

CLD Learning Community Partnership

Tweeddale Learning Community Plan 2015 -18



Contents

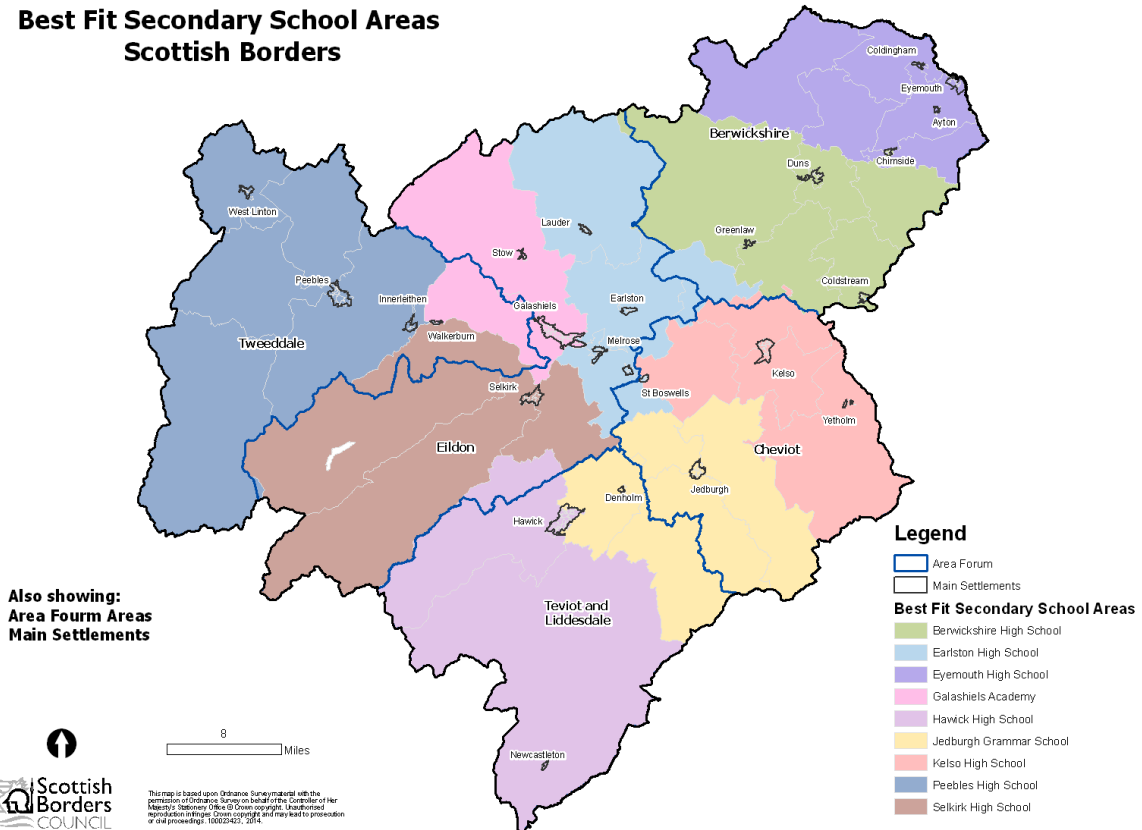
Glossary of Terms	Page 2
Purpose of this Plan	Page 5
Summary of the Learning Community	Page 7
Profile of the Learning Community	Page 10
Mapping of DLD activity to June 2015	Page 28
Description of Learning Activity	Page 36
Stats of Learning Activity Delivered	Page 47
What is the need for CLD in Tweeddale?	Page 51
Learning Community Priorities	Page 54
Action Plans for 2015-2018	Page 55
Gaps for CLD in this Learning Community	Page 62
Details of consultation with learners and learning providers	Page 63
Improvement planning	Page 66
Contact details	Page 67
APPENDICES	
Full contact details and descriptions of Learning Activity	Page 69

GLOSSARY OF TERMS & ABBREVIATIONS

AA	Activity Agreements
ASN	Additional Support Needs
BVCLF	Borders Voluntary Care Learning Forum
CAB	Citizens Advice Bureau
CLD	Community Learning and Development
CLDLC	Community Learning and Development Learning Community
CLDS	Community Learning & Development Service, Scottish Borders Council
DECILE	1/10 th (used to identify 10 percent in data analysis)
EMA	Education Maintenance Allowance
ESOL	English for Speakers of Other Languages
ESS	Employment Support Service
EY	Early Years
HLN	Healthy Living Network
HV	Health Visitor
ICS	Integrated Children's Services
JAAT	Joint Agency Action Team
JCP	Job Centreplus
JSA	Job Seekers Allowance
KPI	Key Performance Indicator
LAC	Local Area Coordinator
LAAC	Looked after and Accommodated Children
LGBT	Lesbian, Gay, Bisexual and Transgender
NRC	National Register of Scotland

PCC	Peebles Community Centre
PSE	Personal & Social Education
Penumbra YP	Penumbra Youth Project
PHS	Peebles High School
RI	Reducing Inequalities
SAMH	Scottish Association for Mental Health
SAPE	Small Area Population Estimates
SBC	Scottish Borders Council
SCQF	Scottish Credit & Qualifications Framework
SDS	Skills Development Scotland
SIMD	Scottish Index of Multiple Deprivation
SNS	Scottish Neighbourhood Statistics
SOA	Single Outcome Agreement
SQA	Scottish Qualifications Authority
The Bridge	Council for Voluntary Services (membership organisation)
TLCP	Tweeddale Learning Community Partnership
TYA	Tweeddale Youth Action
VCB	Volunteer Centre Borders
VOMO	Voice of My Own
YB	Youth Borders (membership organisation for youth work providers)
YP	Young People

Best Fit Secondary School Areas Scottish Borders



Purpose of this plan

This plan details how organisations and community groups will provide **community learning and development (CLD)** opportunities in the **Tweeddale** learning community over the next three years. The plan supports the Scottish Borders Community Planning Partnership aim of **reducing inequalities** by providing learning opportunities that result in:

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

In the Peebles High School catchment area people with an interest in CLD have been working towards this vision of Tweeddale as a learning community:

“A learning community seeks to address the learning needs of its locality through partnership. It uses the strengths of institutions, public, private and voluntary services, and community groups to enable young people and adults to achieve to their full potential. Learning communities use learning as a way to build community capacity, and to promote social cohesion, social inclusion, regeneration and economic development.”

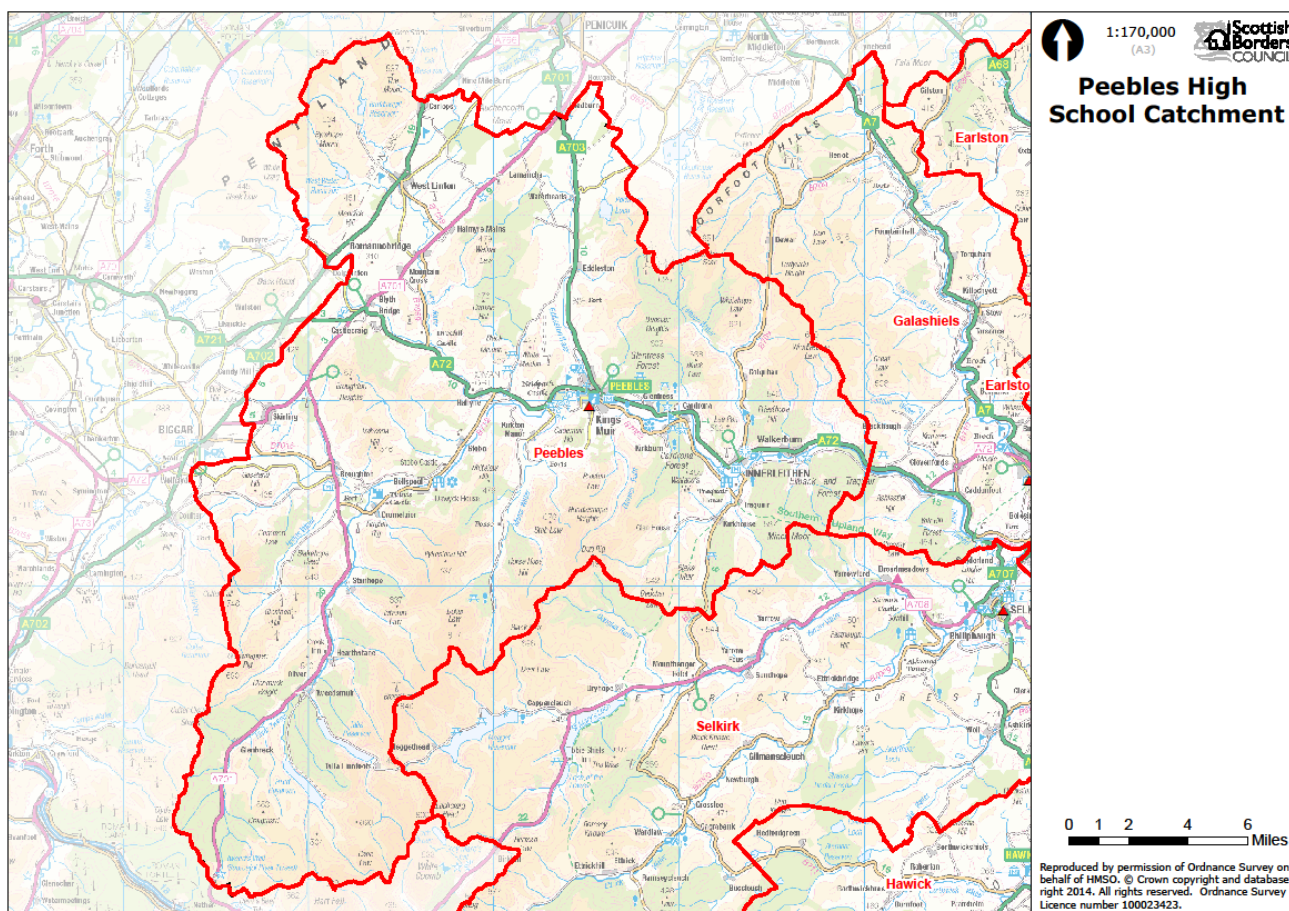
Learning in Scotland’s Communities, 2011

CLD Guidance and Regulations (Scottish Government, 2012 &13) place a duty on Scottish Borders Council to provide a 3 year plan for CLD.

The plan that follows details how the CLD Learning Community

Partnership will work together to use CLD learning to reduce inequalities in Tweeddale

Please note: Details of current CLD activity in Tweeddale included in this plan reflect information contributed by partners who have participated in the process up to 30.06.15. As this process is intended to be part of a developing picture, additional information will be added and amended.



Summary of the Tweeddale Learning Community:

- The Tweeddale Learning Community covers the area served by Peebles High School and its 9 feeder primary schools
- It has a population of 19,192 and includes the towns of Peebles, Innerleithen, Walkerburn, Broughton and West Linton as well as the smaller settlements of Carlops, Eddleston, Lamancha, Newlands, Manor, Stobo and Skirling.
- The population structure is younger than many other parts of Scottish Borders, with the highest proportion of children and the second lowest proportion of pensionable-age people. This may be contrary to expectations but reflects the younger age profiles in communities such as West Linton and around Innerleithen.
- Since 2012 the proportion of pensionable age has increased slightly. This confirms an increasing trend towards an ageing population in Tweeddale, despite the attractiveness of some parts

of the Learning Community to increasing numbers of young families.

- The proportion of older people is still well above the Scottish average and the proportion of working-age people is well below. This reflects a prevailing trend towards a higher dependency ratio, with an increasing awareness that the National Health Service may struggle to cope with higher numbers of older people combined with fewer economically active people to contribute towards their health and social care.
- Unemployment rates are relatively low and there are fewer indicators of benefits dependency and deprivation than other areas in the Borders.
- Educational attainment is overall very high and above both Scottish Borders and national averages. However, the proportion of school leavers still in a positive destination 6 months on is lower than the Scottish Borders average. (December 2014)
- Particular strengths of this learning community identified in the last HMIe Inspection of CLD in 2011 included a strong sense of community with committed volunteers
- Overall it is a positive picture for Tweeddale but some members of the community face increasing challenges. Areas in the Tweeddale Learning Community which have been highlighted to show inequalities may represent small numbers but this may make the experience of poverty or deprivation even greater for those people living in these areas. Peebles is an example of a rural town where differences in equality and living standards can occur almost side by side.

