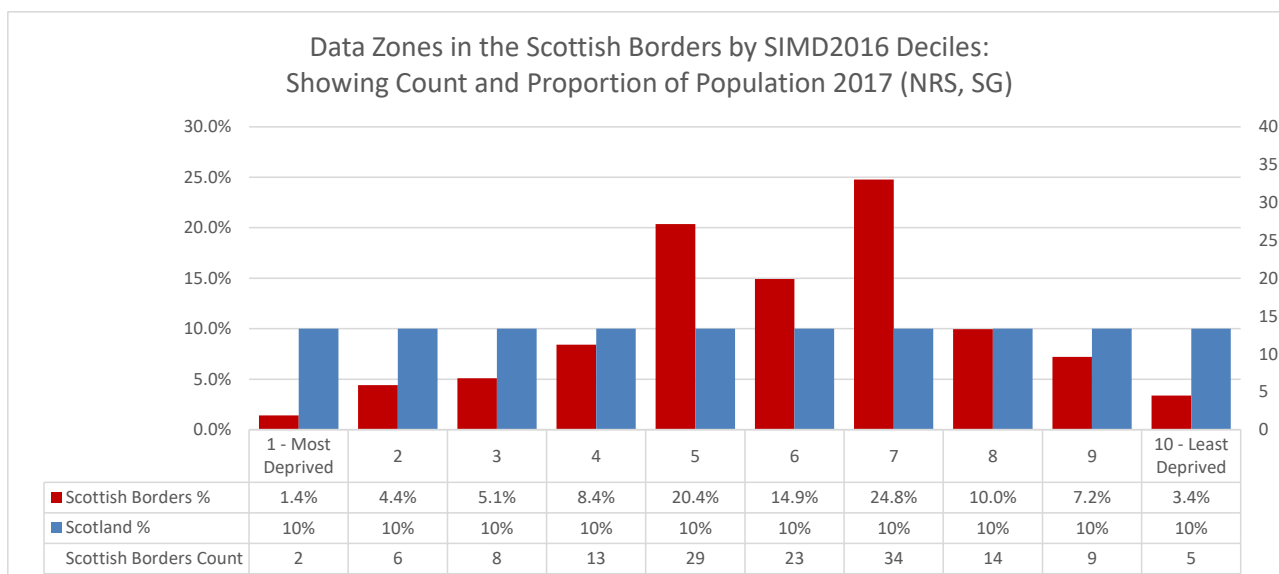
In 2018 it was estimated that there were 115,020 people living in the Scottish Borders. The age-group and gender breakdown can be seen in the graph below. Compared to Scotland the Scottish Borders has a similar proportion of children (17%), fewer people of working age (59% vs. 64%), but more people aged 65 and older (24% vs. 19%).



Between 2016 and 2041 the number of people aged 75 and over in the Scottish Borders is expected to increase from 11,792 to 21,223, an increase of 80%. The graph below shows the population projections for the Scottish Borders by main age groups between 2016 and 2041.



According to the Scottish Index of Multiple Deprivation 2016 (SIMD2016), 8 (5.6%) of the Scottish Borders's 143 data zones are in the 20% most deprived in all of Scotland. The graph below shows the 143 data zones in the Scottish Borders by their SIMD2016 Decile where data zones in 1 are amongst the 10% most deprived in all Scotland and 10 are amongst the 10% least deprived in Scotland. A clear majority (60%) of the Scottish Borders data zones have a decile score of 5, 6 or 7.



The largest areas of deprivation exist in the towns of Galashiels, Hawick, Selkirk and Eyemouth. Although certain geographical areas of deprivation are clearly defined, in our less deprived areas there are also pockets of identified need.

### **Resourcing the Plan**

The Plan will be delivered using existing resources across the partnership members. This will fluctuate as the level of partnership engagement varies across the local plans and throughout the life of the Strategic Plan. Scottish Borders Council's CLD service staff will provide the capacity to support local learning partnerships and planning processes.

### **Achievements 2015 – 18**

Partnership development:

- Increased understanding of community learning and development as a concept across the Partnership
- Development of nine Learning Community Partnerships
- Closer collaboration between CLD partners
- Increased focus on improving outcomes across priority themes
- Focus on self-evaluation and improvement planning

Local learning partnership activity and outcomes for learners: see CLD Learning Community Partnership Annual Summaries 2017/18 [www.scotborders.gov.uk](http://www.scotborders.gov.uk)

## Section 2 Aim and Objectives

### Aim

The CLD Strategic Partnership aims to continue to improve its collaborative working in the pursuit of improving the accessibility, quality and outcomes of community based learning opportunities that are designed alongside learners to enhance their quality of life.

### Objectives:

- Reduce inequalities and improve the wellbeing of Borders communities over the five inequalities themes through early intervention and prevention
- Build the capacity and resilience of our nine Learning Communities and the third sector
- Improve partnership working

### OUR IMPROVEMENT PRIORITIES ARE:

#### Improving outcomes for targeted individuals and groups in communities:

1. Building capacity for employment
2. Increasing emotional wellbeing and resilience
3. Ensuring inclusion in learning and community opportunities

#### Improving the way we work as a Partnership:

4. Developing and promoting a clear and accessible partnership guide to the range of support available in the Scottish Borders to community groups and learners
5. Involving learners of all ages in the design and delivery of our learning offer
6. Developing the learning offer for the workforce across the CLD Partnership

### WHO WILL BENEFIT?

CLD partners identified the following gaps in CLD provision. We will focus our efforts on delivering learning and development opportunities:

#### Adults over 50 years:

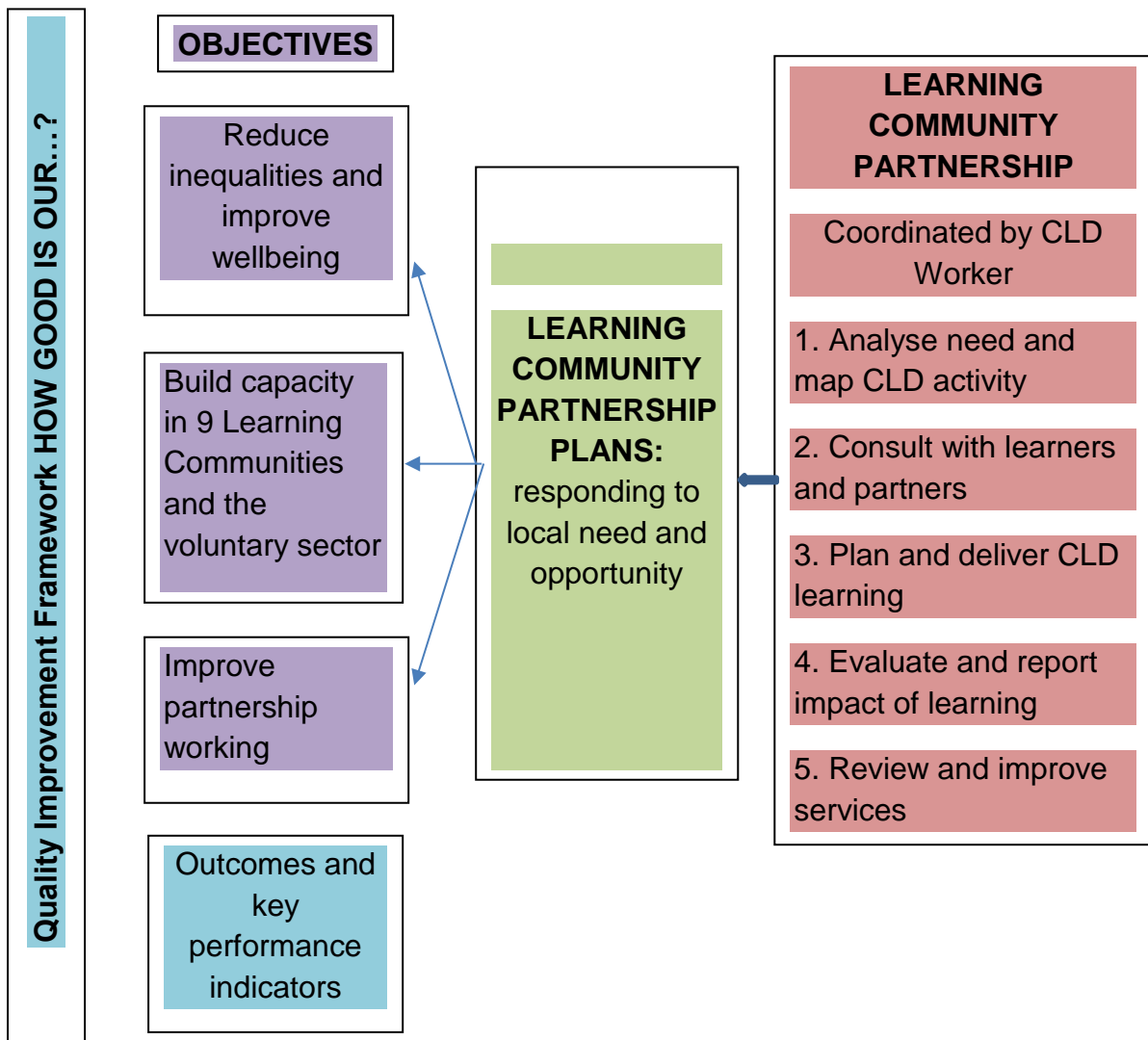
- Increasing employability for 50-64 year olds
- Increasing emotional wellbeing and resilience

#### Targeted children, young people and families:

- Increasing sustained positive destinations for young people leaving school
- Increasing emotional wellbeing and resilience for children, young people and families
- Increasing engagement with services and inclusion in community activities



**Governance of the Plan**



*“A learning community seeks to address the learning needs of its locality through partnerships.... (it uses)... 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

## Membership of the CLD Strategic Partnership

Title	Organisation
Quality Improvement Officer, Children and Young People's Services (Chair)	Scottish Borders Council
Health Improvement Lead – Healthy Living Network	NHS Borders
Associate Director of Public Health/ Child Health Commissioner	NHS Borders
Chief Executive Officer	The Bridge
Connected and Creative Communities Manager	Live Borders
Chief Executive Officer	Volunteer Centre Borders
Chief Executive Officer	Youth Borders
Team Leader	Skills Development Scotland
Head of Business Development	Borders College
Chief Officer	Scottish Fire and Rescue Service
Programme Manager with responsibility for adult social care	Scottish Borders Council
Safer Communities and Community Justice Manager	Scottish Borders Council
Regional Manager	Jobcentre Plus
CLD Team Leaders (2)	Scottish Borders Council

### HOW WILL WE KNOW THE PARTNERSHIP IS MAKING A DIFFERENCE?

CLD partners share information about progress to their Learning Community Partnership each quarter. At the end of each academic year, local partners produce and review their annual progress report. They will use a Quality Improvement Framework\* to decide what worked well and where improvements could be made.

A multi-agency **Peer Review** team from the CLD Strategic Partnership will visit Learning Communities to take a closer look at the quality of CLD. The Peer Review team will validate good practice and makes recommendations for improvement. In 2018 the team visited the Hawick Learning Community.

\* *How Good Is the Learning and Development In Our Community? Education Scotland, 2016.*

## Section 3 Improving outcomes for targeted individuals and groups in communities.

### 1. BUILDING CAPACITY FOR EMPLOYMENT

We will build the capacity for employment of targeted young people furthest from the Labour market and of adults (especially those aged 50+ years).

#### Key facts about employment and income in Borders

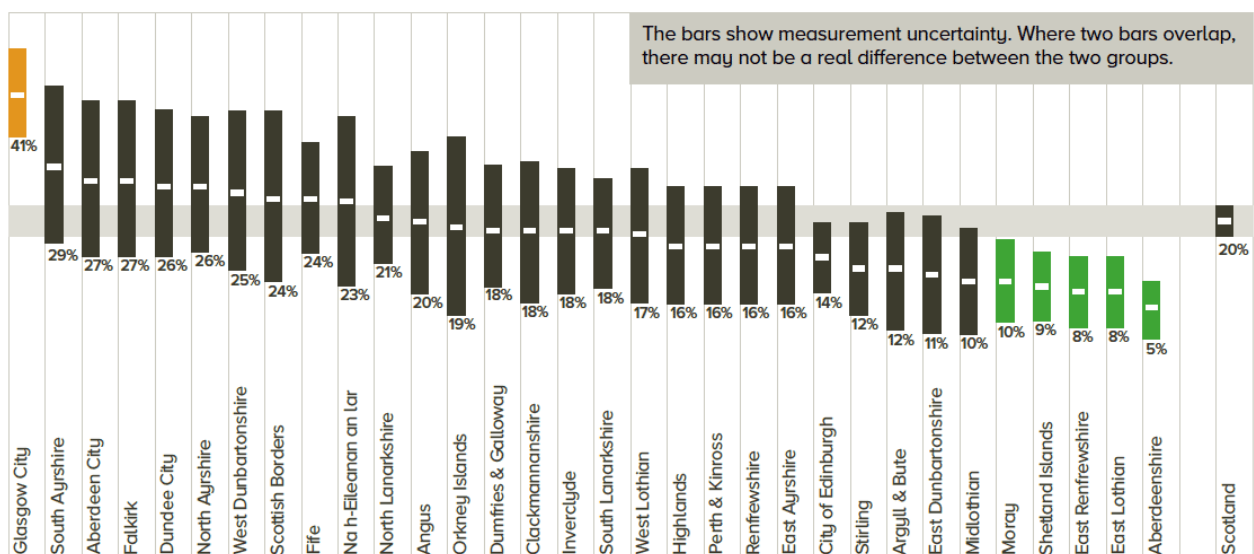
In 2017, **9.5%** of the Scottish Borders population was income deprived compared to 12.2% for Scotland. Within the Scottish Borders there are two areas (Burnfoot and Langlee) where over 20% of the population are income deprived.

