

# Scottish Borders Community Learning and Development Partnership Plan 2024 – 25



# CONTENTS

## COMMUNITY LEARNING AND DEVELOPMENT

1. Introduction	3
1.1 Outcomes from the 21-24 Plan	4
2. What is Community Learning and Development?	5
3. Strategic Overview	7
3.1 Scottish Government's National Performance Framework	8
3.2 Community Empowerment (Scotland) Act 2015	8
3.3 Independent review CLD	9
3.4 United Nations Convention of the Rights of the Child (UNCRC)	9
3.5 The Scottish Borders Youth Engagement Listen to Learn (YELL) Strategy	10
4. Community Learning and Development Partnership	11
4.1 Members of the strategic partnership	12
5. Profile of the Scottish Borders	13
6. Priorities	19
6.1 HMle CLD Progress Visit 2024	20
6.2 Community Planning	20
6.3 Involvement of stakeholders in shaping priorities	21
7. Delivery of Priorities	23
7.1 Measuring success	25
8. Governance and Reporting arrangements	27
9. National and Local Plans and Strategies	29

# 1. INTRODUCTION

I am delighted to present the Scottish Borders Community Learning and Development Partnership Plan for 2024-25 (CLD). The Community learning sector supports individuals, families and communities to help improve lives through lifelong learning, personal development and active citizenship.

We already know how strong and resilient our Borders communities can be in the toughest of times. It is truly inspiring to see communities working together to bring forward ideas, create opportunities and achieve their own vision, and as a Council what we need to ensure that in challenging times we are doing everything we can, to support communities, particularly the most vulnerable. We need to continue to engage, to get underneath any challenges and understand what works for them, what really matters to them, to ensure we can offer the best possible support, in the best possible way. In a time of declining resource and budget, we also need to find different ways of working and delivering, where partnership working will be crucial to success.

Across the Scottish Borders, we need to move forward, take account of recent learning from the CLD Progress Visit and the Independent Review of CLD to deliver for everyone in this important area of learning.

The specific focus of this one-year plan on governance, shared delivery, data collection and celebrating learning, responds to those improvements we know we must and need to make.

The Partnership is committed to ensuring that best practice is followed and that this plan evolves to reflect the identified need of learners and their communities, as well as empowering all of them to achieve their goals.

As Portfolio holder for Education, Youth Development and Lifelong Learning, I look forward to seeing all our communities actively shape the decisions that we, the public and voluntary sector services, are moving forward with in this important area.

*Councillor Julie Pirone*

As the chair of the Community Planning Partnership (CPP) and Executive Member for Community Engagement I welcome the opportunity to highlight the CLD Strategic Partnership Plan for 24/25. Within this partnership there is a clear focus on efforts and work which help to develop and improve life chances for people of all ages within our communities. Importantly the partnership services and projects are all shaped by the available evidence collated by and from partners to ensure that all learners access a high level of support.

This report signifies an important milestone for the CLD Strategic Partnership which provides a strong foundation for the further development of partnership working in our communities throughout this year and beyond.

Driving change to improve opportunities and supports for all ages of the community is at the heart of this plan. It is encouraging to see partnership working go from strength to strength, prioritising learner voice and need resulting in thriving communities.

*Councillor Caroline Cochrane*

## 1.1 Outcomes from the CLD Partnership Plan 2021-24

It was the ambition of the 2021-2024 plan to improve outcomes for learners and communities through the provision of co-ordinated, collaborative, and targeted CLD interventions. The intention was to reduce inequalities through the provision of early intervention and prevention activities, support the sector's recovery from the pandemic and develop the CLD workforce and partnership activity to increase collaboration. Across the Partnership we have seen strong examples of Partnership working.

Partners have worked together to build stronger communities resulting in improved outcomes for young people and adults. The work of the plan has focused on Learning, Employability, Local Wealth, Improving Health and Wellbeing, Digital Inclusion, Covid-19 recovery and Workforce Development. Examples of where this collaborative approach has been successful includes the Covid 19 recovery plan, during this time 29,370 learners of all ages took part in various CLD activities such as Book Bug, Health and Wellbeing activities, Sports, Employability support, and SQA/YAA achievement. Communities have been actively involved in shaping local decision-making processes and structures via Area Partnerships. Community assessment panels were set up in the five localities to address a lack of public participation in funding decisions.

They have assessed three years of community funding and developed a funding criterion that is based on need within those Localities. Throughout this time there was also the coproduction of the Youth Participation and Engagement Strategy in 2023-24 ensuring improved opportunities in involving children and young people empowering them to have their voices heard in line with Article 12 of the United Nations Convention of the Rights of the Child (UNCRC).