Population information: All 2013 except where otherwise stated

Source: NRS SAPE 2013 Mid-Year Estimates

Indicator	Tweeddale	Scottish Borders	Scotland
Total Population	19,192	113,870	5,327,700
Total population Children 0-15	3,585	19029	911,679
Total population working-age (16-65),	11,532	69,139	3,469,159
Total population pensionable age (65+)	4,075	25,702	946,862
% children	18.3%	16.7%	17.1%
% working-age	60.0%	60.7%	65.1%
% pensionable age	21.8%	22.6%	17.8%

Profile of the Learning Community Data Zones

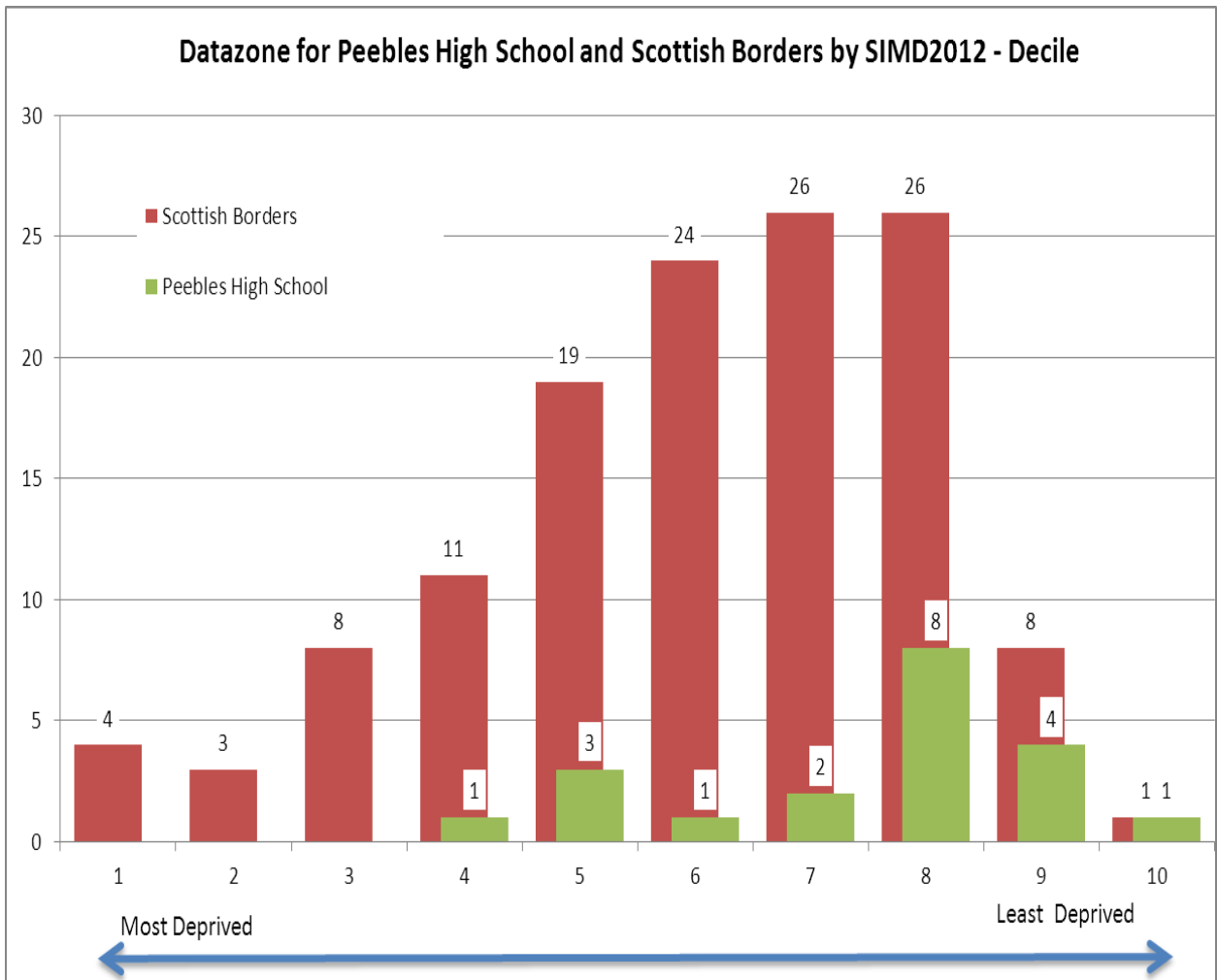
- The Scottish Index of Multiple Deprivation (SIMD) 2012 divides Scotland into 6505 small areas called data zones, each containing around 350 households(750 people) They form a complete grid for all of Scotland so that a community in Scottish Borders can be compared, in terms of its relative deprivation, against any other community in Scotland.
- These data zones are ranked from 1 the most deprived to 6505 the least deprived, based on scoring for resources or opportunities for Employment, Income, Health, Education, Skills and Training, Access to Services, Crime and Housing. When a community scores high in three or more of the above seven domains, this constitutes Multiple Deprivation.
- Scottish Borders has 130 data zones.
- 5 of the 130 data zones are in the 15% most deprived in Scotland.
- Tweeddale has 20 datazones : 9 for Peebles, 3 for Innerleithen, 1 for Walkerburn, 1 for Eddleston, 2 for West Linton and 4 Rural (West Linton/Broughton, Glentress/Manor Valley, Stobo/Blyth Bridge/Skirling, Carlops/Romanno Bridge)
- Tweeddale has 4 data zones which are more deprived than the Scottish average. 2 in Peebles North, 1 in Innerleithen East and 1 in Walkerburn.
- 16 data zones in Tweeddale are in the 50% least deprived.

Profile of the Learning Community Data Zones

The twenty Datazones in the Tweeddale Learning Community, with their 2012 Multiple Deprivation Decile are as follows:

Datazone	Datazone Name	Decile
S01005458	Peebles - Dalatho Street area	4
S01005438	Innerleithen - East	5
S01005439	Walkerburn	5
S01005457	Peebles - Connor Street area	5
S01005455	Peebles – Cuddyside area	6
S01005394	Broughton & Upper Tweed	7
S01005435	Innerleithen – South	7
S01005442	Glentress & Manor Valley	8
S01005443	Innerleithen - North Central	8
S01005447	Peebles - Gallow Hill area	8
S01005451	Peebles - Springhill Road area	8
S01005459	Stobo/Blyth Bridge/ Skirling	8
S01005454	Peebles - Eastgate area	8
S01005468	Eddleston	8
S01005476	Carlops/ Romannobridge	8
S01005448	Peebles - Kingsmeadows Gardens area	9
S01005456	Peebles - March Street area	9
S01005470	West Linton – Lower	9
S01005471	West Linton – Upper	9
S01005452	Peebles - Edderston Road area	10

Datzone for Peebles High School and Scottish Borders by SIMD2012 - Decile



Reducing Inequalities (RI):.

EMPLOYMENT & INCOME

- Tweeddale has the lowest rate of dependency on the “key” welfare benefits (Jobseekers’ Allowance, Income Support, Incapacity Benefit, other income-related benefits) of any Learning Community in the Scottish Borders, in both genders and most age groups. Many residents in the area are employed in professions with a higher socio-economic status than the Scottish Borders average which provides a higher standard of living. On average, the working-age population is just over half as likely to claim working-age benefits as the Scottish average (2012)
- The only cohort where the gap between Tweeddale and the Scottish average is relatively narrow is the 16-24 age group, where it is closer to, although still below, the Scottish average.
- This highlights a possible area of concern regarding young people who may be struggling to get on the career ladder and attain a good standard of living in Tweeddale
- Data shows that there are pockets of deprivation which may be hidden by the sparsity of the population and the increased affluence of the area. For example :
 - In Tweeddale % average income deprived is 7.6% and is below Scottish Borders average of 10% and national average of 12.6%. Areas of Peebles North the figures are 17% and 15%.
 - In Tweeddale % average (working age) employment deprived (2011) is 6.9%, national average is 12.1% and Scottish Borders is 10%. Areas of Peebles North are 11% and 12%, Peebles Cuddyside 11%, Innerleithen East 11% and Walkerburn 13%. (SIMD 2011)

It should be noted that figures at Learning Community level are built up from small numbers and some of the data may have been suppressed to prevent accidental disclosure, meaning that there is a margin of error in the data and these figures should be treated as a guide only

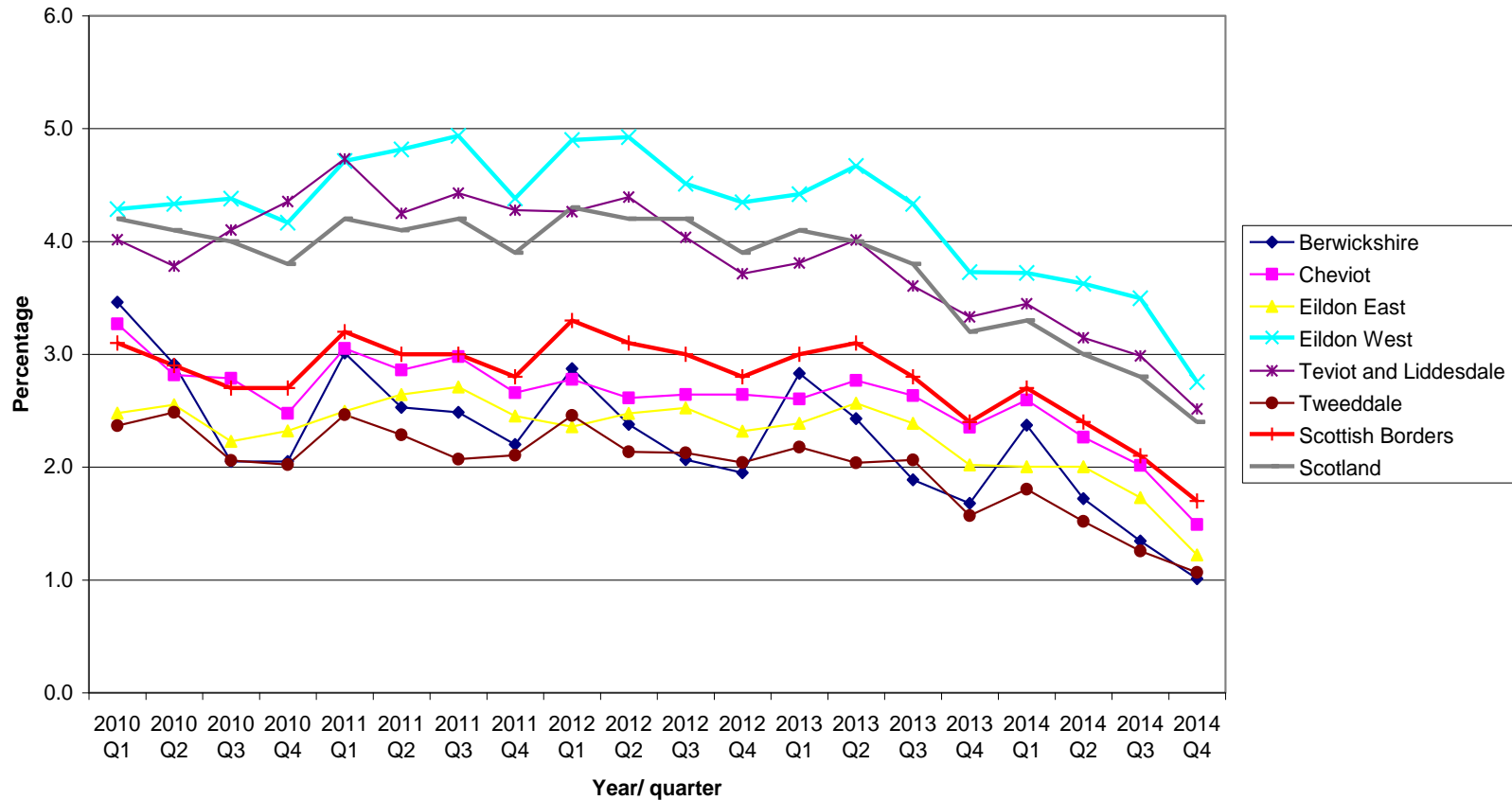
Numbers and percentages of the working-age population claiming Jobseekers Allowance, October 2014 (2014 Q4). This is the nearest we have to an ‘unemployment rate’.

Source: DWP (Nomis, 2014)

Indicator	Tweeddale	Scottish Borders	Scotland
Total Number of JSA Claimants	123	1,182	82,719
% of population aged 16-64 claiming JSA	1.1%	1.7%	2.4%
% of JSA Claimants Who are Male	71.5%	67.4%	67.5%
% of JSA Claimants Who are Female	30.9%	32.6%	32.5%
% of JSA claimants aged 24 and under	12.2%	27.5%	22.3%
% of claimants claiming for over 1 year	20.3%	29.6%	26.6%
% of claimants aged 25+ and claiming for over 1 year	16.3 %	25.4%	23.7%

- The above statistics show that the ‘unemployment rate’ is considerably lower in Tweeddale than the Scottish Borders and Scottish averages. This is the case in all age groups and durations of claiming, including the youth unemployment figure which is almost half the Scottish Borders average, despite the rate of key benefits dependency being closer to the Scottish Borders average.
- Note: There will be significant differences in the rates of change and the timelines between the most-deprived and the least-deprived parts of the Learning Community.