In 2017, **8.7%** of the working age population of the Scottish Borders are employment deprived compared to 10.6% for Scotland. Under employment is prevalent issue within the Scottish Borders due to a high level of seasonal, part time low skilled employment opportunities. In particular there is one area (Langlee) where over 20% of the working age population are employment deprived.

In 2015, the Scottish Borders had **12.1%** of the children live in a low income family, a lower rate compared to Scotland (16.3%). The seven areas within the Scottish Borders where over 15% of the children live in a low income family are Eyemouth, Selkirk, Jedburgh, Kelso South, Galashiels West, Burnfoot and Langlee.

These factors are reflected in the high levels of children and families with limited resources in the Scottish Borders.

#### Percentage of children who live in families with limited resources by council area.

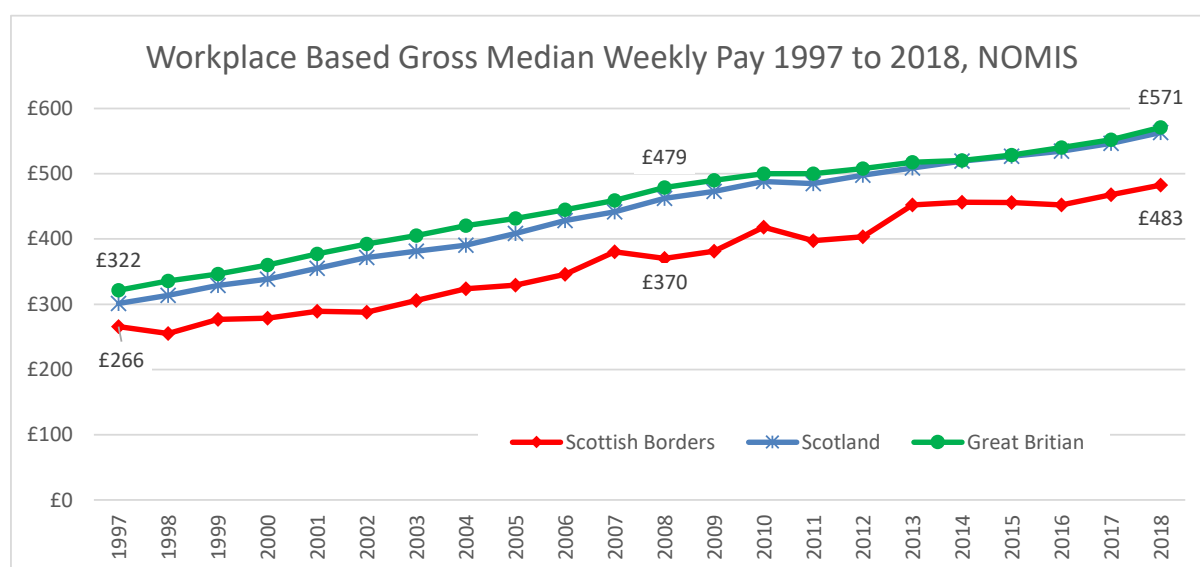


## By Council Area

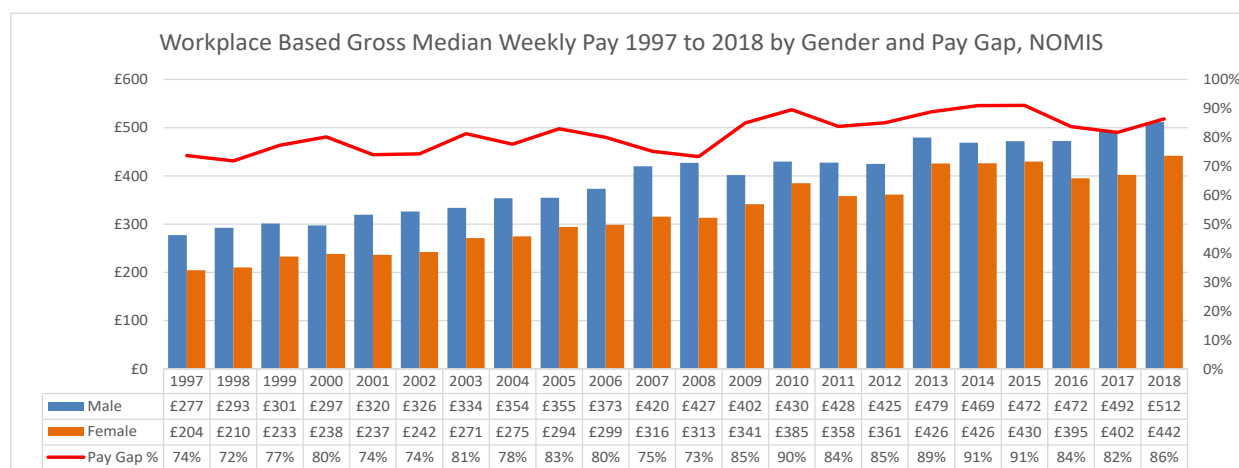
Children in the Scottish Borders are **more likely** to live in families with limited resources compared to 24 other Local Authority Areas. Children in the Scottish Borders are more likely to live in a household with limited resources in comparison to other rural areas including all of the Lothians, South Lanarkshire, Dumfries and Galloway and Aberdeenshire.

<https://www.gov.scot/publications/children-families-limited-resources-scotland-2014-2016/pages/5/>

Workplace based gross median weekly pay in the Scottish Borders has consistently been below the wage level for Scotland and Great Britain. In 2018 the workplace based gross median weekly pay in the Scottish Borders was £80 (17%) below the pay for Scotland and £88 (18%) below in pay for Great Britain.



Women's workplace based gross median weekly pay has improved compared to men's in the Scottish Borders from being 74% in 1997 to 86% in 2018. This change is similar to the change for Scotland 72% in 1997 to 86% in 2018.



## What has been achieved 2015-18 – key highlights

When we talk about “**increasing employability**” this includes:

- gaining confidence, skills and understanding for the world of work
- moving a step closer to employment
- sustaining employment
- progressing within employment

### 2015/16

- **214** people of all ages increased their employability

### 2016/17

- **519** people of all ages recorded as taking part in learning to increase their employability (**125% increase in records**)

### 2017/18

- Eyemouth High School now has a database of **160** partners to support young people’s employability these partners are involved in a variety of ways including providing work placements, enrichment programmes and mentoring of students
- **100** S3 Kelso High School pupils received coaching on developing employability skills. Skills Development Scotland held weekly drop-in support sessions at Abbey Row for job-seekers of all ages
- **360** young people and **19** adults took part in employability opportunities in Tweeddale and increased their skills to support employment
- **272** people increased their employability through taking part in partnership learning programmes in Galashiels

## Examples of planned programmes to increase employability 2018-21

- Borderwide: Youth Borders and CLDS (youth learning) will further develop learning and employment pathways for young people
- Galashiels: Support employability opportunities for people aged 50+ across volunteering, learning, meaningful community engagement, intergenerational projects, career change and socialising to reduce isolation. Support targeted young people to make positive transitions and sustain meaningful destinations
- Jedburgh: Promote and develop volunteering opportunities. Employability and life skills programmes. Support for targeted young people to take part in work experience and volunteering opportunities
- Hawick: Create a whole town approach to volunteering, increasing awareness of volunteering opportunities, building the capacity of services to support volunteering and creating a positive culture around volunteering

## How will we know we are making a difference?

We will gather case studies that demonstrate individual learning journeys towards employment.