An evaluation summary of the 2021-24 report can be found [here](#)





# COMMUNITY LEARNING AND DEVELOPMENT PARTNERSHIP PLAN 2024-25

## 2. WHAT IS COMMUNITY LEARNING AND DEVELOPMENT

CLD practice supports people of all ages to identify goals for themselves and their communities and to use learning to help bring about change both for themselves and the communities they are part of. Through youth work, adult learning and family learning as well as community development, people are managing their personal, social and educational development, and are being empowered to have their voice heard to influence the environment around them. CLD activity is delivered by a diverse range of practitioners in both the public and third sector and in

a wide range of environments including community and education settings. CLD programmes and activities are aimed at those in the community who are most likely to benefit from CLD provision. For more information about CLD in Scotland see [Education Scotland](#).

The national professional body for CLD is the [CLD Standards Council](#).







## COMMUNITY LEARNING AND DEVELOPMENT PARTNERSHIP PLAN 2024-25

# 3. THE REQUIREMENTS FOR COMMUNITY LEARNING AND DEVELOPMENT (SCOTLAND) REGULATIONS 2013

The legislation places statutory responsibility on Local Authorities to secure the provision of CLD in their area. The Regulations define CLD as providing 'programmes of learning and activities designed with individuals and groups to promote the educational and social development of those individuals and groups.' It is our responsibility to ensure CLD reaches those who would benefit the most from CLD input and to jointly plan with communities and CLD providers, how CLD activity will be delivered.

Regulation 4 outlines the requirement for Local Authorities, through Community Planning Partnerships, to consult on and publish plans every three years.

Details of the regulations can be read [here](#)

### 3.1 Scottish Government's National Performance Framework

The [framework](#) sets out the Scottish Government's vision for Scotland and outlines the strategic objectives for all public services. The specific focus for CLD is:

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

'How good is our community learning and development?' Sets out the standards to be used to evaluate and report on CLD outcomes.

### 3.2 Community Empowerment (Scotland) Act 2015

The Community Empowerment Act legislates that communities should be supported to achieve their own goals and aspirations and have their voice heard. Scottish Borders CLD partners have a key role to play in supporting communities to become more resilient and to develop the skills, abilities and confidence to participate in decision making processes and influence outcomes in their community.





### 3.3 Independent Review of CLD

The recommendations of the Independent Review of CLD can be read [here](#).

The Partnership welcomes the Review and the recognition within the report of the life changing impact CLD activity can have on learners and communities. The review sets out recommendations for 'the extent to which CLD is currently delivering desired outcomes and how it is placed to contribute towards ... an education system that is fit for the future'. The recommendations include an expectation that Scottish Government and COSLA establish a joint CLD Strategic Leadership Group supported by a working level CLD Strategic Delivery Group. We look forward to participating in discussions around the future delivery of CLD and the support structure that it sits within and considering how, in a rural setting, CLD resource can be best utilised to provide the support our communities need.

#### Recommendation headings

Leadership and structure	Overarching policy narrative	Focus on Delivery	Budgets and Funding	Developing the Workforce and Standards	Demonstrating Impact
--------------------------	------------------------------	-------------------	---------------------	--	----------------------

### 3.4 United Nation Convention of the Rights of the Child (UNCRC)

In the Scottish Borders, we are committed to working collaboratively to ensure that children's rights are upheld and promoted, and we share learning and resources on children's rights.

We have a multi-agency working group which involves representatives from NHS Borders, Scottish Borders Council and local third sector organisations. We undertook an initial self-assessment which helped us identify the good practice we've already developed, and key areas we need to work on.

We have produced a multi-agency UNCRC Incorporation action plan which covers areas such as: leadership and corporate commitment, child friendly complaints, training and awareness raising, publishing child friendly information, and participation and empowerment of children and young people.

To find out more about UNCRC incorporation in Scottish Borders please click [here](#).

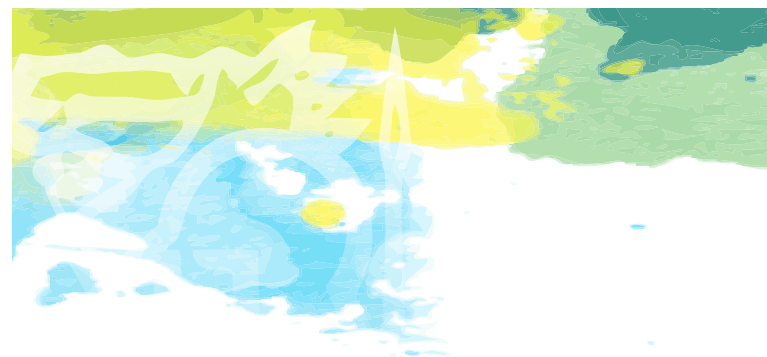
### 3.5 The Scottish Borders Youth Engagement Listen to Learn (YELL) Strategy

The YELL strategy is a 'How to Guide' written by local young people to support agencies in the Scottish Borders, to involve young people in their work. The guidance includes information on participation and engagement, why it is important, and how to facilitate this using the YELL group's strategy toolkit. The views of over 1000 young people have shaped the development of this strategy. It is important to use this guide to improve opportunities for children and young people in line with Article 12 of the UNCRC.