Percentage of Working-age Population Claiming Jobseekers Allowance: Jan (Q1), Apr (Q2), Jul (Q3) and Oct (Q4) 2010-14, by Learning Community. Source: NOMIS/ NRS



The above chart shows that the unemployment rate in Tweeddale has been consistently amongst the lowest of all the Learning Communities in Scotland since 2010 and is continuing to fall, in line with the Scottish Borders and Scottish averages.

SUMMARY

- Whilst data is telling us that Tweeddale has the lowest rate of dependency on the “key” welfare benefits and that the ‘unemployment rate’ is considerably lower in Tweeddale than the Scottish Borders and Scottish averages, there is a gap in welfare benefits dependency between the more affluent parts of the Learning Community and the pockets of above-average levels of Multiple Deprivation that exist in parts of the area
- This raises issues of relative inequality and social cohesion in rural communities, where disadvantaged people living in a relatively advantaged area may suffer increased social isolation and hardship
- Indications are that the challenge in Tweeddale is not necessarily unemployment but may be associated more with underemployment or low wages

Reducing Inequalities (RI):

Skills & Attainment

- Educational attainment in Scottish Borders is consistently better than the Scottish average but there are wide variations at Learning Community level and over time. There is a strong association between educational attainment and multiple deprivation, particularly at S5 level.
- The pupil profile shows that attendance rates in Tweeddale are higher both at primary and at secondary school level. Staying-on rates are also better than the Scottish Borders and Scottish averages, particularly for boys. Pupils can choose to stay on at school past the age of 16 or leave for a positive destination
- Statistics show that secondary school pupils resident in Tweeddale have consistently higher educational attainment at all stages and levels in their senior year groups.
- 92.9% of pupils from Tweeddale attained 5 awards at SCQF level 4 at the end of S4 ("General" Standard Grade), which is well above the Scottish Borders and Scottish averages. Included in this figure is the proportion of S4 pupils attaining the "gold standard" of 5 awards at SCQF Level 5 ("Credit" Standard Grade), which again is significantly higher than the Scottish Borders and Scottish averages
- The percentage of S5 pupils in Tweeddale attaining the "gold standard" of 5 awards at SCQF level 6 ("Higher" level) is also well above the Scottish Borders average and almost double the Scottish average.
- A high proportion (96.8%) of S4 pupils in Tweeddale (equates to 214 out of 221 pupils) attained Foundation-level Standard Grade English and Maths, as compared to SB (96.1%) and national (94.3%) average. However the figure was 80% in Peebles Eastgate (equates to 4 out of 5 pupils achieving) and 83.3% in Broughton & Upper Tweed (equates to 5 out of 6 pupils achieving)
- In Tweeddale the % of pupils with ASN achieving English and Maths at SCQF level 3 is 33% compared to the national average of 86.9% and Scottish Borders average of 86%. (equates to 2 pupils out of 6 not achieving)

All statistics SIMD (2012) unless otherwise stated.

Summary :

- Secondary school pupils resident in Tweeddale have consistently higher educational attainment at all stages and levels in their senior year groups. There are however small numbers of pupils in Tweeddale who are not achieving and fall below both Borders and Scottish national averages.

School Leaver Destination Report

School	Total Leavers	Higher Education (%)	Further Education (%)	Training (%)	Employment (%)	Voluntary Work (%)	Activity Agreements (%)	Unemployed Seeking (%)	Unemployed Not Seeking (%)	Not Known (%)	Positive (%)
Berwickshire High School	115	45.2	27.8	0.0	20.9	0.0	0.9	1.7	3.5	0.0	94.8
Earlston High School	131	50.4	25.2	2.3	13.7	2.3	0.0	4.6	1.5	0.0	93.9
Eyemouth High School	58	19.0	29.3	1.7	41.4	0.0	1.7	6.9	0.0	0.0	93.1
Galashiels Academy	129	39.5	31.8	6.2	18.6	0.0	0.0	3.9	0.0	0.0	96.1
Hawick High School	166	34.9	41.0	1.2	16.3	0.6	0.0	4.2	1.2	0.6	94.0
Jedburgh Grammar School	70	44.3	31.4	1.4	17.1	1.4	0.0	4.3	0.0	0.0	95.7
Kelso High School	107	43.0	29.0	1.9	24.3	0.0	0.0	0.9	0.9	0.0	98.1
Peebles High School	203	48.3	15.3	3.0	23.6	0.0	0.5	6.9	2.5	0.0	90.6
Selkirk High School	80	35.0	36.3	1.3	21.3	0.0	1.3	3.8	1.3	0.0	95.0
Scottish Borders Total	1,059	41.6	28.7	2.3	20.8	0.5	0.4	4.2	1.4	0.1	94.2

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

Positive Destinations for School Leavers

- Statistics highlight an issue with Positive destinations in Tweeddale (December 2014). The proportion of Tweeddale school leavers still in a positive destination 6 months on was lower than the Scottish Borders average. Whilst it is difficult to argue with statistics we do know that not all 'negative destinations' are clear cut. A percentage of these pupils will be on unofficial gap years, volunteering abroad or taking time out for 'personal development' which can be unpaid work experience. However, there is still a concern around the number of young people who have left school without securing a positive destination. SDS has completed a follow up of this cohort and this will show numbers who have sustained their destinations. These figures will be published in June 2015.
- The proportion of Tweeddale school leavers going into Further Education is below the Scottish Borders and Scottish averages. Further Education provides an essential link to supporting school leavers who require additional vocational qualifications for a chosen career path or need to top up their school qualifications.

Reducing Inequalities (RI)

Health and Wellbeing

- In the Scottish Borders both men and women on average have a higher life expectancy than the national average and all Tweeddale data zones fit within this
- In Tweeddale as a whole 86.7% rate their health as good/very good. The Borders average is 84.10%.

Hospital Admissions – all ages, both sexes, rate per 100,000 population, 2012
Source: SNS

Indicator	Tweeddale	Scottish Borders	Scotland
Accidents	1,408	1,373	2,307
Emergency admissions	11,725	12,143	10,194
Emergency admissions, age 65+	25,115	25,541	25,493
Coronary Heart Disease	574	602	489
Cerebrovascular Disease (stroke)	366	331	263
Cancer	3,121	3,179	2,669

- The above statistics show that Tweeddale has rates of hospital admissions for several key indications of chronic morbidity and mortality that are higher than either the Scottish average or Scottish Borders average.
- The rate of accidents is higher in Tweeddale than Scottish Borders average but lower than Scottish average. The preferred term used by NHS for “accidents” is “Unintentional Injury”, reflecting that many “accidents” are preventable. The most common unintentional injuries in the under 65s are road traffic accidents and alcohol-related incidents, whilst slips, trips and falls are common in the over 65 age group.
- Unintentional injury is included in the figures for Emergency Admissions, which is regarded as a headline indicator due to its resourcing issues in NHS Accident & Emergency Departments throughout Scotland. The rate of emergency admissions overall in Tweeddale is high for Scotland but not for Scottish Borders. This is due to a higher rate of emergency admissions in the under 65 age group in Tweeddale, as the rate in the over 65s is lower than the

Scottish Borders and Scottish averages. As well as Unintentional Injury, Emergency admissions include incidents with chronic or pre-existing health conditions, which is a common and partly avoidable reason for emergency admission, if the condition could have been better managed in a non-emergency setting before it became an emergency. Chronic poor health and increased risk of injury are regarded as indicators of deprivation although the reason for an increased rate of emergency admissions in Tweeddale is unclear.

- Scottish Borders has a poorer record than the Scottish average for “the Big 3” causes of death and disability: coronary heart disease, stroke and cancer, but the reasons for this, and their patterns at Learning Community level are complex. Firstly, these rates are not standardised for the effects of age, so a higher rate is expected in areas with an older age profile. Secondly, these conditions are gender-related and partly genetic, so the individual may have been predisposed to developing the condition long before they came to live in their current locality. It does not take into account survival rates, which are high in Scottish Borders despite higher rates of admission. Tweeddale has levels of Coronary Heart Disease and cancer that are above the Scottish national average but below the Scottish Borders average. Rates of hospital admissions for stroke are above both the Scottish and the Scottish Borders averages. In part, the rates of hospital admissions reflect an indicator of need but do not indicate whether these needs are being met by local health services or whether patients have to travel long distances for treatment. Statistics show that in Tweeddale rates for hospital admissions for several key indications of chronic morbidity and mortality are higher than SB or national average.

Summary

- Whilst overall the picture in Tweeddale is good, there is evidence to show that there are pockets in Tweeddale where some members of our community suffer from relatively high levels of health deprivation. These figures may represent small numbers but has an impact on an individual's wellbeing and their ability to work, which can lead to other indications of deprivation.

Reducing Inequalities (RI)

Health and Wellbeing : Maternity

Indicator	Tweeddale	Scottish Borders	Scotland
Percentage of live singleton births that are low birth weight 2011-13	1.9%	1.8%	2.0%
Percentage of mothers breastfeeding at the first postnatal visit, 2013-14	75.2%	54.7%	48.4%
Percentage exclusively breastfeeding at the first postnatal visit, 2013-14	65.8%	41.8%	35.4%
Percentage breastfeeding at the 6-8 week review, 2013-14	66.8%	44.6%	37.9%
Percentage exclusively breastfeeding at the 6-8 week review, 2013-14	53.6%	32.4%	27.1%
Percentage of women smoking at booking of pregnancy, 2011-13	14.4%	21.8%	19.0%
Percentage of women at booking of pregnancy who have never smoked, 2011-13	60.5%	52.4%	63.4%
Percentage of first-time mothers aged 19 and under, 2009-11	7.3%	11.8%	12.4%
Percentage of first-time mothers aged 35 and over, 2009-11	29.7%	14.6%	12.9%

- The average % of Tweeddale first time mothers aged 19 and under is 7.3 %. This is below the national average of 12.4% and the Borders average of 11.8%. 7 data zones in Tweeddale are above average and 1 is more than double the Borders average (Innerleithen East 28.6%). These figures represent low numbers and equates to 16 mothers out 240 (Innerleithen East equates to 2 out of 7 mums) High levels of unplanned teenage pregnancy are regarded as an indicator of deprivation particularly if the area has high levels of other deprivation indicators.
- A lower rate of teenage pregnancy often corresponds with a higher proportion of first time mothers aged 35+, as part of an increasing

trend among women to delay pregnancy until they have achieved more of their academic and professional goals This is often regarded as an indication of affluence, as it is associated with a higher level of material wellbeing and parental knowledge, which directly benefits the child. However, it is included as an indication of health and wellbeing because there is a higher risk of birthing difficulties and developmental problems for babies born to older mothers, and this has health and resourcing implications for the family and for local service providers. The percentage of first time mothers aged 35+ in Tweeddale is around twice the Scottish and Scottish Borders averages.

- In Tweeddale the average % of pregnant women smoking at booking is 14.4% which is lower than national average of 19% and the Borders average of 21.8%. Some areas in Tweeddale (Walkerburn and Broughton and UpperTweed) are as high as 29.3%. Both these figures equate to 5 out of 17 mums.
- Rate of low birth weight in Tweeddale (live singleton) is 1.9% slightly above SB average 1.8%. National average 2%.This represents small numbers and only becomes a concern if it becomes a trend over time or is verified by data from another source.

SBC Research & Information research@scotborders.gov.uk Community Profile for Tweeddale January 2015

Summary

- Babies with a birth weight of less than 2.5kg (usually in conjunction with being born prematurely) make up a very small proportion of all babies born in Scotland but they are significantly more at risk of illness in infancy and more likely to have developmental problems in childhood than healthy weight babies. The rate of low birth weight births is currently lower in Scottish Borders than the Scottish average, but has fluctuated in recent years. The rate in Tweeddale is slightly above the Scottish Borders average but below the Scottish average.
- All other indicators of neonatal health and wellbeing are significantly better in Tweeddale than the Scottish Borders average so this figure, on the face of it, is surprising. It may be compromised by small numbers of births which can cause statistical bias when compared against a figure with a larger number of births, such as that for Scottish Borders or Scotland. Therefore the statistic is interesting but not of concern unless it is verified by data from another source or it becomes a trend over time.

