

# community learning and development

STRATEGIC DELIVERY PLAN 2015-18

PEOPLE



# CONTENTS

## COMMUNITY LEARNING AND DEVELOPMENT

1. DELIVERING THE PLAN	3
2. BUILDING CAPACITY: NEXT STEPS	5
3. STRATEGIC ACTION PLAN	6
4. GLOSSARY	32
5. APPENDICES	34

# COMMUNITY LEARNING AND DEVELOPMENT STRATEGIC DELIVERY PLAN 2015-18

## 1. DELIVERING THE PLAN

For the purposes of this Plan, we use the definition of learning community to mean a High School catchment area. In each learning community the local CLD Partnership is coordinated by an SBC CLDS Worker.

Based on the community profile, the agreed priorities and the resources available to them, the local partnerships have identified gaps and agreed new or enhanced partnership actions to address some of these gaps.

### **The main themes that will be addressed by new partnership CLD activity are:**

- Increasing employability, particularly for young people and sustaining positive destinations after leaving school
- Increasing volunteering opportunities, particularly to develop employability
- Promotion of and support for emotional health and wellbeing
- Supporting consultation around transport in rural areas
- Improved information sharing to support partnership working
- Strengthened/enhanced partnerships to support key Reducing Inequalities themes eg Opportunities for All Partnerships in each High School linked clearly to Senior Phase planning

These partnership actions are summarised in the action plan that follows. An Owner (lead agency) has been identified for each action in the plan. A project plan detailing outcomes, SMART targets and performance indicators has been created for each action. CLD Learning Community Plans are available on the SBC website.

## RESOURCING THE PLAN

The Plan will be delivered using existing resources across the partnership members. This will fluctuate as the level of partnership engagement varies across the local plans and throughout the life of the Strategic Plan. Scottish Borders Council's CLD service staff capacity to support the plan is contained within the agreed annual CLDs budget for the service:

<b>2015/16 Budget</b>	£1,119,000
<b>2016/17 Budget</b>	£1,087,000
<b>2017/18 Budget</b>	to be finalised

## MONITORING AND EVALUATION

The ultimate success of the CLD Strategic Plan will be the delivery of learning opportunities that make a real difference to learners' lives. Key success measures will be:

**Participation:** increase the number of people involved in community based learning; a particular focus on vulnerable and disengaged learners; removing barriers of transport, childcare, cost and accessibility.

**Achievement through learning:** experience of success in learning; development of confidence and self esteem; achievement of recognised awards.

**Progression as a result of learning:** running a group, delivering services in a local community; further learning, volunteering or employment.

A project planning approach has been used to plan actions and each Learning Community Partnership will undertake quarterly monitoring of their local actions which will include reporting on Key Performance Indicators.

The Quality Improvement Framework suite "How Good is Our" (School, Community Learning and Development, Culture and Sport, Third Sector Organisation) will underpin the annual quality improvement process.

A multi-agency review team will undertake peer review in two Learning Communities each year. This approach has already been piloted in the Hawick Learning Community.

## BUILDING CAPACITY: THE CLD STRATEGIC PARTNERSHIP'S NEXT STEPS

### “ADEQUATE AND EFFICIENT” CLD PROVISION

The CLD Strategic Guidance requires the Local authority, CLD partners and communities to develop a shared understanding of what constitutes “adequate and efficient” CLD provision for Scottish Borders.

**The CLD Strategic Partnership has raised the following issues that require further action during the lifetime of the Plan:**

LEARNING COMMUNITY	PERCEIVED GAP	WHAT ACTION IS ALREADY BEING TAKEN	FURTHER ACTION REQUIRED BY CLD STRATEGIC PARTNERSHIP
Borderwide	<b>Improve partnership working:</b> Increase contribution of key CLD learning providers to ongoing CLD planning in learning communities	Actions to improve partnership working are included as cross cutting actions and in local CLD Plans	Support required from CPP to improve engagement with key CLD partners
	<b>Improve engagement and consultation</b> with learners and community groups	Ongoing action in local CLD Plans and at Strategic level	Monitor
	<b>Future proofing:</b> response to emerging strategic priorities	Local partnership model has the capacity to support emerging priorities through local actions	Regular review of SB Strategic Assessment and Reducing Inequalities profile: identify emerging priorities, CLD actions and resources required in response
	<b>Management Information:</b> develop proportionate partnership MIS	Limited paper-based MIS in place	Support required from CPP to make best use of partners' existing expertise and MIS