## We will measure how many people, as a result of their learning:

- Report increased employability

- Gain accreditation and nationally recognised awards
- Progress into volunteering

The Partnership will agree targets for increasing employability and developing volunteering and monitor progress towards targets annually. This approach will be piloted initially in Galashiels and Hawick.

**Initial targets\* for adults 50+ years in year one:**

Galashiels – 33 adults will increase their employability, with 9 gaining accreditation

Hawick – 24 adults will increase their employability, with 9 gaining accreditation.

\* detail in Action Plan (appendix)

## 2. INCREASING EMOTIONAL WELLBEING AND RESILIENCE

We will increase emotional wellbeing and resilience for targeted individuals and groups, across all ages, by:

- Supporting and developing local community networks to improve wellbeing and resilience
- Increasing intergenerational community opportunities
- Improving partnership response to local priorities of alcohol and drugs use in Galashiels and Hawick
- Supporting and developing learning to keep people safe online

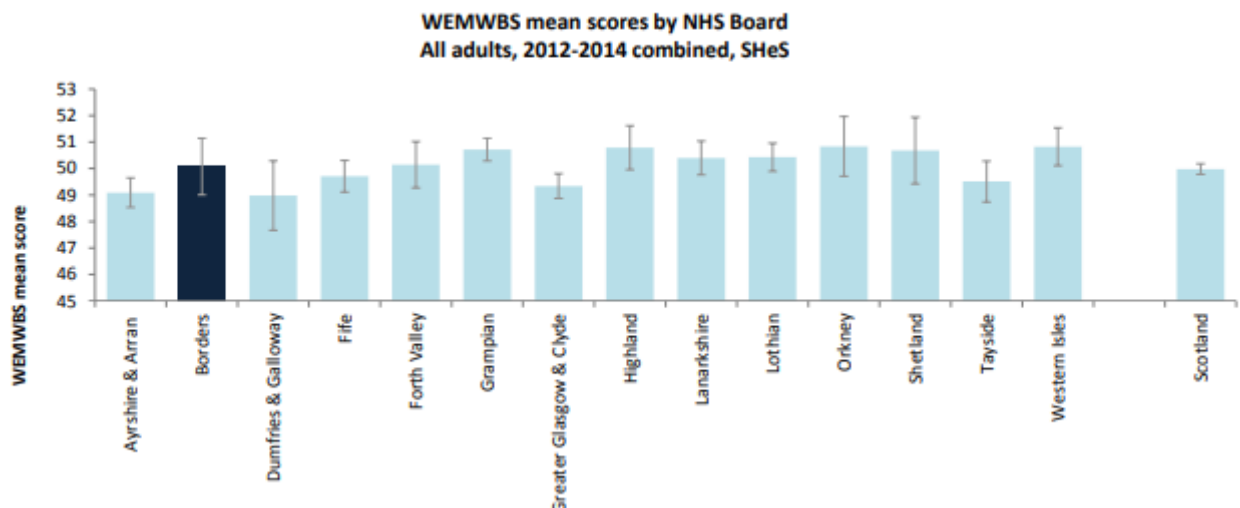
### Key facts about health and wellbeing in Borders

Between 2016 and 2041 the number of people aged 75 and over in the Scottish Borders is expected to increase from 11,792 to 21,223, an increase of 80%.

Life expectancy from birth for both men (78.6 years) and women (82.6 years) is higher in the Scottish Borders compared to Scotland. However within the Scottish Borders the life expectancy ranges from 74.3 years to 82.5 years for women and 70.4 and 79.8 years for men, a significant indicator of health inequalities linked to levels of multiple deprivation.

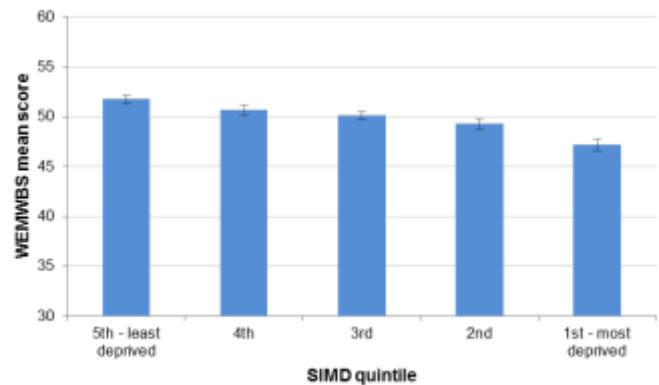
Deprivation and isolation are key factors for mental ill health. 3% of the Borders population live in Scotland's most deprived data zones, 43% live in fuel poverty, 11% of children live in poverty and around 47% live in rural locations. There is a strong association between mental and physical health, around 30% of all people with a long term physical health condition also have a mental health problem, most commonly depression/anxiety.

The Warwick-Edinburgh Mental Well-being Scale (WEMWBS) enables the measurement of mental wellbeing of adults in the UK. According to the Scottish Health Survey (2012-2014) the average WEMWBS score for the Borders was 50.1

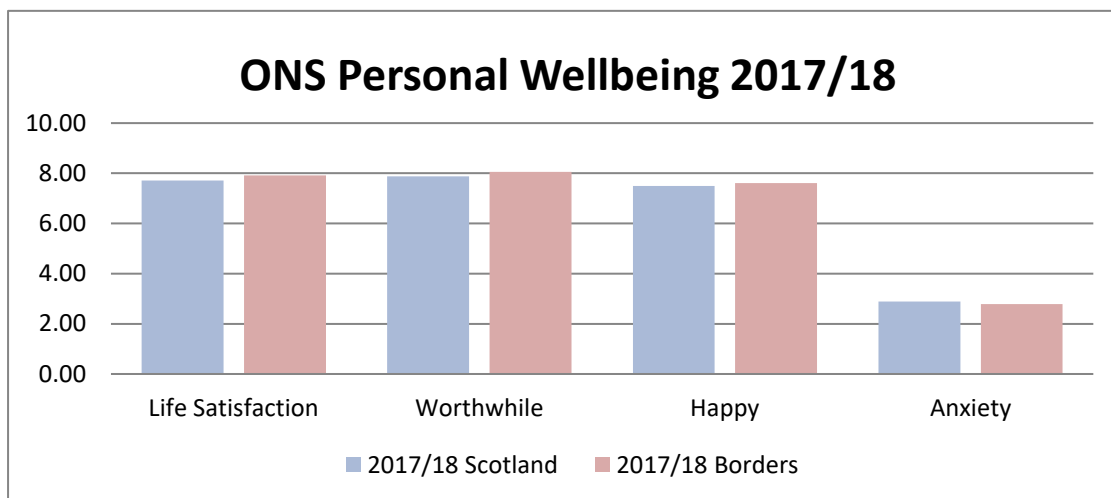


similar to the 50.0 for Scotland. Within the Borders women had a slightly higher score (50.4) compared to men (49.7).