The strategy toolkit is for young people, professionals and decision makers to use. The strategy sets out the young people's ambitions for the future, the ways in which young people aged 12 – 25 can currently get involved and guidance for any person looking to engage with young people in Scottish Borders- being particularly mindful of the need to engage with those who have quieter or seldom-heard voices.

[UNCRC Yell Strategy](#)

*"This strategy is directed to the people in power, and the people making decisions and it's from the youth. It's the voice of over 1000 young people in the Scottish Borders. It's captures how we want to be involved in decisions that affect us. It's important to keep children and young people at the heart of all decision making as it affects the world we are going to inherit. If you read our strategy, you'll learn that we want to be involved and feel comfortable about making decisions. On page 22 there is our checklist which can be used to gain feedback to continually improve. You must provide the information we need to answer your questions and make it interesting. This is your chance to get this right!"*



## THE YOUTH PARTICIPATION AND ENGAGEMENT STRATEGY 2024 FOR SCOTTISH BORDERS



Youth Engagement Listen to Learn



## COMMUNITY LEARNING AND DEVELOPMENT PARTNERSHIP PLAN 2024-25

# 4. COMMUNITY LEARNING AND DEVELOPMENT PARTNERSHIP

The Community Learning and Development Partnership is a multi-agency group responsible for setting the strategic direction for CLD and has oversight of the delivery of CLD in the Scottish Borders.

The Partnership is also responsible for implementing relevant legislation along with national strategy and priorities. The Partnership acts on behalf of the Community planning Partnership (CPP) and reports directly to the CPP. The Partnership supports the delivery of the Scottish Borders Community Plan 2023-2033, and the priorities of the Community Plan are reflected in the CLD 2024-2025 plan. Partners will share responsibility for delivering the agreed actions of this plan.

## 4.1 Membership of the CLD Partnership:

The membership of the Partnership was refreshed in 2024, and a new Chair is in position along with new members. An updated Term of Reference for the group has been completed. Current partners are listed below:

Members	
Title	Organisation
Director Resilient Communities	Scottish Borders Council
Public Health – Health Improvement Lead	NHS Borders
Chief Executive Officer	Borders Community Action
Community Co-ordinator (2)	Scottish Borders Council
CLD Team Leader (2)	Scottish Borders Council
Community Liaison Lead Officer	Police Scotland
Chief Executive Officer	Youth Borders
Quality Improvement Officer	Scottish Borders Council
Area Manager	Skills Development Scotland
Director of Enterprise and Business Innovation	Borders College
CLD Officer	Scottish Borders Council
Employability Lead Officer	Scottish Borders Council
Head of Active Communities	Live Borders
Regional Manager	Jobcentre Plus
Safer Communities & Homelessness Manager	Scottish Borders Council
Young Person's Engagement Lead	Scottish Borders Council
Station Commander	Scottish Fire and Rescue Service