Reducing Inequalities (RI)

Keeping People Safe

In Tweeddale rates of SIMD crimes (violence, domestic house breaking, drug offences, minor assault and vandalism) per 10,000 population fall well below both Scottish Borders and national averages

Youth crime in Tweeddale in the period 2014/2015 is showing a downward trend

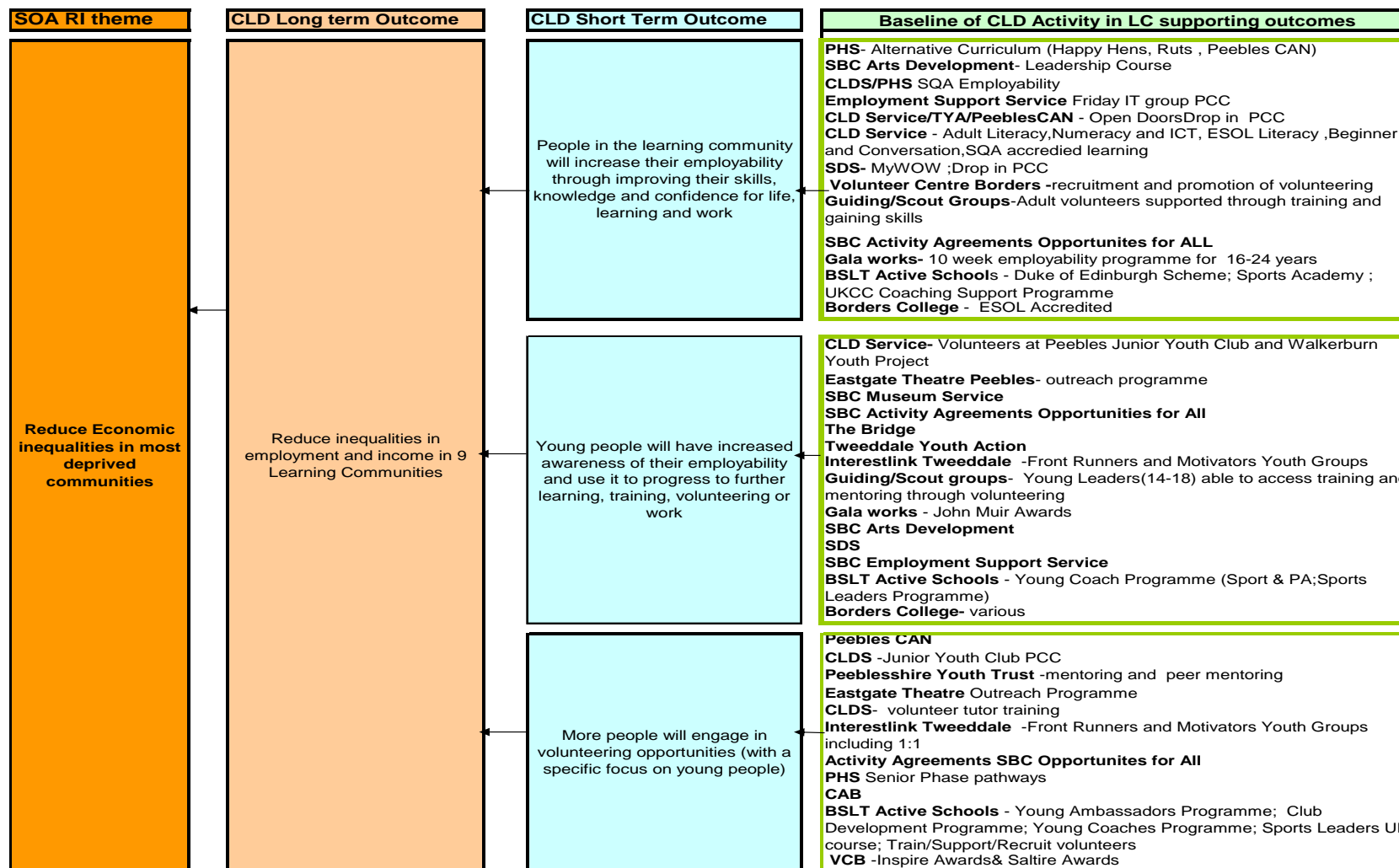
(SBSafer Communities partnership Youth ASB Trends April 2010 to March 2015, SBC)

Geographic Access

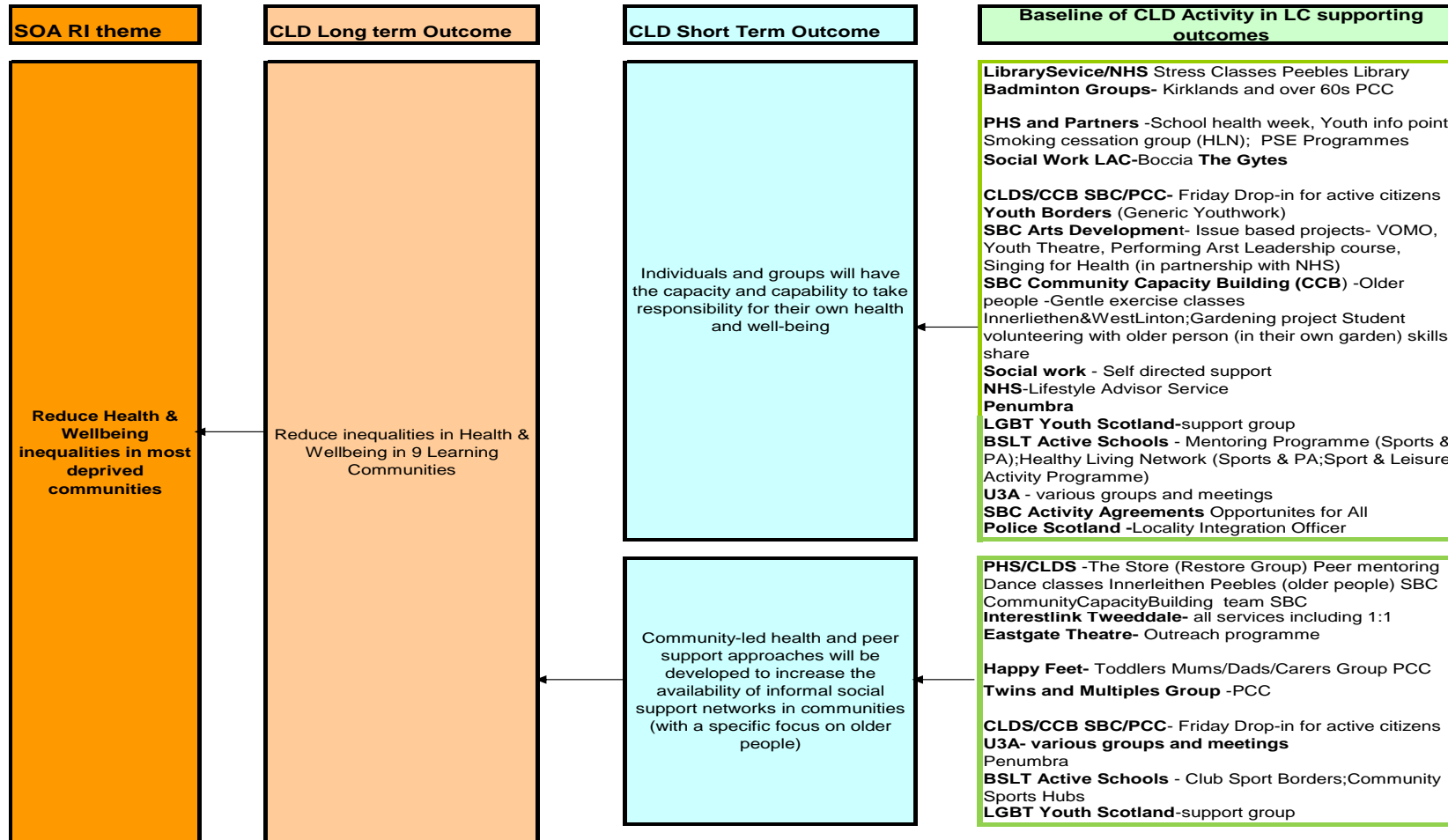
- All data zones in Scottish Borders that are outside main towns fall into the 10% most access deprived in Scotland i.e. all 34 of rural data zones out of 130 in Scottish Borders
- Many rural communities outside Peebles, Innerleithen and West Linton have high levels of geographic access deprivation: Carlops, Romanno Bridge, Eddleston, Glentress and Manor Valley, Stobo, Blyth Bridge and Skirling are amongst the 5% most access-deprived communities in Scotland. Nevertheless, these rural communities have few other indications of social distress apart from their isolation, which is not necessarily a problem for those with private transport. It does underline the vulnerability of residents in these communities who lack the means to access services, particularly if the area also has poor broadband and telecommunications coverage.
- Access deprivation becomes a greater problem for people who are vulnerable in other ways : low income, disabled, no private transport for example

Mapping of CLD Activity contributed by partners who have participated in the process to date in Tweeddale Learning Community (30/06/2015)

CLD Key Objective 1: Mapping of CLD Activity contributed by partners who have participated in the process to date in Tweeddale Learning Community
 Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches

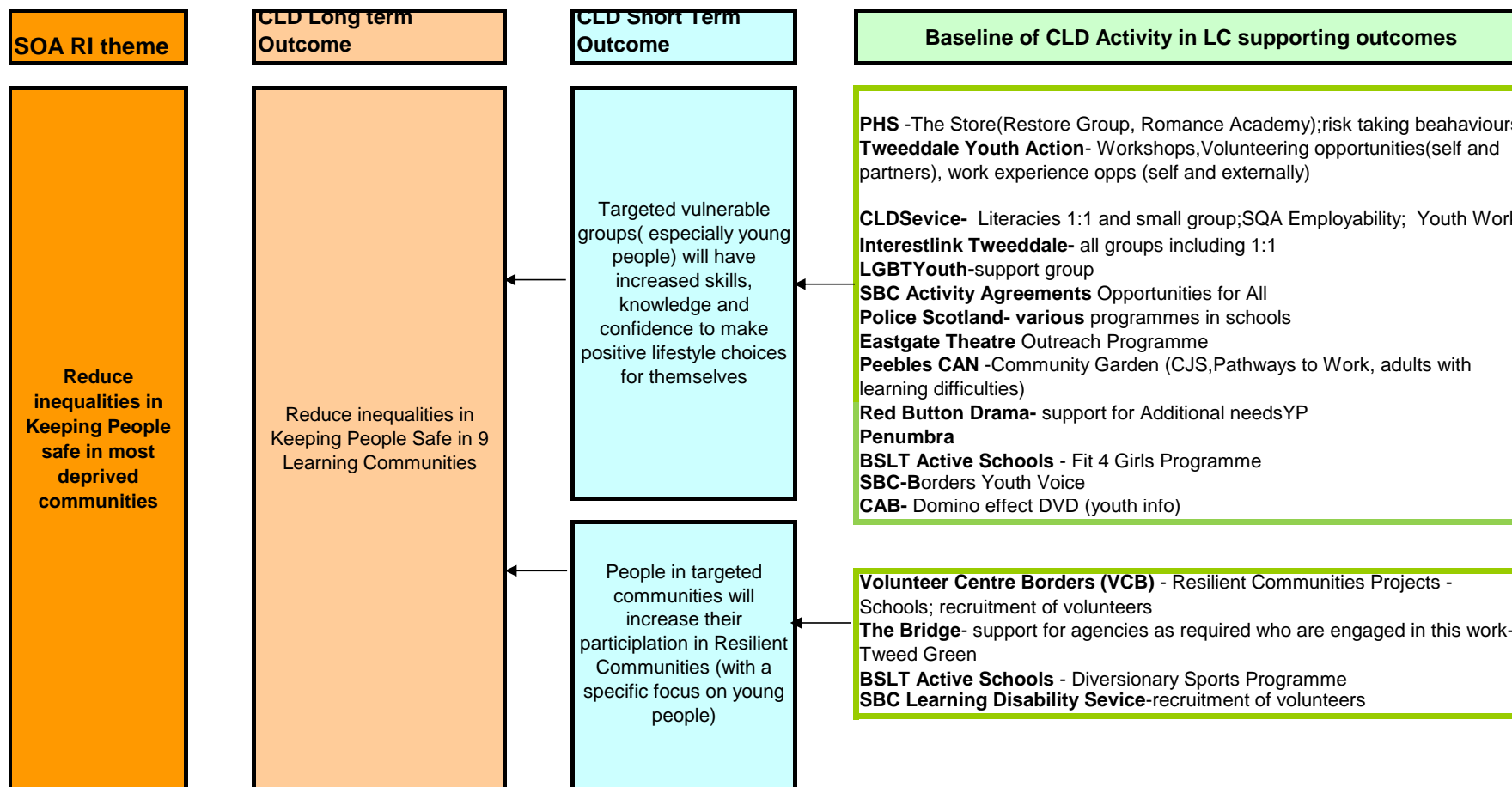


**CLD Key Objective 1:
Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches**



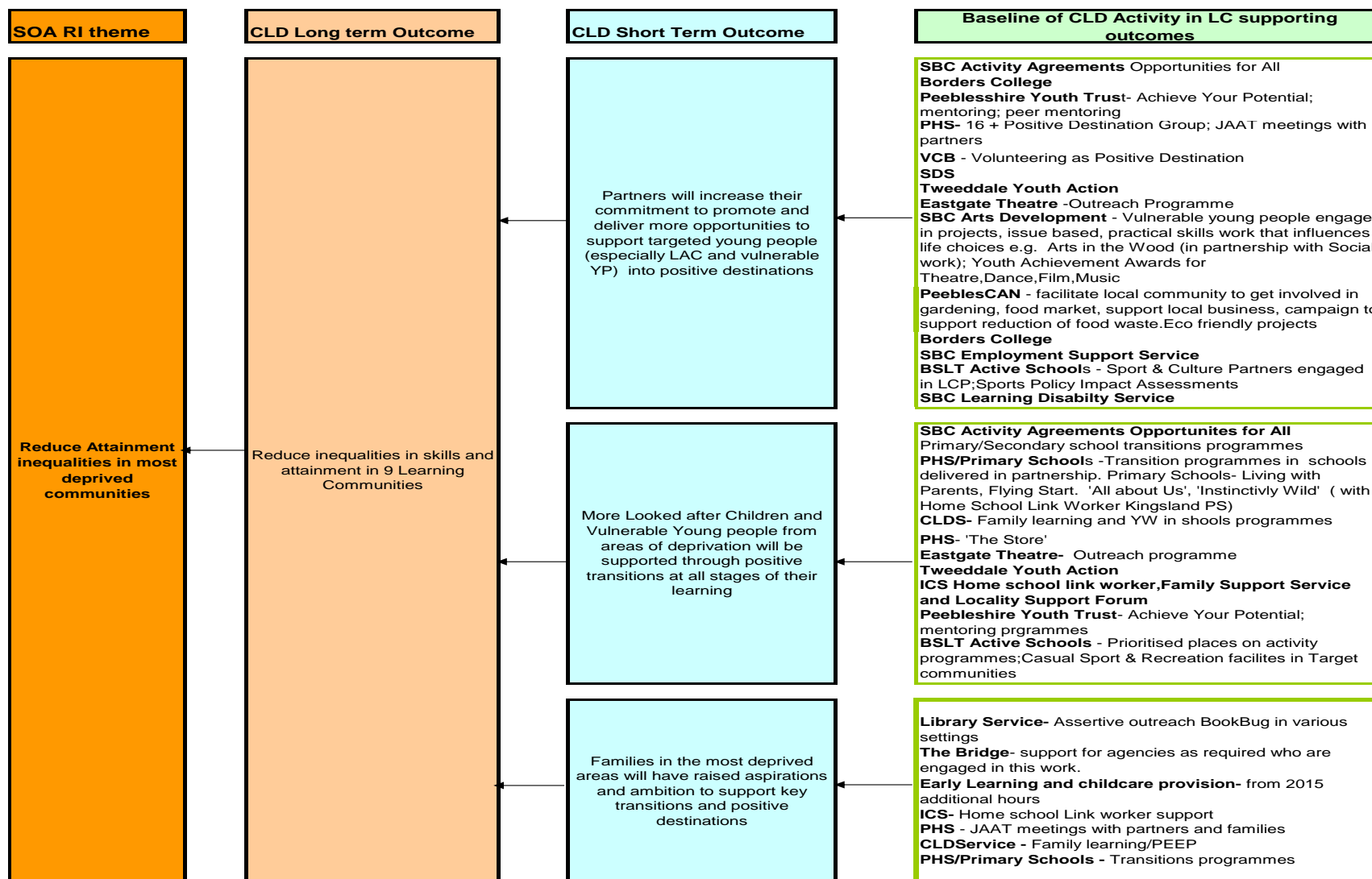
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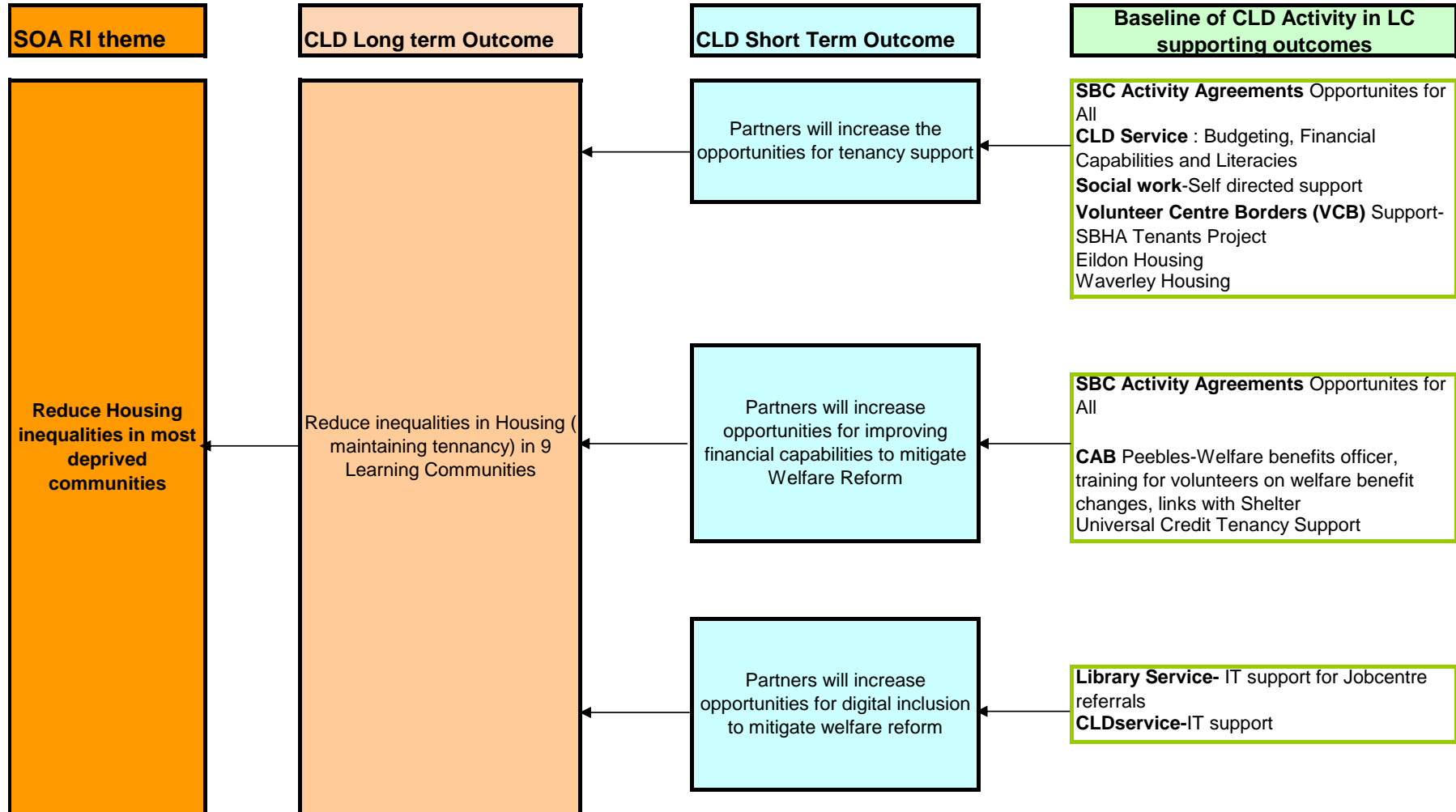
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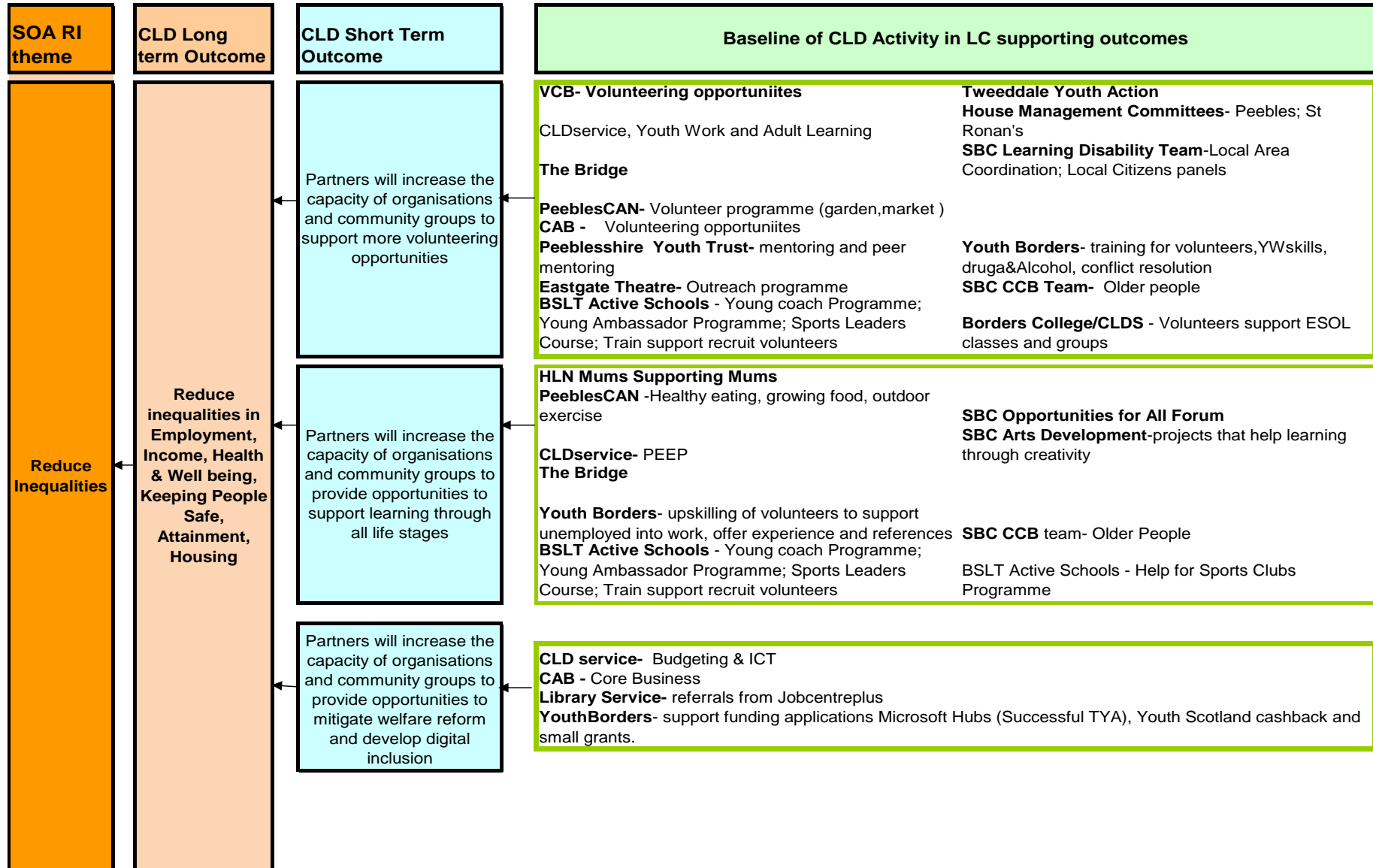


CLD Key Objective 1:

Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches



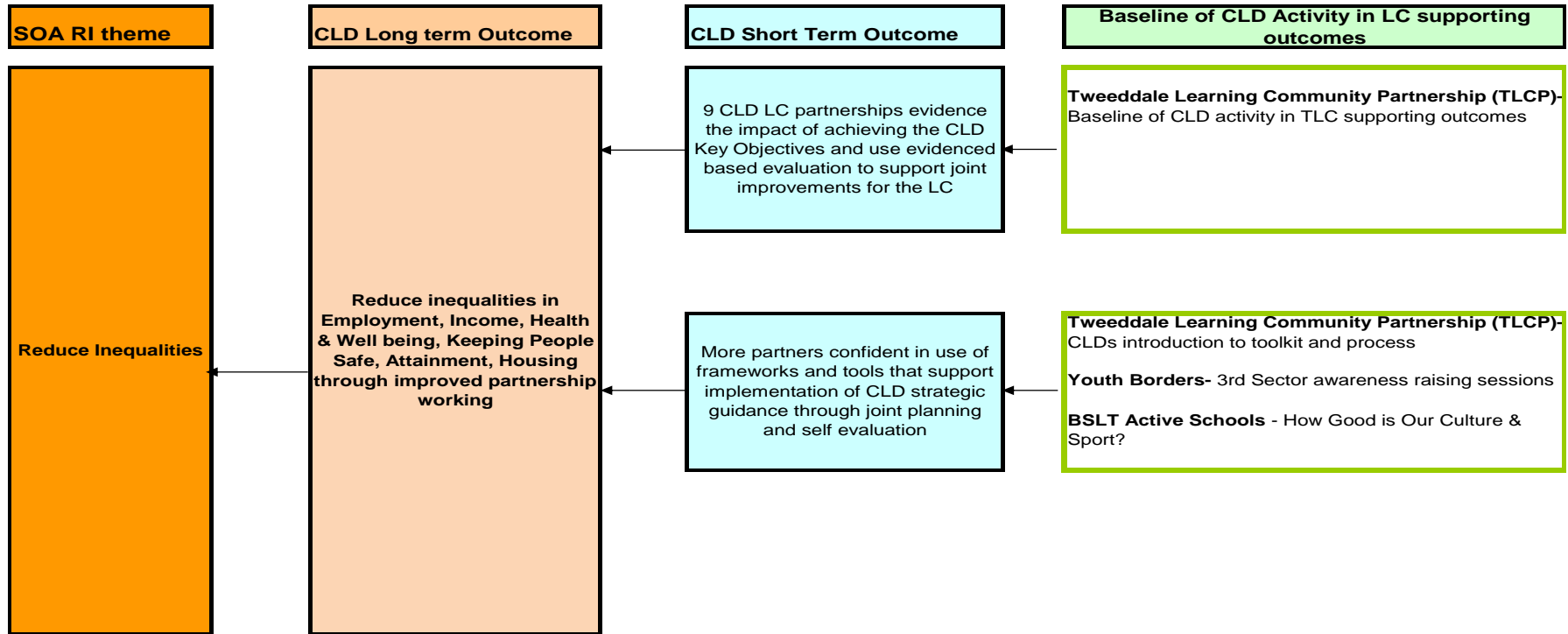
CLD Key Objective 2: Build the capacity and resilience of our 9 Learning Communities and the voluntary sector



CLD Key Objective 2: Build the capacity and resilience of our 9 Learning Communities and the voluntary sector (cont)

SOA RI theme	CLD Long term Outcome	CLD Short Term Outcome	Baseline of CLD Activity in LC supporting outcomes
<p>Reduce Inequalities</p>	<p>Reduce inequalities in Employment, Income, Health & Well being, Keeping People Safe, Attainment, Housing</p>	<p>Partners will support more community groups to have active and influential roles in their local and wider communities (with a specific focus on developing the participation processes of the Community Empowerment Bill)</p>	<p>PeeblesCAN-youth employment, volunteering, work in partnership, campaign and network locally and nationally</p> <p>SBCArts Development- Creative Arts Business Network (CABN)</p> <p>YouthBorders-supporting Tweeddale member organizations through training, funding advice, networking (PYT, TYA, Newlands, Peebles CAN) The Bridge</p> <p>BSLT Active Schools - Community Development (Sports Facility Projects)</p>
		<p>All Learning Communities have an increased awareness of the resources and opportunities provided by local partners</p>	<p>The Bridge- Website & Opps database</p> <p>Volunteer Centre Borders -Bulletin</p> <p>YouthBorders-weekly ebulletin</p> <p>PeeblesCAB</p> <p>Opportunities for All Forum</p> <p>House Management Committees PCC and St Ronan's</p> <p>BSLT Active Schools - Sports Development Programme; Sports Communication Network</p> <p>Tweeddale Youth Action</p> <p>Tweeddale Early Years Improvement Network;</p> <p>Tweeddale Youth Services Sub group</p> <p>CLDS- Local CLD workers</p> <p>Social Work- Local Area coordination</p> <p>SBCArts Development- What's On guide, Practitioner's Directory, Artstore equipment</p> <p>PeeblesCAN- in partnership with TYA, PYT, CLD and PHS, raising awareness of opportunities</p> <p>SBC Arts Development - Borders LIVE Touring</p>
		<p>Effective networks will support referral of targeted groups to CLD LC opportunities and community groups</p>	<p>Tweeddale Learning Community Board</p> <p>PHS -JAAT meetings</p> <p>Opportunities for All Forum</p> <p>YouthBorders- networking between generic and specialist services</p> <p>Tweeddale Early Years Improvement network</p> <p>Tweeddale Youth Services Group</p> <p>Social Work-Self directed support</p> <p>SBC Learning Disability Service -Local Area coordination</p> <p>The Bridge- networking meetings</p> <p>SBCArts Development- partnership projects to increase capacity for delivery; upskilling organizations and individuals</p> <p>Borders College/CLDS - ESOL Partnership: single point of contact supports access to ESOL provision</p>

Key Objective 3: Improve partnership working



Abbreviated descriptions from learning providers of CLD activity being delivered in Tweeddale (from Learning Providers' Questionnaire)

For full versions containing additional information please see appendix 1.

Contact name & mail	Organisation	Title	Description
Graham Easton	Community Learning & Development Service, SBC	Community Learning & development Worker (youth work)	Informal and formal learning programmes developed in association with PHS, Peebles CAN, TYA and other partners. Also co-delivering with PHS to groups and individual pupils who may need additional support
Shona Furness	POLICE SCOTLAND	Internet Safety with Schools	One hour input on Internet Safety (CEOP – Child Exploitation and Online Protection). This is to enable youngsters to be more aware of their activity online and the dangers/offences of chatting/communicating with persons unknown to them and the dangers of meeting up with such a person. Also deliver talks to school re safety and the internet, extremism and sexting
Emma Fairley	SBC CLDS Opportunities from All	Activity Agreements	An Activity Agreement (AA) is an agreement between a young person and an advisor that the young person will take part in a programme of learning and activity which helps them to become ready for formal learning or employment. The young person may receive an allowance in return for complying with this agreement.

Rosemary Hannay	Scottish Borders Council Museum & Gallery Service Tweeddale Museum and gallery	Fleeced Peebles Arts Festival In Touch with the Past Peebles High street 1000 years of History	A day of hands on activity, demonstrations and a lecture to mark the opening of Shepherding The Tweed exhibition. 6 Peebles Arts Festival events and 2 writers' workshops Exhibition and workshops telling story of Early People in the Borders. Funded partnership between Museum Service and Peebles Civic Society to create an exhibition and series of events involving 400 members of the community .School pupils attended workshops
Alison Tait	SB Libraries	Bookbug Sessions	The Early Years Literacy Programme, Bookbug, encourages parents and children to share and enjoy books together. SBC Libraries work with NHS Borders and Early Years staff to help children develop a lifelong love of books and reading and to encourage the library habit. Bookbug sessions include songs, stories and rhymes
Dave Hodson	Tweeddale Youth Action	Scooter Tricks and Filming project Peebles	Planning and execution of scooter tricks alongside filming project. Participants attending Transgression Skate Park in Edinburgh
David Hodson	Tweeddale Youth Action	Youth management team in Peebles (Youth Choices)	Young people from Tweeddale meet discuss and plan activities, day trips and residentials, service delivery, tuck shop, fundraising, staff and volunteer recruitment and feed into

			monthly board meetings
David Hodson	Tweeddale Youth Action	Drop in sessions for 12-25 year olds Peebles and Innerleithen	Informal fun drop in where YP can play pool, table tennis, table football, video games, computers, board games, and interact with staff and volunteers. We have a recording studio every Wednesday evening. Also structured activities such as art projects cooking and art projects all voluntary participation. Drop in are at the centre of our YW provision and offer a space to relax. From initial contact we build relationships and try to engage YP in project based work and to signpost to other services where relevant.
David Hodson	Tweeddale Youth Action	Youth Management team in Innerleithen	Once established same decision making powers as Peebles
David Hodson	Tweeddale Youth Action	Innerleithen Bike up cycling project	For YP aged 12-25. Up cycling and bike maintenance. Ends May 2015 with a series of bike rides in Peebles Innerleithen waljerburn and Cardrona
David Hodson	Tweeddale Youth Action	Drop in sessions for 10-13 year olds Peebles	Same ethos as for 12-25 year olds
David Hodson	Tweeddale Youth Action	16+ Project	Skill development programme for 16+ attendees. The group is currently working on a DIY project and has nearly finished a complete re-decoration of the youth club. Participants have decided on colour schemes, calculated how much paint they'll

			need, bought the paint and brushes and painted the project, including a feature jig-saw wall. New plans are being developed to include a piece of artwork from a young, local artist, revamping our bathrooms and creating a workshop from our storage space.
Margaret Smail	Community Learning & Development Service, SBC	Family Learning PEEP	PEEP provides a range of activities and experience for parents/carers and their babies 0-2 yr. Parents/carers are supported to learn more about their child's development by communicating through play/reading/singing/rhymes with an emphasis on recognition of their role as their child's first educator.
Margaret Smail	Community Learning & Development Service, SBC	Adult learning - basic computing St Ronan's CC. Drop in	Basic IT skills- internet, emails, photoshop
Margaret Smail	Community Learning & Development Service, SBC	Adult learning Open Doors Drop in- basic computing Peebles CC	Basic IT skills- internet ,emails, followed by soup and sandwich lunch with TYA volunteers
Margaret Smail	CLDS	Adult Learning- Literacy and Numeracy including IT	1:1 and small group literacies support for anyone aged16+ looking to improve literacy, numeracy and IT skills. Accredited learning available up to SCQF 4

Margaret Smail	Community Learning & Development Service SBC	Adult Learning ESOL Beginners/ Literacy	ESOL for learners assessed as Literacy or Beginner at initial interview.
Margaret Smail	Community Learning and Development Service SBC	Adult Learning ESOL Conversation class	Conversation classes on everyday topics for learners of all abilities
Mary Sharratt	Local Area Coordination	Computer Class	Basic IT classes for adults with learning difficulties
Graham Easton	Community Learning & Development Service, SBC	Alternative Curriculum PeeblesCAN project	An alternative curriculum project designed and delivered in conjunction with PeeblesCAN to enhance and develop new and transferable skills to disengaged S2/3 pupils referred by PHS. Based around skills and learning associated with a garden project and including woodwork, building and social enterprise
CLDS	CLDS	Volunteer Tutor training	80 hours accredited training in SALL (Supporting Adult Literacies Learning)
Gary White	PeeblesCAN	Youth Volunteering	Volunteering at the Victoria Park Garden, skills Group, Work, Confidence building
Alison Tait	Peebles Library	Beginners IT 1:1 and small group	Beginners' sessions delivered in small groups or 1:1. Internet ,emails

Alison Tait	Peebles Library	Internet Safety sessions	How to stay Safe Online- Free sessions for all plus additional session for under18s delivered by Police Scotland.
Mark Campbell	Scottish Outdoor Education Centres,Bromlee	Outdoor Education	Broomlee is a 150 bed outdoor education centre with three large indoor spaces and five classrooms. We provide outdoor education programmes onsite with our high ropes activities and offsite canoeing, rock climbing etc... The centre is often used by music groups for rehearsal weekends. We provide full board accommodation and camping for education groups
SBC Arts development	SBC Arts Development		Supporting, promoting and developing arts and cultural activity across the Scottish Borders working in partnership with schools, community groups and the public and private sector to increase capacity for delivery and improve accessibility to events and activity
Olivia Roper	SBC Arts Development	Performing Arts Leadership course	A Leadership course delivered by Arts Development Performing Arts partnership for Young People aged 14 – 25years run annually. Using performing arts as vehicle for learning to improve skills, confidence and knowledge for life, learning and work. Young people learn leadership skills, undertake a Bronze level Youth Achievement Award and gain a SBC certificate for Assistant Leadership