According to the ‘Scottish Health Survey: Mental Health and Wellbeing’ topic report people living in the most deprived areas have a lower WEMWBS score (47.2) compared to the least deprived areas (51.8). The graph on the right shows the mean WEMWBS score among adults by SIMD quintile.



Personal Wellbeing Domains: The Office of National Statistics measures Personal wellbeing against four domains: life satisfaction, feeling life is worthwhile, happiness and anxiety. The Borders consistently scores slightly above the Scottish average in the domains of Life Satisfaction, Worthwhile-ness and Happiness, and slightly below the Scottish average for Anxiety. The graph illustrates the area and national mean scores for the year to April 2018.



### What has been achieved 2015-18 – key highlights

When we talk about “**improving health and wellbeing**” this includes:

- Learners reporting at the end of a learning programme that their health and wellbeing has improved
- Feeling less isolated and have made connections in their local community
- Making a positive lifestyle change such as healthy eating, exercising, reducing alcohol intake
- Increased confidence and self-esteem



## 2015/16

- 960 people took part in learning to improve their health and wellbeing
- 327 people reported improved health and wellbeing

## 2016/17

- 2,184 people of all ages recorded as benefiting from health and wellbeing activities (**128% increase in records**)

## 2017/18

- 451 people of all ages benefited in Tweeddale from health and wellbeing opportunities developing confidence, resilience, physical and emotional health benefits through youth work, adult learning, intergenerational activities and mental health referral
- 30 senior pupils in Earlston trained and delivered a rolling programme of Mentoring Violence Prevention (MVP) to 155 S1 pupils. S1 pupils reported a raised awareness of safety factors, feeling more supported and valued.
- Partners in Hawick took a whole town approach to improving health, working collaboratively on the themes from Six Ways To Be Well in Scottish Borders
- Creative methodology has been successful using music, arts, theatre, and dance to improve expression, inclusion and emotional health and wellbeing. Partners including Joint Health Improvement Team (JHIT), Live Borders, CLDS, YouthBorders, SBC, NHS and others have collaborated on a Mental Health and the Arts Symposium, Sexual health theatre productions, and Sound Cycle have produced two albums WEAVE and WARP of young musicians in the Borders.
- Peaches and Aubergines (learning for young people about healthy relationships) was put together with YouthBorders, Voice Of My Own (VOMO) and JHIT with contributions from CLDS, Rape Crisis, LGBT Scotland, Education, Health, Child Protection and Police Scotland

## Examples of planned programmes to increase emotional wellbeing and resilience 2018-21

- Galashiels: Develop actions to promote universal approaches and take an early intervention approach to emotional wellbeing for all. Work to tackle drug and alcohol misuse across the community.
- Jedburgh: Develop the range of intergenerational approaches that support emotional wellbeing and resilience in the community. Increase parental involvement and engagement through learning activities such as numeracy fairs, Peep and Raising Teens with Confidence. Increase awareness of the cost of the school day and encourage take up of entitlements by families that need them.
- Berwickshire: Support emotional wellbeing and resilience for young people. Develop onsite provisions for young people and effective sign posting to encourage understanding of healthy relationships. Develop workshops with Safer Communities and Scottish Borders Rape Crisis Centre around healthy relationships and consent. Create a single partnership information page **and** target young people through social media.
- Border wide: support the roll out programmes such as Growing in Confidence, Peaches and Aubergines. Promote A Local Information System for Scotland

(ALISS), encouraging services to register and community members to access information

### **How will we know we are making a difference?**

We will gather case studies that demonstrate how targeted individuals and groups are increasing their emotional wellbeing and resilience.

ALISS aims to build capacity by providing information about local services. We will measure the number of local records on ALISS, aiming for this to reach 120 in each Learning Community by June 2019.

### **We will measure how many people as a result of a planned programme:**

- Report improved health and wellbeing
- Volunteer in community-led health and peer support groups

We will agree Partnership targets for increasing emotional wellbeing and resilience and developing volunteering and monitor these annually. We will pilot this approach in Hawick initially.

We will contribute to measures being developed by the Children and Young People's Leadership group (CYPLG) to demonstrate improving health and wellbeing and reducing inequalities for children and young people eg

- *fewer children experiencing mental health issues*
- *increase in range of opportunities to offer family support.*

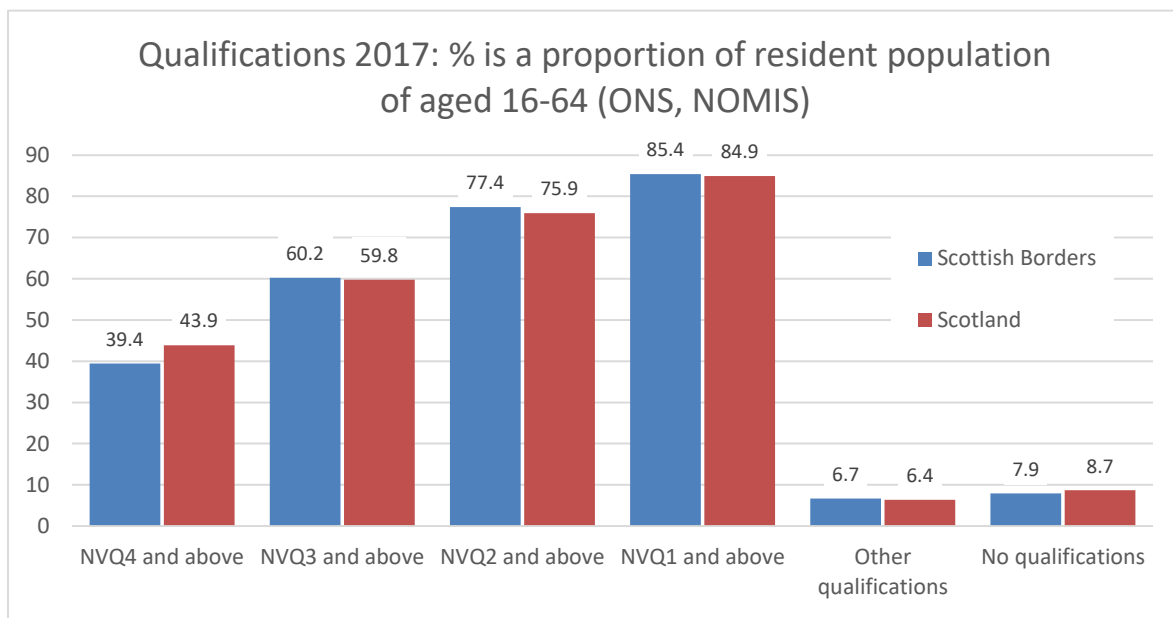
### 3. ENSURING INCLUSION IN LEARNING AND COMMUNITY OPPORTUNITIES

We will ensure targeted individuals and groups are included in learning and community opportunities. We will work in partnership to ensure our understanding remains current of which individuals and groups are falling through the gaps in services. We will:

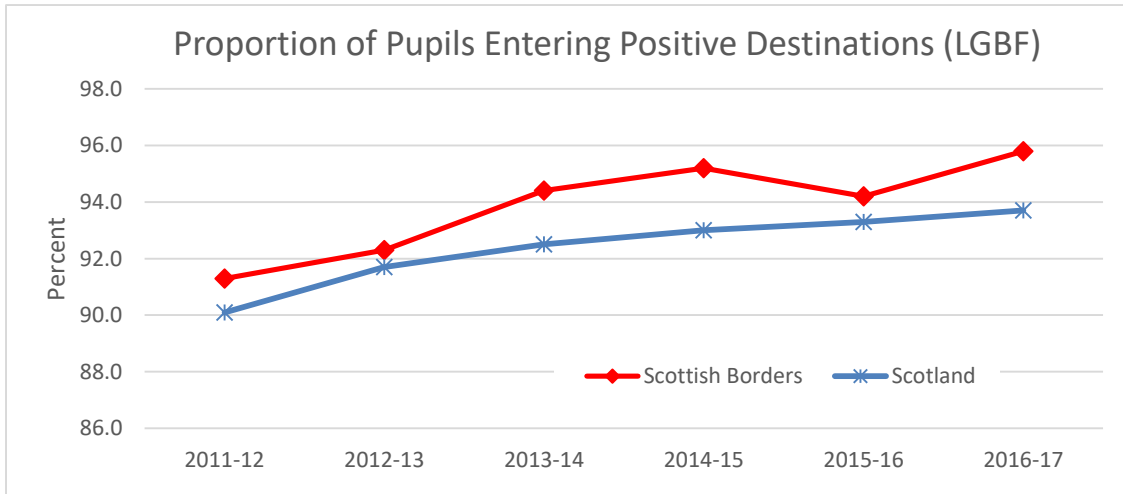
- Develop community learning pathways, in partnership with learners, that meet their needs and aspirations and support them to progress
- Monitor the participation of target groups, particularly those from the 20% most deprived, in learning and community opportunities

### Attainment, Achievement and Inclusion

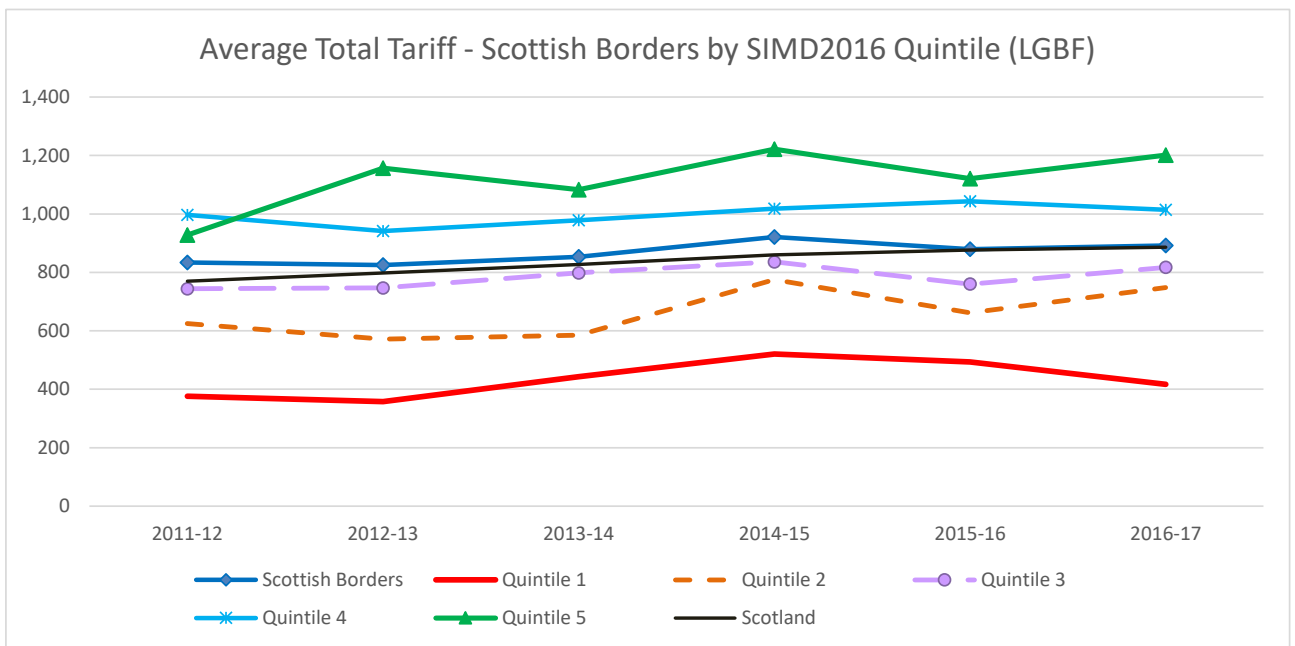
The qualification level for the resident population in the Scottish Borders aged 16 to 64 is similar to the level of qualifications for Scotland.