# COMMUNITY LEARNING AND DEVELOPMENT PARTNERSHIP PLAN 2024-25

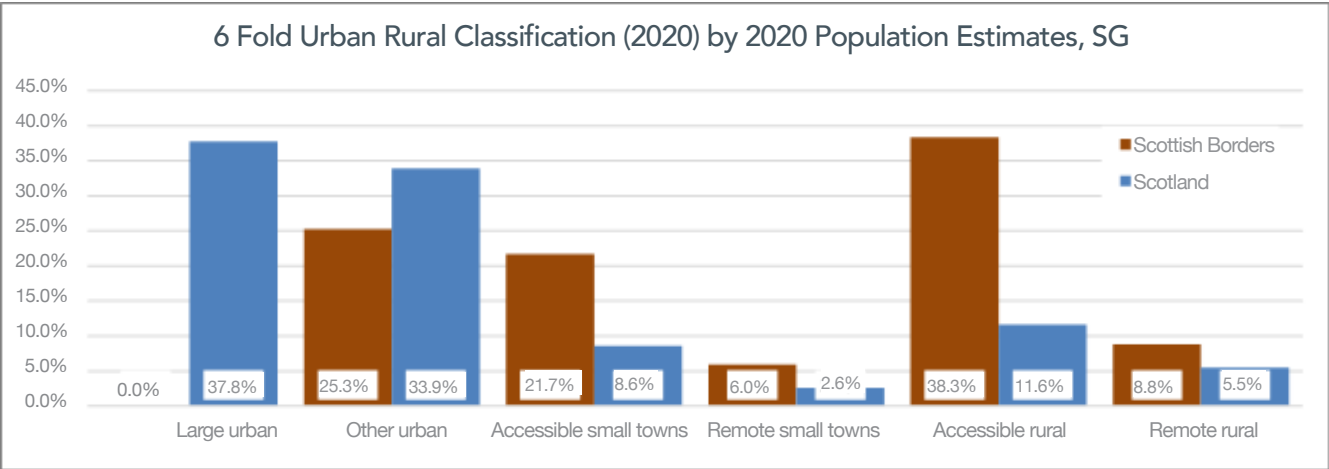
## 5. PROFILE OF SCOTTISH BORDERS

September 2024

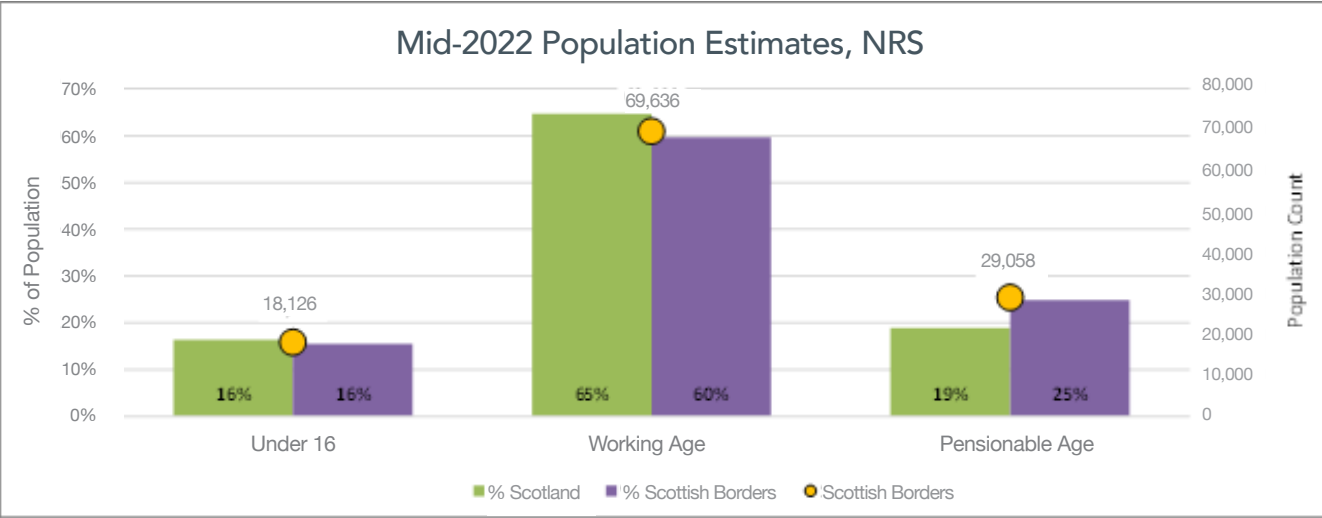
The Scottish Borders is a rural local authority. There are five towns with a population of between 5,000 and 15,000 (Hawick, Galashiels, Peebles, Kelso and Selkirk) and a further five towns with a population of 2,000 to 5,000 (Jedburgh, Eyemouth, Innerleithen, Duns and Melrose). According to the Scottish Government's 6-fold urban-rural classification (2020):

- **47.1%** of the population of the Scottish Borders live in rural areas compared to 17.1% for all of Scotland
- **27.6%** of the population live in small towns compared to 12.1% for Scotland
- **25.3%** of the Scottish Borders population live in urban areas compared to Scotland's 71.78%.