We have asked CLD partners in each Learning Community to map current CLD activity, assess the need for CLD and identify new/enhanced partnership actions. We have asked CLD partners, learner and community groups what they perceive as remaining gaps in CLD provision. Details in Learning Community Plans and summary at Appendix 7.

**The action plan that follows summarises the actions identified in each Learning Community. The Plan is organised under the three CLD Strategic objectives. Each section begins with a summary of key policy areas, CLD short term outcomes agreed by the CLD Strategic Partnership and key performance indicators.**

## CLD STRATEGIC ACTION PLAN 2015-18:

### Summary of new and/or enhanced partnership CLD activity

LINK TO CORPORATE PRIORITY NO. OR CPP PRIORITY	WHAT DO WE WANT TO ACHIEVE? (CLD OBJECTIVES AND SHORT TERM OUTCOMES)
CP2 SOA2	<b>Key Objective 1: Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches.</b>
Reducing Inequalities Strand	1.1 Reduce inequalities in <b>EMPLOYMENT and INCOME</b> in 9 Learning Communities:  <b>KEY POLICY AREAS</b> Youth Employment Welfare Reform Tackling Poverty and Financial Inclusion Strategy Economic Strategy
CLDS & CLD partners Business plans	<b>CLD Short Term Outcomes</b> <ul style="list-style-type: none"> <li>• People in the learning community will increase their employability through improving their skills, knowledge and confidence for life, learning and work</li> <li>• Young people will have increased awareness of their employability and use it to progress to further learning, training, volunteering or work</li> <li>• More people will engage in volunteering opportunities (with a specific focus on young people)</li> </ul>
<b>HIGH LEVEL GENERIC KEY PERFORMANCE INDICATORS</b>	
<b>SOA measures:</b> % of people aged 16-64 yrs in employment Reduction in gap between most employment deprived and least employment deprived communities. Current gap 19.6% Gross Weekly Earnings (residents and workplace) Reduction in gap between most income deprived and least income deprived communities. Current gap 25.1% % of children in poverty: reduction in gap between most income deprived and least income deprived communities. Current gap 33.7% % of people aged 16-64 years claiming out of work benefits (eg Incapacity Benefits but not including Job Seekers Allowance) % of people aged 16-64 yrs claiming Job Seekers Allowance because they are out of work % of young people aged 18-24 yrs years claiming Job Seekers Allowance because they are out of work	

<b>CLD Intermediate outcome measures: This is the range of measures that partners will use for projects delivering outcomes linked to reducing inequalities in employment and income: each project should have at least one participation, achievement and progression measure</b>								
1.1.1 Participation: Number of participants in opportunities to improve employability and/or financial capability								
1.1.2 Achievement: Number of participants reporting increased employability								
1.1.3 Achievement: number of participants reporting increased financial capability								
1.1.4 Achievement: Number of participants gaining accreditation and/or nationally recognised awards								
1.1.5 Progression: Number of participants progressing into/through work								
1.1.6 Progression: Number of participants progressing into further learning/training (young people and others)								
1.1.7 Progression: Number of participants progressing to volunteering (young people and others)								
			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
Cross cutting	Establish/strengthen multi-agency Opportunities For All Group with clear links to senior phase planning group	1.1.1 1.1.2 1.1.5 1.1.6 1.1.7	Opportunities For All Coordinator	CLDS, High Schools,		x		
Cross cutting	Strengthen Activity Agreement processes through enhanced partnership working (Pre/post) school	1.1.1 1.1.2 1.1.5 1.1.6 1.1.7	Opportunities for All Coordinator	SDS, High Schools		x	x	x
Berwickshire	Increase the opportunities in Employment & Volunteering for young people, by working in partnership with the Borders Strategic Transport Board to address the barriers around accessibility and connectivity of local public transport.	1.1.7 2.1	Connect BYP	Berwickshire LCP (BHS, CLDS and Connect BYP)	CLDS staff, mileage, admin.			x