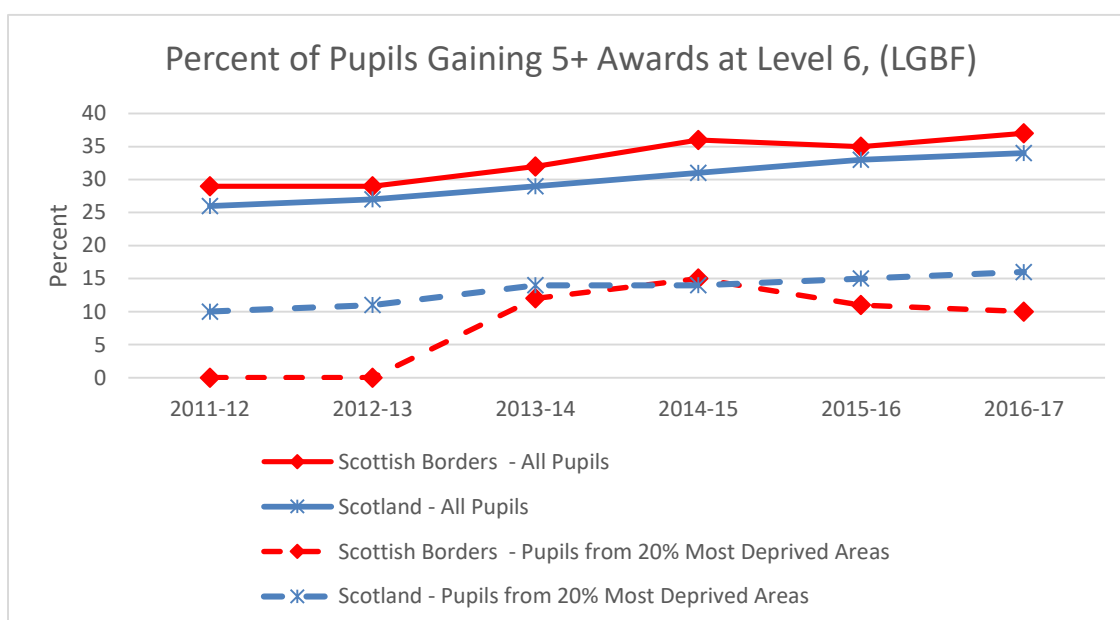
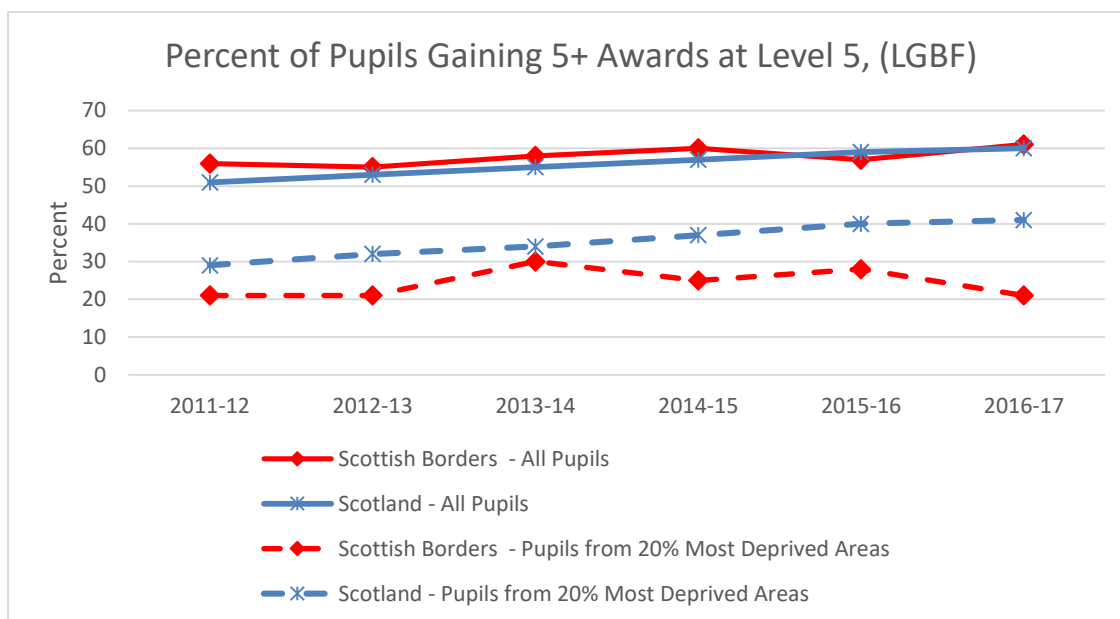
Over the last six years the proportion of pupils entering positive destinations in the Scottish Borders has been higher than the level for Scotland.



The average total tariff score in the Scottish Borders is similar to Scotland. However, the average total tariff score does vary within the Scottish Borders by SIMD2016 Quintile; the pupils living in Quintile 1 have consistently had lower average total tariff scores compared to the other quintiles and to the Scottish Average.



Overall the proportion of pupils gaining 5+ awards at Level 5 and Level 6 in the Scottish Borders is consistent with the level for Scotland. However, for the pupils from the 20% most deprived areas in the Scottish Borders have not gained 5+ awards at Level 5 or Level 6 compared to all pupils in the Scottish Borders or the pupils that live 20% most deprived areas of Scotland.



## What has been achieved 2015-18 – key highlights

### 2015/16

- **405** people took part in learning opportunities to increase attainment, achievement and/or inclusion
- **474** parents/carers achieved outcomes for their families
- **115** people of all ages gained a nationally recognised award/ qualification

### 2016/17

- **80** young people supported on enhanced partnership transition programmes to move from P7-S1

- **520** parents/carers recorded as achieving outcomes for their families (**10% increase**)
- **215** people of all ages recorded as gaining a nationally recognised award/qualification (**87% increase**)

## **2017/18**

- **13** young people (S1 –S3) from Jedburgh built resilience, increased confidence and developed their self-esteem through taking part in a summer programme
- In Hawick, **26** young people took part in Activity Agreement programmes. **19** progressed into further learning or employment.
- In Burnfoot, **6** parents increased their knowledge of child development, emotional wellbeing and resilience through attending a Growing in Confidence programme
- **7** parents in Eyemouth developed strategies for managing their child's behaviour and improving family relationships through completing an "Incredible Years" programme (for parents of 3-6yr olds).
- **5** young people from Earlston High School increased their budgeting skills and understanding of being a good tenant through completing a Tenancy and Employment programme.

## **Examples of planned programmes to increase inclusion 2018-21**

- Hawick: Deliver a Strengthening Families programme for parents of young people aged 10-14yrs. Deliver an enhanced transition (P7-S1) programme across the Hawick cluster. Cooking and Budgeting course for targeted parents/carers.
- Selkirk: Improve engagement and involvement of targeted parents/carers of Early Years children in learning programmes and activities such as Triple P through home visits.
- Berwickshire: Support international young learners and their families by setting up a Berwickshire International Youth Forum.

## **How will we know we are making a difference?**

The Partnership will identify the range of key priority groups, baseline and set targets for increasing their participation in learning and achievement.

We will gather case studies that demonstrate how targeted learners are becoming included in learning and community opportunities and how this is supporting them to progress.

Partnership evaluation, including Peer Review, will demonstrate that targeted learners are involved in designing learning programmes.

## **We will measure how many people from key priority groups:**

- Participate in learning and community opportunities
- Achieve learning outcomes
- Progress in learning and community involvement

This will be reviewed annually.

We will contribute to measures being developed by the Children and Young People's Leadership group (CYPLG) to demonstrate targeting support for children and young people to maximise life experiences and opportunities and ensuring inclusion eg

- *Improved outcomes for looked after children at home*
- *More young carers identified and supported*
- *More children affected by a disability and/or complex health needs with access to services and activities in their own community*

## Section 4 Improving the way we work

### 1. DEVELOPING OUR COMMUNITY SUPPORT

We will ensure community members and groups have access to the support and information they need to make the changes they want by:

- Developing and promoting a clear and accessible partnership guide to the range of support available in the Scottish Borders

#### What has been achieved 2015-18 – key highlights

##### 2015/16

- **995+** community members and 24 community groups consulted about Learning Community Plans
- **87** paid staff and volunteers attended joint training opportunities supported/delivered by Learning Community Partnerships

##### 2016/17

- **507** attendances recorded of paid staff and volunteers at joint training opportunities (**482% increase**)

##### 2017/18

- **151** learners actively engaged in activities organised by the Older People's Community Capacity Team and a range of partners in Tweeddale
- **48** attendances recorded of paid staff and volunteers at joint training opportunities in Hawick
- The Older People's Community Capacity Building Team supported Duns Men's shed to Submit a Locality Bid Fund application for support to consolidate and expand
- **24** senior phase Kelso High School students signed up for a volunteering programme. **7** are volunteering with Interest Link, **9** have trained to volunteer at Queen's House in Kelso, **2** are volunteering with Cheviot Youth and **2** have taken on roles as Volunteer Ambassadors, supported by Volunteer Centre Borders
- Tweeddale Networking Forum and CLD Learning Community Partnership now hold joint meetings every six months, maximising the impact of networking and joint planning

#### Examples of planned programmes to increase capacity building 2018-21

- Develop opportunities for intergenerational projects which focus on the three key themes of the Earlston Local Community Action Plan
- Hawick: Support parent councils and increase parental voice in school planning processes. Develop the involvement of community members within community councils.
- Support regeneration of the community centre at Philiphaugh Community School
- Promote and develop volunteering opportunities through establishment of Tweeddale Volunteers- a multi-agency Learning Community Partnership initiative.