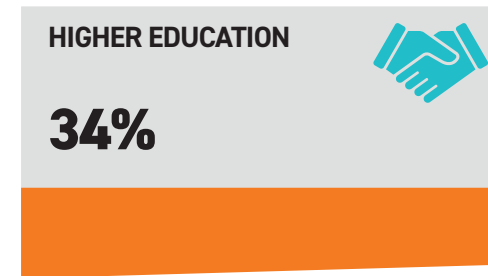
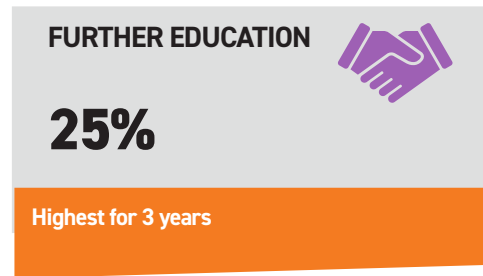
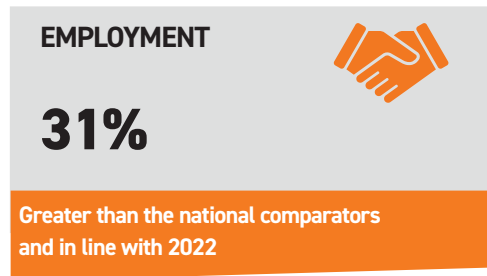
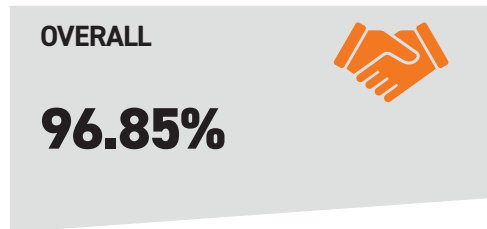
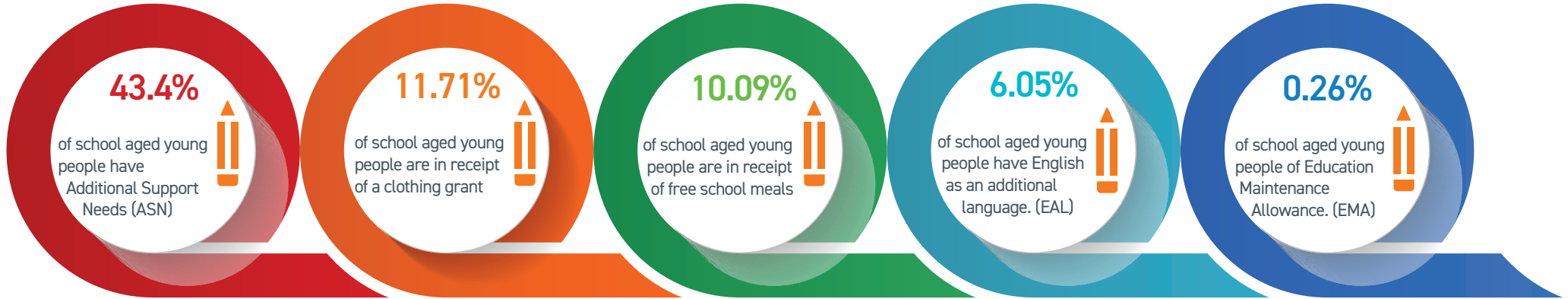
The graph below shows the differences between Scottish Borders and Scotland.



In 2022 the [NRS estimated the population](#) of the Scottish Borders to be 116,800. Compared to Scotland the Scottish Borders has proportionally more people of pensionable age as seen in the graph below.



## Education Statistics:



## Volunteering Profile:

### Borders Community Action Volunteering in the Scottish Borders 2023-2024

#### Activity data:

##### Formal Volunteering

During the reporting period we had 22 volunteer referrals with 21 accepted and 1 declined on health grounds. 14 volunteers were placed from the referrals and 8 (including the 1 declined) withdrew or opted not to progress with volunteering for reasons including starting work or failing to find a suitable opportunity. A total of 59 volunteers approached us directly and we placed 22 of those individuals in volunteering opportunities. 13 continue to volunteer.

Our referrals come from a range of sources with the lead source being SBC Stage 1 Employability with 8 leads out of the 22 and the LAC team providing 5. Skills Development Scotland provided 4 referrals and others came from sources such as the High Schools/Academies and Parental Support Groups.

We have 242 Saltire Award participants registered with 2 individuals achieving 500 hours plus, 5 achieving between 200 and 499 hours and 73 achieving 25 hours plus. Some 84 have not attained any hours.

We did not record protected characteristics data for the reporting period but will address this in subsequent reports.

We continue to signpost to several agencies and organisations with care, animals, environmental causes and horticulture providing the most popular destinations for volunteers.

## Informal Volunteering

Informal volunteering becomes stronger in 2023-24 with the most volume of volunteering coming through village halls support, Community Led Planning activity and the warm spaces initiative.

- Approximately 276 volunteers are currently involved with village halls in the Scottish Borders (this number increase and decrease monthly)
- A total of 86 volunteers engaged with Borders Community Action as part of the Community Led Planning project and town teams' development.
- A total of 58 volunteers dedicated an estimated of 1,392 hours to the Warm Spaces initiative supported by Borders Community Action between November 23 and March 2024.





## Saltire Awards

### New Saltire volunteers registered



### Saltire Awards claimed



### Celebrating volunteers

Inspire Awards work in partnership with Youth Borders (Leadership team of young people) resulted in 14 meetings and 1 full day of nomination judging leading up to the main event on the 9th of November: With only 12 categories, 45 individual and 20 group nomination.