Olivia Roper	SBC Arts Development	Engagement Event - Get Scotland Dancing (GSD)	An Engagement Event on behalf of Get Scotland Dancing (GSD) hosted by Arts Development Performing Arts Partnership. The purpose : to bring together a network of local dance providers, practitioners and promoters, to give an introduction to the GSD campaign: to be the catalyst for local events and projects- for all ages
Kirsty Taylor	SBC Arts Development,	Borders LIVE Touring	Developing cultural activity and brining the arts to the community by developing a network of promoters and venues to enable subsidised high quality and accessible entertainment offers to local communities. A scheme facilitated by Arts Development Performing Arts Partnership
Shona Haslam	Peeblesshire Youth Trust	Achieve Your Potential	A 6 week course that we run in three locations across Peeblesshire for children in Primary 6 and adults. The course is designed to develop the confidence and self-esteem of the children and match them to an adult mentor. That mentor will work with them until usually S2 at High School helping them in the transition from primary to secondary.
Shona Haslam	Peeblesshire Youth Trust	Mentoring	We have a number of volunteers who work with children as mentors. The mentors only have one mentee at any one time and can work with them for up to 4 years, establishing a good relationship. We work with them to build confidence and self-

			esteem and help them to work through issues in a positive way.
Shona Haslam	Peeblesshire Youth Trust	Peer Mentoring	We have trained 20 S5/6 pupils at Peebles High School to be peer mentors for those coming to High School for the first time. Working with the guidance staff at the High School we identify children who are in need of a little extra support and assign them a peer mentor who will work with them for an agreed period of time.
FABB Scotland-Blazing Saddles	Integrated Children's services www.scotborders.gov.uk	FABB Scotland-Blazing Saddles	<p>Blazing Saddles is an All Ability Mobile Cycling Project administered by FABB Scotland. It provides regular bike sessions for children and young people in the pilot areas of Edinburgh, Fife and Dundee. They hope to set up 12 Hubs by 2017 across Scotland.</p> <p>Fabb are bringing a lorry of All Ability Cycles for young people and their families to try out in the safety of St Ronan's Playground On Tuesday 14th July. Blazing Saddles will be delivering all ability bike sessions that will provide a unique and fun cycling experience for all involved. Participants will learn how specialist bikes like The Twister (side by side) and Relaxino (semi-recumbent) break barriers and assist people with additional support needs to go cycling.</p> <p>As a result of these sessions and, subject to successful grant</p>

			applications, work will be taken forward with local and national community initiatives to develop an Adaptive Bike Centre (ABC) during 2016 that will enable people with a range of disabilities to go cycling with friends and family on a regular basis in their local area
Borders College	Borders College	ESOL classes	Accredited ESOL classes for learners assessed at Access2, 3 or Intermediate1 at initial assessment
Graham Lumb	The Bridge Tweeddale	The Bridge Tweeddale	The Bridge is an independent voluntary organisation which supports and promotes local voluntary and community action. The Bridge is part of a national network of Councils for the Voluntary Sector (CVSs) whose aim is to represent, inform and support the voluntary/third sector and to assist local organisations to get together for common purposes. We provide community, voluntary and social enterprise organisations with support, information, services and guidance. We also draw on the knowledge of these organisations and their connections with the communities they serve, to ensure there is a voluntary sector voice to influence decision makers.
Graham Lumb	The Bridge Tweeddale	The Bridge Community Transport Initiative - Tweed Wheels	The Bridge Community Transport Initiative is an important element of the work of The Bridge and comprises of three services, Tweed Wheels, Teviot Wheels and Gala Wheels each of which covers a specific geographical area within the Scottish Borders. Tweed Wheels runs two vehicles: a 15-seater wheelchair accessible minibus and a 4-seater wheelchair

			<p>accessible community car. The service is delivered by a dedicated team of volunteer drivers and is available for individuals living in Tweeddale with special mobility needs and non-profit making community/ voluntary groups in Tweeddale involved in activities of benefit to the community.</p>
Graham Lumb	The Bridge Tweeddale	Tweeddale Community Network	<p>Tweeddale Community Network comprises of mainly frontline workers – paid or volunteers – of voluntary, statutory or private organisations that are working for the benefit of the people and communities of Tweeddale. The network meets twice per year and provides an informal but structured opportunity for people to meet with and talk to one another, to discover ‘common cause’ and to identify opportunities for partnership working.</p>
Hope Robertson	LGBT Youth Scotland	LGBT Youth Scotland Youth Group	<p>Youth Group for LGBT YP from 13-25 years old. The group offers sexual health workshops, a programme planned by the YP and DVD/Chill nights. The group can offer opportunities to connect to the wider LGBT Youth Scotland community through youth councils and national events. “As a CLP we endeavour to be inclusive of age, disability, gender reassignment, transgender, intersex and non-binary status, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation. We recognise the diversity of the population we serve and we will plan and deliver services appropriately. This</p>

			includes being inclusive of transgender, non-binary, and intersex people. We aim to support young LGBT people by creating safe, inclusive, supportive communities and environments. We aim to ensure services delivering support also have access to continued professional learning to ensure all staff are informed, supported and confident about how best to meet the diverse needs of young people in relation to sexual orientation, sex and gender reassignment."
Emma Fairley	Opportunities for all and Activity Agreements		Provision for disengaged young people

Participation, Achievement and progression of learners in Tweeddale

LEARNING COMMUNITY - LC8 PEBBLES HIGH SCHOOL CATCHMENT AREA

2013/2014 academic year			CLDS (adult)	Activity Agreement	CLDS (youth)	SBC Libraries	Peebles Communi- ty Centre	Employabi- lity Support Service	ES OL (B C)	Borde- rs Colle- ge	Adult Litera- cies	Org 10	Or g 11	Or g 12	Or g 13	Or g 14	TOTAL S			
TOTAL NUMBER OF LEARNERS			172	4	193	2779	0	7	37	37	0	0	0	0	0	0	0	3229		
NUMBER OF YOUNG PEOPLE (16-25YRS)			0	4	193	0	0	1	0	0	0	0	0	0	0	0	0	198		
NUMBER OF PARENTS			91	0	0	1021	0	0	0	0	0	0	0	0	0	0	0	1112		
NUMBER OF LOOKED AFTER CHILDREN			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Reduce Inequalities in Employment and Income in 9 Learning Communities	People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work	Participation																	0	
		Achievement	11	2	0	0	0	6	27	1	0	0	0	0	0	0	0	0	0	47
		Progression	2	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	8
	Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work	Participation																		0
		Achievement		2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	3
		Progression		0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
	More people will engage in volunteering opportunities (with a specific focus on young people)	Participation																		0
		Achievement																		0
		Progression	10	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18
Reduce inequalities in Health and Wellbeing in 9 Learning Communities	Individuals and groups will have the capacity and capability to take action to improve their own health and well being	Participation																	0	
		Achievement	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	27
		Progression	0	4	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	10
	Community-led health and peer support approaches will be developed to increase the availability of informal social support networks in communities (with a specific focus on older people)	Participation																		0
		Achievement	27	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	27
		Progression																		0
Reduce inequalities in Keeping People Safe in 9 Learning Communities	Targeted vulnerable groups (especially young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves	Participation																	0	
		Achievement																		0
		Progression																		0
	People in targeted communities will increase their participation in Resilient Communities (with a specific focus on young people)	Participation																		0
		Achievement																		0
		Progression																		0

Reduce inequalities in Skills and Attainment in 9 Learning Communities	Partners will increase their commitment to promote and deliver more opportunities to support targeted young people (especially LAC and vulnerable YP) into positive destinations	Participation																0	
		Achievement																	0
		Progression	0	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	3
	Children and vulnerable young people from areas of deprivation will be supported through positive transitions at all stages of their	Participation																	0
		Achievement																	0
		Progression																	0
	Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations	Participation	91	0	0	1021	0	0	0	0	0	0	0	0	0	0	0	0	1112
		Achievement	113	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	113
		Progression																	0
Reduce inequalities in Housing in 9 Learning Communities	Partners will increase the opportunity for tenancy support	Participation																0	
		Achievement																	0
		Progression																	0
	Partners will increase opportunities for improving financial capabilities to maintain tenancies and mitigate Welfare Reform	Participation																	0
		Achievement	6	4	0	0	0	6	0	0	0	0	0	0	0	0	0	0	16
		Progression																	0
	Partners will increase opportunities for digital inclusion to mitigate Welfare Reform	Participation																	0
		Achievement	12	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	14
		Progression																	0

BUILD THE CAPACITY AND RESILIENCE OF OUR 9 LEARNING COMMUNITIES AND THE VOLUNTARY SECTOR

			CLDS (adult)	Activit y Agree ment	CLD S (yout h)	SBC Librarie s	Peebles Communi ty Centre	Employa bility Support Service	ES OL (B C)	Bord ers Colle ge	Adul t Liter acies	Org 10	Org 11	Org 12	Org 13	Org 14	TOTA LS	
Reduce inequalities in Employment, Income, Health and Well Being, Keeping People Safe, Attainment, Housing	Partners will increase the capacity of organisations and community groups to support more volunteering opportunities	Number of people involved in running of community groups (volunteers)	0	0	0	0	13	0	0	0	0	0	0	0	0	0	13	
	Partners will increase the capacity of organisations and community groups to provide opportunities to support learning through all life stages	Number of Community Groups	0	0	0	0	61	0	0	0	0	0	0	0	0	0	0	61
		Number of Community Groups with confident skilled and active members	0	0	0	0	61	0	0	0	0	0	0	0	0	0	0	61
		Number of Community Groups delivering services	0	0	0	0	61	0	0	0	0	0	0	0	0	0	0	61
		Number of Community Groups delivering Learning	0	0	0	0	61	0	0	0	0	0	0	0	0	0	0	61
		Number of Community Groups supporting Health & Wellbeing	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	6
		Number of Community Groups supporting Family Outcomes	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	5
	Partners will increase the capacity of organisations and community groups to provide opportunities to mitigate welfare reform and develop digital inclusion	Number of Community Groups supporting Digital Inclusion and/or mitigating Welfare Reform	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Partners will support more community groups to have active and influential roles in their local and wider communities (with a specific focus on developing the participation processes of the Community Empowerment Bill)	Number of Community Groups with active and influential roles	0	0	0	0	13	0	0	0	0	0	0	0	0	0	0	13
		?																0

	All Learning Communities have an increased awareness of the resources and opportunities provided by local partners														
	Effective networks will support referral of targeted groups to CLD LC opportunities and community groups	Number of productive networks	0	0	0	0	1	0	0	0	0	0	0	0	1

What is the need for CLD in Tweeddale?

Learners tell us:

Summary

What's good about the community you live in?

- It's a good community not just a place but a community.
- I feel safe here
- The daytime English (ESOL) class is good for me. I can't go to evening classes because I work.
- We've got everything we need here...great sporting facilities and Eastgate Theatre for arts and films
- People are really friendly here

What would you change about it?

- YP in Peebles need somewhere to go. There's nothing here.
- Better transportThe bus fares to Gala and Edinburgh and Peebles are too expensive for me.
- Physical access to public areas not always good in Peebles.
- In school I don't learn the things I learn here like practical skills – gardening. I've learnt maths in this garden, angles and measuring. I would like to do more learning like this.
- No adult exercise classes in Innerleithen.....you have to travel to Gala or Peebles.
- No private nursery in Innerleithen for working mums, only child minders.
- Lack of good public internet access. Barrier going to the library and the computers are very slow
- Have to go to Gala for subway and McDonalds and the cinema
- We desperately need a men's sheds group in Peebles (spoken by a woman)

Learning Providers tell us:

Summary

- Some YP are not work fit. They lack basic employability skills, form filling, interview preparation.....
- Some YP lack motivation to commit.
- We need a volunteer register.
- For some YP" it's not cool to achieve".
- There is a concern for some YP living in this community who are not claiming benefits but who are struggling and are unable to either gain or sustain employment and therefore may be 'lost' in the system .
- There may also be some YP claiming ESA and we don't have the figures for this.
- One of our largest difficulties is the recruitment of older members (to the youth club)...young, isolated people that have left school and lack social contact with their peer group. In terms of YP not in positive destinations we know some of these young people have slipped through the net and are drifting.
- Lack of regular, affordable transport is also a big issue and we are concerned about the difficulty young people from small rural communities in Tweeddale face in accessing youth services
- Gaps for additional literacy/numeracy classes for adults with learning disabilities.
- Lack of further education opportunities locally for adults with learning disabilities.
- There is a concern about isolation particularly in older people
- There are underlying 'general' mental health issues with some learners (all ages). Hidden issues such as low self-esteem, lack of confidence or anxiety and depression which if not addressed with may lead to destructive behaviours.

- Further data as well as a health professional to be part of the partnership meetings needed to gain a better understanding of mental health issues in the community.
- We need to develop confidence in all children and YP.
- By addressing life skills as a priority it may impact on overall mental health of YP and adults alike.
- Increasing employability skills may have a positive impact on mental health issues of YP and adults.
- As we have substantially lower numbers of people in this community who are in the most deprived data zones, the challenge is to ensure that we maintain sufficient levels of resource to support a greater universal need.
- The challenge is to build the capacity of the community so that through early intervention and prevention inequalities can be addressed and the standards for all can be raised and maintained

Tweeddale Learning Community Priorities

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

1. Life Skills

Issues/actions:

- Commitment and Responsibility (particularly YP linked to sustained and positive destinations)
- Employability skills (all ages),
- Aspirations, confidence and self-esteem (all ages)
- IT skills (particularly older people)

2. Resources

Issues/actions:

- Audit of transport (to address problems of isolation)
- Directory of buildings and available space to deliver learning programmes
- People ; directory of volunteers - making the process of matching need to volunteers (& vice versa) happen at a local level.