- Kelso: Develop intergenerational opportunities in the community to reduce social isolation including focusing on ICT skills, social history and healthy living

### **How will we know we are making a difference?**

A guide to Community Capacity Building Support in Scottish Borders will be developed. We will monitor its use by partners in the first year and plan how to support further development and promotion.

We will gather case studies that demonstrate how community groups access information and support and use this to make changes in their community.

Evidence from our Peer Review and Evaluation process will evidence that the guide is increasing community understanding of capacity building support available and improving access to this support.

## 2. INVOLVING LEARNERS OF ALL AGES

We will ensure our learners are actively involved in shaping their own learning and influencing the way that services deliver learning, by:

- Supporting learners to have a voice through partnership networks
- Providing training for practitioners who design and deliver learning programmes

### Why is this priority?

Through our own self-evaluation processes and feedback from the Education Scotland inspection in 2017, the Strategic Partnership recognises that we need to share good practice in involving learners. We know we need to improve the level of consistency across the partnership of involving learners both in shaping their own learning and in influencing service delivery. This not only improves the relevance of the learning to the learners needs but improves enjoyment and learning outcomes.

### What has been achieved 2015-18 – key highlights

#### 2015/16

- Young people have a voice at Scottish Borders Council's Education Executive through the Representatives Project
- Scottish Borders Youth Voice hosted the Scottish Youth Parliament Sitting in Galashiels

#### 2016/17

- Healthy Living Network volunteers who gained an SQA Volunteering Award developed skills and confidence to contribute to service planning meetings, design & delivery of HLN programmes, participate in HMIE Inspection & conversations to inform the selection process for a Scottish Education Award. Volunteers contributed to HLN annual reporting by providing a case study about their self-development journeys.

#### 2017/18

- **4** young people lead a consultation with **720** young people from Earlston primary & secondary schools as part of the local community action plan
- **51** young people completed a "barriers to inclusion" survey in Selkirk which has informed the High School's partnership "Inclusion" group.
- **3** parents took part in interviews for a new CLD Worker in Galashiels

### Adult Learners Voices:

**62** responses about the CLD Strategic Plan 2018/21 were gathered from adult learners. The majority were from CLD service adult literacies learners. In response to the question **what did you get out of adult learning?** The majority reported that they value their learning and have developed skills, confidence and made friends.

**24** learners voted on their **top five priorities for the CLD Plan**. These were (most important 1st):

1. Being with people who I can trust and who make me feel welcome
2. Learning to improve reading, writing and number skills
3. Learning in a group (equal 3rd)
3. Learning to improve employability (equal 3rd)
3. Learning about IT, using the internet and online forms, including online learning (equal 3rd)

### **Examples of planned programmes to increase involvement 2018-21**

- Scottish Borders Youth Voice: develop and roll out new model of participation which is embedded across the CLD service. Roll out of training on the United Nations Convention on the Rights of the Child across all Council employees.
- Adult Learners' Voice: Continue to develop, supported by a CLDS Worker, aiming to include a wider range of learners across a range of learning providers. Learners' voices will inform the CLD service annual improvement planning cycle. Support learners to produce a learners' newsletter.
- Partnership professional learning will form part of the joint training programme and be rolled out to share good practice in involving learners of all ages

### **How will we know we are making a difference?**

Feedback from learners will inform improvement planning for services.

Learners will be actively involved in decision-making groups and processes and their feedback will lead to positive changes.

We will gather case studies that demonstrate how feedback from learners is influencing service design and policy/ strategy.

Feedback from learners through the Peer Review team will evidence that learners are actively involved in involved in the planning, delivery and evaluation of the learning opportunities in which they participate.

### 3. DEVELOPING THE WORKFORCE ACROSS THE CLD PARTNERSHIP

We will further develop and join up the professional learning and development programme available to the multi-agency CLD workforce. We will work in partnership to:

- Increase access of staff and volunteers to current training
- Include new training opportunities, responding to identified gaps

We will increase capacity for self-evaluation and improvement planning through professional learning and further development of a **Peer Review** team.

#### **Why is this a priority?**

Through self-evaluation processes and feedback from the HMIE inspection in 2017, the Strategic Partnership recognises that we need to build on the expertise that exists across the Partnership. By sharing Partnership intelligence and utilising our combined training resource we will build capacity across the CLD workforce in Scottish Borders.

#### **What has been achieved 2015-18 – key highlights**

##### **2015/16:**

- **8** Peer Reviewers trained across the Partnership
- Peer Reviews carried out in Hawick and Eyemouth Learning Communities

##### **2016/17:**

- **4** additional Peer Reviewers trained across the Partnership
- Peer Review carried out in Galashiels Learning Community
- **507** attendances recorded of paid staff and volunteers at joint training opportunities

##### **2017/18:**

- **9** practitioners trained in self-evaluation as part of pilot HMIE Peer Review
- Peer Review (HMIE Pilot) carried out in Hawick Learning Community
- **31** practitioners increased their understanding and skills in self-evaluation through participating in training in Alloa and Galashiels. A wide range of partners participated and shared practice with colleagues from across the CLD CPD Consortium (South East and Central, Falkirk, Stirling and Clackmannanshire). This was followed by a Partners Development Day, which was also attended by practitioners from across the CLD CPD Consortium.
- Hosted CLD Standards Council Roadshow in Galashiels
- **7** youth work managers and several CLD staff took part in a joint train the trainers First Steps to Youth Work 2 day training. Trainees have now gone back to staff teams to build capacity
- **12** people undertook the Professional Development Award for Youth Work. Some were young people who had gone through a youth group as a service user and as a result had chosen youth work as a career. Very positive feedback on the impact on the person (some had never received an award, learning experience or accreditation before), impact on the group and feedback from the young people and managers

## **Examples of planned programmes to increase CLD professional learning 2018-21**

- We will share information about training needs
- We will promote joint training opportunities across the Partnership
- We will further develop Peer Review, increasing skills, knowledge and understanding of self-evaluation amongst Peer Review team members and learning providers involved in Reviews.
- Youth Borders, CLDS and Youth Scotland will collaborate to build capacity in the youth work sector workforce and develop career pathways for young people.

### **How will we know we are making a difference?**

We will gather case studies that demonstrate how joint training is supporting the CLD workforce to improve.

Feedback from participants in the Peer Review process will evidence increased capacity for self-evaluation.

We will develop a mechanism for capturing the impact of training on CLD practice.

### **We will measure:**

- The number of joint training opportunities taken up by paid staff and volunteers