Job Centre Careers Fair 18 individuals (various ages) expressed an interest in volunteering. Including:

- 6 young people asked for support with the Saltire Awards Scheme.
- 3 signed up for volunteering, interested in a specific opportunity.

### Saltire Awards claimed

### Total Saltire hours

**221.1k**

### New Saltire group admins



Training needs analysis takes place yearly via a survey across third-sector organisations. The Borders Community Action training programme is produced based on identified needs and key priorities for the sector. In 2023 the following sessions were identified as a need and delivered:

- Meaningful Community Engagement
- Supporting Young Volunteers
- Setting up a new organisations
- Emergency First Aid at Work - certified
- Meaningful Community Engagement
- Data Protection for Trustees and Senior Staff
- Supporting Young Volunteers
- Volunteer Friendly Award Information Session
- Charity Treasurer Workshop
- The Saltire Awards Scheme - signing up and support

A total of **99 people attended these sessions** and benefitted from the knowledge obtained. Meaning, Boards are better informed in terms of governance, volunteers' recruitment and retention rates are improved, volunteers are better equipped to run projects, organisations improve their protocols and credentials, more funding is directed to the Scottish Border.

## Borders College-ESOL

Age range of ESOL students - please find details below against attainment of 157 students

60+	5
55 - 60	8
50 - 54	13
45 - 49	36
40 - 44	27
35 - 39	24
30 - 34	22
25 - 29	14
16 - 24	8

## For 23/24

Number of enrolments  
213 enrolments over both sessions

Attainment related to each award and the SCQF level  
157 total attainments

- National 2 – 36
- National 3 – 47
- National 4 – 38
- National 5 – 36

## Progression

Total 121 should be progressing (157-36 Nat 5)  
Although numbers for this 1st session 24/25 are only at 64

# COMMUNITY LEARNING AND DEVELOPMENT PARTNERSHIP PLAN 2024-25

## 6. PRIORITIES

The priorities for the 2024-25 plan are based on a shared vision of what needs to be addressed in the coming year. These priorities are aligned to recommendations from the recent HMle Progress Visit which identified areas of practice to be strengthened. Priorities have also been shaped by professional feedback and from service users.

The CLD Plan priority areas are:

- Improving Life chances
- Strengthening Governance and Leadership
- Recognition of CLD

## 6.1 HMle CLD Progress Visit 2024

HM Inspectors of Education visited Scottish Borders in June 2024 to undertake a review of CLD services. The Inspectors met with learners and community representatives from a diverse range of learning programmes and community activity. The Inspectors highlighted the tailored support which is helping learners to progress and increase their skills for learning, life and work. They also referenced partnership working which is helping to ensure improving outcomes for learners and communities.

There is however need for practice to be improved. **The two main points for action are:**

- to strengthen and embed governance arrangements for CLD planning
- to develop robust self-evaluation and data gathering across all partners to evidence impact.

There were also recommendations to increase the use of joint accreditation to recognise learning and have consistent input from community representative, young people and adult learners

Recommendations from the Progress Visit can be viewed [here](#).

## 6.2 Community Planning

Community planning is when public services come together with communities, to design and deliver services to improve local services. The Scottish Borders [Community Planning Partnership](#) undertook consultation and reviewed needs assessment data to develop the [2023-2033 Community Plan](#) and have focused on four key issues.

- The cost-of-living crisis is pushing more people in to poverty
- We have poor job density and a declining workforce
- Some groups face greater challenges getting the health and care support they need
- Many communities, particularly those in rural locations, have poor access to the services they need

***Four thematic groups have been set up to respond to these issues***

1. Poverty
2. Learning, Skills and Economy
3. Good Health & Wellbeing
4. Place, Community and Connectivity

Membership of the four thematic groups included CLD Partnership members.

It has been agreed by the Community Planning Strategic Board that the first three areas to benefit from a Locality Plan will be Bannerfield, Burnfoot and Langlee.





## 6.3 Involvement of stakeholders in shaping priorities.

The partnership has gained some insight into what learners have said but not as fully as we would like. The partnership is keen to continue to involve stakeholders in the shaping of priorities. The partnership will use the recently launched Youth Engagement Strategy and Scottish Border Council Engagement strategy to shape learner involvement and to feedback views and opinions of learners across our communities.

Partners have reported that it would be beneficial to have a collective events and training Calander that captures partnership events, thus improving communication and efficiency.

Celebratory learning events have been held in the past and have been proven to be a great success, as a partnership it has been agree that this will be included as one of our priorities over the next year.

ESOL learners are travelling to Edinburgh for additional learning opportunities, within the partnership we will be working towards a co-ordinated approach to deliver and supported learning programmes within the Scottish Borders.

### Learner Engagement and Participation

The need for meaningful engagement from young people, adult learners and communities in the Strategic Partnership is demonstrated in the feedback from HMIE progress visit 2024.