These link to CLD Key Objectives:

- **1.Reduce inequalities and improve the wellbeing of Borders Communities through early intervention and prevention approaches in employment and Income**
- **2.Build the capacity and resilience of our 9 Learning Communities and the voluntary sector**

Tweeddale Learning Community Action Plan Summary 2015-2018

Link to Corporate Priority No. or CPP Priority	What do we want to achieve? (CLD Objectives and short term outcomes)							
CP2 SOA2	Key Objective 1: Reduce inequalities and improve the wellbeing of Borders Communities through early intervention and prevention approaches.							
Reducing Inequalities Strand	EMPLOYMENT and INCOME							
CLDS & CLD partners Business plans	CLD short term outcomes <ul style="list-style-type: none"> People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work More people will engage in volunteering opportunities (with a specific focus on young people) 							
High Level Generic Key Performance Indicators								
Tbc								
			By whom?			By when?		
Action	How we will achieve our objective? (Action Plan)	KPI ref	Owner	Partners involved in delivery	Resources	15/16	16/17	17/18
1	Shared approach to enhance positive destinations for YP by maximising employability potential through joint planning and delivery of SQA Employability modules to targeted S4 PHS. Local employers to contribute to programme at all stages.		CLDS PHS	PHS, Peebles CAN major local employers		X		
2	Introduction of Opportunities for All forum , termly meetings to compliment Transition meetings Strengthen Activity Agreement processes through enhanced partnership working		Emma Fairley and PHS Emma Fairley	CLDS/PHS/SDS/ local partners relevant to pre/post school destinations PHS/SDS/Opportunities for All team				

Reducing Inequalities Strand		Health and Wellbeing						
CLDS & CLD partners Business plans		CLD short term outcomes <ul style="list-style-type: none"> • Individuals and groups will have the capacity and capability to take responsibility for their own health and well-being • Community-led health and peer support approaches will be developed to increase the availability of informal social support networks in communities (with a specific focus on older people) 						
High Level Generic Key Performance Indicators								
Tbc								
			By whom?			By when?		
Action No	How we will achieve our objective? (Action Plan)	KPI ref	Owner	Partners involved in delivery	Resources	15/16	16/17	17/18
1	Increase health and wellbeing among older learners by providing a Friday Drop-in PCC. Walking football, curling, bowling, snooker, chess and board games as well as socialising will enhance physical and mental health and reduce feelings of isolation.		CLDs Graham Easton	TYA/Peebles CAN/SBC CCB team, CAB		x	x	x
2	Provide an intergenerational IT drop facility at PCC. To increase IT skills particularly for older learners with support of YP from PHS and TYA working as volunteers. It will offer an opportunity for socialising and peer support. Soup lunch provided by TYA volunteers		CLD s Margaret Smail	Peebles Community Centre/SBC CCB team/PHS		x		

Reducing Inequalities Strand		SKILLS and ATTAINMENT						
CLDS & CLD partners Business plans		CLD short term outcomes <ul style="list-style-type: none"> Partners will increase their commitment to promote and deliver more opportunities to support targeted young people (especially Looked After Children and vulnerable young people) into positive destinations More Looked after Children and young people from areas of deprivation will be supported through positive transitions at all stages of their learning Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations 						
High Level Generic Key Performance Indicators								
			By whom?			By when?		
Action No	How we will achieve our objective? (Action Plan)	KPI ref	Owner	Partners involved in delivery	Resources	15/16	16/17	17/18
1	Peebles Mural Community Involvement Programme - Partnership learning programme to develop sense of responsibility and ownership amongst participants. Activities designed to enhance life skills particularly to support key stages of transition by emphasising the importance of commitment by self and to group. Ensure at both planning and evaluation stages that the importance of commitment is highlighted and tracked. Identify projects that have been successful in engaging YP and share good practice around commitment and responsibility.		Museum Service/TYA	Museum Service - Rosemary Hannay Artist -Michael Jessing TYA- YP and community volunteers VOMO		x		
2	Identify what programmes are being delivered locally to support confidence building amongst learners of all ages Develop and deliver in partnership a programme		CLDS Margaret Smail	CLDs , TYA, Peebles CAN			x	

	which aims at raising aspirations and confidence amongst the unemployed and underemployed of all ages.							
Link to Corporate Priority No. or CPP Priority	What do we want to achieve? (CLD Objectives and short term outcomes)							
CP4	CLD Key Objective 2: Build the capacity and resilience of Tweeddale Learning Community and the voluntary sector							
Reducing Inequalities Strands	EMPLOYMENT & INCOME, HEALTH & WELLBEING, KEEPING PEOPLE SAFE, SKILLS & ATTAINMENT, HOUSING							
CLDS & Partners Business Plans	CLD short term outcomes <ul style="list-style-type: none"> Partners will increase the capacity of organisations and community groups to support more volunteering opportunities Partners will increase the capacity of organisations and community groups to provide opportunities to support learning through all life stages Partners will increase the capacity of organisations and community groups to provide opportunities to mitigate welfare reform and develop digital inclusion Partners will support more community groups to have active and influential roles in their local and wider communities (with a specific focus on developing the participation processes of the Community Empowerment Bill) All Learning Communities have an increased awareness of the resources and opportunities provided by local partner Effective networks will support referral of targeted groups to CLD LC opportunities and community groups 							
High Level Generic Key Performance Indicators								
Tbc								
			By whom?			By when?		
Action	How we will achieve our objective? (Action Plan)	KPI	Owner	Partners involved in	Resour	15/16	17/18	18/19

No		ref		delivery	ces			
1	Increased understanding of unmet transport needs in Tweeddale Develop local partnership solutions		Graham Lumb The Bridge	Joe Fernand Newlands Centre, Mark Broomlee Centre, Ross McGinn Innerleithen Community Trust and A.N Other from Walkerburn tbc		baseline	x	x
2	Increased/more effective awareness in Tweeddale of available spaces that can be used to deliver learning opportunities by creating a directory which will provide details of buildings and facilities Create a diary of events		Graham Lumb /A.N. Other tbc	To identify student/volunteer to undertake mapping exercise initially		baseline	x	x
3	Increase volunteering by creating local list of volunteers linked to local opportunities.		Graham Lumb The Bridge	tbc		baseline	x	X

Link to Corporate Priority No. or CPP Priority		What do we want to achieve? (CLD Objectives and short term outcomes)						
CP 8		CLD Key Objective 3: Improve partnership working						
CLDS & CLD partners Business plans		CLD Short Term Outcomes <ul style="list-style-type: none"> • Learning Community CLD plan evidences impact of achievement of the CLD Key Objectives and uses evidenced based evaluation to support improvements for the Learning Community • More partners confident in use of frameworks and tools that support implementation of CLD Strategic Guidance through joint planning and self-evaluation 						
High Level Generic Key Performance Indicators								
			By whom?			By when?		
Action No	How we will achieve our objective? (Action Plan)	KPI ref	Owner	Partners involved in delivery	Resources	15/16	16/17	17/18
1	Shared LCP calendar to document planned CLD activity and increase opportunities for shared planning and delivery		Joe Fernand/Margaret Smail	All LCP		X	x	x
2	Increase number of partners confident to use outcome focused planning and evaluation (CLD Innovation Fund Project (march 2015))		BTSI Kai Peacock	CLDS/Youth Borders		baseline	x	x
3	Increase and improve regular & active participation of partners in LC CLD planning and monitoring meetings		CLDS/Margaret Smail	Tweeddale Learning Community Partnership (TLCP)		baseline	x	x
4	Increase partners knowledge and understanding of delivery and impacts of community learning through practice sharing, networking and data sharing		CLDS Margaret Smail			baseline		

5	Increase number of partners engaging in annual self-evaluation and improvement planning		CLDS Margaret Smail			baseline	x	x
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Gaps: What are the priorities for CLD that will not be met by this plan as it exists at this time?

Gap	Rationale for not addressing in plan
Learning programmes for people with learning disabilities	This needs further consultation with key agencies. A strategic approach needed
Mental Health Issues	<p>Partnership felt that by addressing life skills at local level it would impact on overall mental health of YP and adults in the community.</p> <p>Further data on health needed to gain a better understanding of issues as well representation from NHS at partnership meetings.</p> <p>Mental Health Training to be delivered across partnerships to support partners to gain knowledge and a better understanding of issues.</p>

Consultation: *who has been consulted and how*

Who was consulted	How many people were involved	Main issues raised	Equalities Impact Assessment: protected characteristic where known?
ESOL Conversation Class	4	<p>Transport- can't get to classes in Gala because buses are too expensive.</p> <p>Not enough for YP to do. They just hang about the streets at night.</p>	ESOL Learners all ages (non native English speakers) all women
YP, workers and volunteers in CLD/Peebles CAN/PHS garden project	27	<p>Not enough places where you can get help with practical and useful skills for life.</p> <p>Transport- Have to rely on busses to get to Gala, Edinburgh or Peebles.</p> <p>Impossible to get about if you live in West Linton, Romanno, Blyth</p>	<p>YP aged 12-16 including YP with additional needs</p> <p>Volunteers 18-25 years</p> <p>Volunteer with learning disabilities from learning disability team , Victoria Park Day Centre</p> <p>Male and female</p>

		<p>Bridge.</p> <p>Need skate park (we were promised one !)</p> <p>Access to homes and other places not easy if you are in a wheelchair</p>	
<p>TYA Innerleithen Youth Club Thursday Drop in</p>	6	<p>Lack of sporting activities for YP in Innerleithen.</p> <p>No football or keep fit classes that are suitable.</p> <p>No skate park.</p> <p>Have to go by bus to Peebles or Gala.</p>	<p>YP 12-16 years -male and female</p>
<p>Open Doors IT Drop in PCC</p>	4	<p>Lack of Information on what is on and where to find it</p> <p>Lack of public IT access</p> <p>Accessibility to public places not good in Peebles</p> <p>No evening</p>	<p>Learners of all ages- male and female</p>

		Adult Learning classes locally. Have to travel to Edinburgh or Gala	
Friday Drop in PCC	15	Lack of things to do for YP Isolation unless you have a car and can get out you can feel very lonely	Over 50 -male and female
		Access to information on what's going on locally and when	
		Volunteer register – a lot of older people with skills that could be used to support community activities Health and Safety regulations are stopping things from happening. Over regulation	

		<p>Long term mental health issues of old and young</p> <p>Cost of hiring local facilities</p>	
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(EIA: The groups listed relate to the new statutory requirements of the legislation i.e. the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation, together with equality and diversity themes particularly relevant to The Scottish Borders - health, human rights, rurality and deprivation.

Improvement planning:

Progress on plans will be reported regularly to the Partnership using the logic model format.

The partnership will carry out an annual self-evaluation to see how the plan is working and what needs to happen next.

CLD partners who have contributed to this Plan:

Borders College Veronica Blackwood

Borders Sport & Leisure Trust Fraser Calderwood

Borders Sport & Leisure Trust Lee McCudden

The Bridge Graham Lumb

Broomlee Outdoor Centre Mark Campbell

CLD Service Oonagh McGarry

CLD Service Emma Fairley

CLD Service Graham Easton

CLD Service Margaret Smail

Eastgate Theatre Mandy Durkin

Innerleithen Community Trust Ross McGinn

Interest Link Borders Mary Mouat

Kingsmeadows Social Enterprise Heather Gordon

LGBT Youth Scotland Hope Robertson

Newlands Community Development Trust Joe Fernand

Peebles CAB John Montgomery

Peebles CAB Karen Meldrum

Peebles CAN Gary White

Peebles CAN Ian Carr

Peebles High School Campbell Wilson

Peebles House Management Committee Sarah Duncan

Peeblesshire Youth Trust Paul Dickson

Peeblesshire Youth Trust Shona Haslam

Police Scotland Shona Furness

SBC Libraries Alison Tait

SBC Art Development Olivia Roper

SBC Early Years Programme Manager Anne Scott

SBC Social Work Support Heather Neilson

SBC Learning Disability Team Local Area Coordinator Mary Sharrat

SBC Learning Disability Team Local Citizens Panels Jenny Gillies

SBC Museums and Gallery Service Rosemary Hannay

SBC Museum and Gallery Service Chris Sawers

SBHA Nichola McIlwraith

St Ronan's House Management Committee Fiona Dixon

St Ronan's Primary School Keith Bellville (PS rep on TLCP)

Tweeddale Area Museums Rosemary Hannay

Tweeddale Youth Action Dave Hodson

Youth Borders Bridie Ashrowan, Kai Peacock

For more information about this plan contact: Margaret Smail
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For more information about the CLD Strategy contact:

Oonagh McGarry CLD Team Leader (adult)

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APPENDICES:

Full Learning Provider Questionnaires:



Copy of
LearnerProvidersheet