- Partners should explore options to meaningfully include young people and adult learners in the development and delivery of the CLD plan. This will help to ensure that future priorities are based on the needs of learners. (HMIE Progress Visit 2024)

Recommendations from the Progress Visit can be viewed [here](#)

Meaningful Learner/Community engagement and participation on the CLD Strategic Partnership provides a platform where:

**Learners and Communities** understand their views and authentic voices of experience are important to the organisation

**Learners and Communities** can engage in dialogue with the partnership and provide feedback on the quality of services

**Learners and Communities** are involved in the development, design and delivery of the CLD plan

**Learners and Communities** can monitor and evaluate the progress of the CLD plan

**Learners and Communities** have joint ownership of the CLD plan's priorities

**Learners, Communities** and the CLD Strategic Partnership engage in a two-way learning process

**Learning: For All. For Life.** A report from the Independent Review of Community Learning and Development (CLD 2024) recommendation 1.2 advises the CLD Strategic Delivery Group should be required to meet with a cross-section of CLD learners at least twice every year to hear their views directly from them.

The importance of involving learners and communities at the planning stage, will ensure that their needs are at the forefront of the CLD plan's priorities, whilst meeting the need of the council plan. Fulfilling our potential, Empowered, vibrant Communities and working together improving lives.





# COMMUNITY LEARNING AND DEVELOPMENT PARTNERSHIP PLAN 2024-25

## 7. DELIVERY OF OUR PRIORITIES

The CLD Strategic Partnership agreed to focus on priorities that can be achieved within a year, and which will result in the changes that are needed to strengthen CLD governance and planning. The outcomes of these priorities will influence the actions that will be developed for the full three-year CLD Plan which will run 2024-27. It is recognised that the CLD Plan sits alongside other Partnerships and Plans to reduce inequalities, including the [Child Poverty report](#) and Action Plan as well as the [Anti-Poverty Strategy](#) (refreshed October).



The priorities outlined in the table below are intended to strengthen the delivery of CLD in Scottish Borders and provide learning and support where the need is greatest:

Eight Key Priorities	Lead Organisation	High Level Action
<b>Improving Life Chances</b>		
1. Increase the accreditation offer within CLD learning programmes across the partnership.	CLD SERVICE	<ul style="list-style-type: none"> <li>Baseline what accreditation is being offered, to whom and when.</li> <li>Create a trend analysis of awards / accreditation.</li> <li>Explore other relevant accreditation options that is linked to employability needs across the Scottish Borders</li> </ul>
2. Co produce a partnership pilot learning programme to meet the needs of unaccompanied asylum seekers.	BORDERS COLLEGE	<ul style="list-style-type: none"> <li>Co-produce learning package which will include for example ESOL qualifications, Tenancy qualifications.</li> <li>Targeted approach for 20 young people as a pilot.</li> </ul>
<b>Strengthen Governance and Leadership</b>		
3. Develop a robust self-evaluation and data gathering system across the partnership to evidence collective impact.	BCA	<ul style="list-style-type: none"> <li>Joint training around data collection</li> <li>Understand use of data</li> <li>Explore management system for the partnership.</li> <li>Use data to target learning provision.</li> </ul>
4. Strengthen and embed governance arrangements for CLD planning.	CLD SERVICE	<ul style="list-style-type: none"> <li>Review the memorandum of understanding.</li> <li>Confirm partnership meeting dates/roles and responsibilities.</li> <li>An agreed structure for reporting by all partners.</li> <li>Publishing reports, making sure people have access.</li> </ul>
5. Develop clear pathways for community engagement involving both Adults and Young People in shaping the strategic plan.	EDUCATION	<ul style="list-style-type: none"> <li>Use of Community Conversations linking to the plan.</li> <li>Use feedback from Youth Engagement Strategy.</li> </ul>
<b>Recognition of CLD</b>		
6. Plan joint celebration events to capture learning and the development of skills.	YOUTH BORDERS	<ul style="list-style-type: none"> <li>Develop a joint communication plan with the Local Employability Partnership.</li> <li>Hosting in appropriate venues, increased visibility</li> </ul>
7. Increase visibility, highlighting what is on offer to promote learning and training opportunities within the partnership.	EMPLOYABILITY SERVICES	<ul style="list-style-type: none"> <li>Engage with partners to identify training needs.</li> <li>Publicise and promote these opportunities.</li> </ul>
8. Deliver joint workforce development and training opportunities	CLD SERVICES	<ul style="list-style-type: none"> <li>Practice placements to be offered and supervised by a qualified CLD practitioner</li> <li>Deliver an information session on the CLD Standards Council to encourage new membership</li> <li>Arrange shared professional learning and development opportunities for staff and volunteers</li> </ul>

## 7.1 Measuring success

### How will partners measure impact of activities / timeline for reviewing progress

Partners will be required to report quarterly on progress made against the priorities outlined in the table above. To achieve this, a key priority for the Partnership is to agree a system for data collection to report on the activities delivered and outcomes achieved. A shared approach to evaluation will also be established and undertaken to monitor the impact of CLD activity.

The expectation is that these behaviours and practices will be fully embedded in the duration of this one-year report. In addition to this, partners will review actions and priorities with communities, learners and peers on an on-going basis. Shared templates will be used to capture this information. Practitioner surveys and focus groups will also be used. Through these sources of information, the Partnership will be able to understand the impact CLD activity is having on communities and what the changing and emerging needs of communities are.

Data and information being collected by other relevant Partnerships will also be used to understand the changing and emerging needs of communities.









# COMMUNITY LEARNING AND DEVELOPMENT PARTNERSHIP PLAN 2024-25

## 8. GOVERNANCE AND REPORTING ARRANGEMENTS

The Plan has been developed by the CLD Partnership through Partnership meetings, inter-agency engagement and data sharing.

The CLD Partnership will be responsible for and accountable for the delivery of CLD activity in Scottish Borders. A written report on the work of the CLD Partnership and progress made against the actions set out in this plan, will be submitted to the Community Planning Delivery Board and Strategic Board once a quarter.

Delivery Board	Strategic Board
Report deadline	Report deadline
05/08/24	23/08/24
14/10/24	01/11/24
03/02/25	21/02/25
05/05/25	23/05/25

This Plan is one of three inter-related plans which report directly to the Community Planning Partnership – Community Justice [Outcomes Improvement Plan 2024-2029](#), and Children and Young Peoples Partnership Plan (CYPPP) being the other two. The actions within this plan also contribute to a wider network of Partnerships in Scottish Borders focused on reducing inequalities and poverty as well as providing employment, training and further learning opportunities. One of the other key plans is the Local Employability Partnership which reports in to Theme 2 of the Community Planning Partnership Plan, reporting on work around Economy, skills and learning. CLD activity will play a key role in supporting outcomes on this theme.

It will be the responsibility of the Partnership to ensure that the plan operates flexibly and adjusts to local need and national influence.

CLD will play a key role in delivering on Theme 4, Community, Place and Connectivity of the Community Planning Partnership Plan. CLD will have representation at these meetings going forward.



## COMMUNITY LEARNING AND DEVELOPMENT PARTNERSHIP PLAN 2024-25

# 9. NATIONAL AND LOCAL PLANS AND STRATEGIES

- Community Planning Partnership: [Scottish Borders Community Planning Partnership | Community planning | Scottish Borders Council \(scotborders.gov.uk\)](#)
- Local Employability Partnership
- Anti Poverty Strategy / Child Poverty [Anti-Poverty Strategy 2021 | Scottish Borders Council \(scotborders.gov.uk\)](#)
- SBC Council Plan [Council plan | Council Plan | Scottish Borders Council \(scotborders.gov.uk\)](#)
- National Youth Work Strategy [National Youth Work Strategy \(2023-2028\) | YouthLink Scotland](#)
- Scottish Attainment Challenge: [Pupil attainment: closing the gap - Schools - gov.scot \(www.gov.scot\)](#)
- [Local Stretch Aims](#)
- New Scots Refugee Integration Strategy [New Scots Refugee Integration Strategy: 2024 - gov.scot \(www.gov.scot\)](#)
- Community Empowerment Act [Community Empowerment | Community Empowerment \(Scotland\) Act 2015 | Scottish Borders Council \(scotborders.gov.uk\)](#)
- UNCRC and Youth Participation: <http://www.gov.scot/Topics/People/Young-People/families/rights>
- NOLB Strategic Plan: <https://www.gov.scot/publications/no-one-left-behind-employability-strategic-plan-2024-2027/>
- Adult Learning Strategy [Adult learning strategy 2022 to 2027 - gov.scot \(www.gov.scot\)](#)
- Children and Young Peoples Planning Partnership: [children\\_and\\_young\\_people\\_s\\_services\\_plan\\_2023-26.pdf \(scotborders.gov.uk\)](#)
- Community Justice Outcomes Improvement plan: [Item 7 - Improvement Plan 2024-2029 V5 230824.pdf \(moderngov.co.uk\)](#)

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

Scottish Borders Council | Council Headquarters | Newtown St Boswells | MELROSE | TD6 0SA  
tel: 01835 824000 | email: [cld@scotborders.gov.uk](mailto:cld@scotborders.gov.uk)  
[www.scotborders.gov.uk](http://www.scotborders.gov.uk)