Earlston	Partnership SQA Award programme for vulnerable S4s	1.1.1 1.1.2 1.1.3 1.1.4 1.1.5 1.1.6 1.1.7	EHS	EHS, CLDS, SBHA, Police Scotland, SDS		x		
Galashiels	Increase the number of adults 18-64yrs with outcomes of increased employability by removing barriers to Adult Learning and provide flexible opportunities for the hard to reach (Target datazones in deciles 1-3 for employment)	1.1.1 1.1.2 1.1.4 1.1.5	CLDS	CLDS/ LRA/JCP/ /CAB		baseline	x	x
Galashiels	Increase the number of young people (S3-S6) with outcomes of increased employability through early intervention, vocational training and youth work approaches to remove barriers to learning (Target population in datazones with deciles 1-3)	1.1.1 1.1.2 1.1.4 1.1.5	CLDS, ESS	CLDS/ LRA/JCP/ /CAB		baseline	x	x
Galashiels	Increase the number of young people with outcomes of improved employability through arts and cultural Development (VOMO)	1.1.1 1.1.2 1.1.4 1.1.5	VOMO	VOMO/Arts Development		x 1yr project		
Galashiels	Increase the number of young people involved in volunteering in the learning community (Target S1 to age 24yrs) through awareness raising and youth work approaches with Galashiels Academy, Youth Borders and Resilient Communities	1.1.7 2.1	CLD Partnership	VC Borders/ CLDS/ GA/ SBSEC/Youth Borders VAF bid		baseline		
Galashiels	Increase membership and develop remit of Local Employability Forum and Borders Supported Employment Forum to support better sustained transitions and progression through the employability pipeline and outcomes of this plan	1.1.1 1.1.2 1.1.4 1.1.5	Opportunities for All Coordinator/ Momentum	Employability Training Providers/ CLDS/ SDS		baseline	x	x



Hawick	Options and Choices for young women (16+) – delivery in Burnfoot - employability skills	1.1.1 1.1.2 1.1.4 1.1.5	CLDS	Borders College, SDS plus		x	x	x
Hawick	Employability work at Wilton Centre - mock interviews, cv building, skills and experiences - extend into activity based learning in the community	1.1.1 1.1.2 1.1.5	CLDS	Wilton Centre		x		
Hawick	Borders Textile Group – promote career opportunities in the knitwear industry	1.1.2 1.1.5 1.1.6	HHS	Hawick Knitwear, Johnston’s of Elgin		x		
Hawick	Bustin’ Beatz (School Radio Station) – enhance partnership working to attract and train new group members and to increase access to resources.	1.1.1 1.1.7	CLDS	Hawick High School		x		
Jedburgh	Increase the number of young people (S3-S6) with outcomes of increased employability through early intervention and youth work approaches to remove barriers to learning	1.1.1 1.1.2 1.1.5	JGS/CLDS	CLD/JGS/SDS/ Borders College		Baseline	x	x
Jedburgh	Increase the number of young people involved in volunteering in the learning community (Target age 12 to age 24yrs) through youth work approaches with Jedburgh Grammar School	1.1.7 2.1	CLDS	CLD/JGS/Older People’s Community Capacity Building Project/VCB		Baseline	x	x
Jedburgh	Increase young people’s aged 12 – 25yrs knowledge and understanding of employment opportunities both locally and nationally.	1.1.1 1.1.2	Opportunities For All Coordinator/ JGS	CLD/JGS/SDS/ Borders College		Baseline	x	x
Kelso	Development of upper BGE and senior phase opportunities with an employability focus	1.1.1 1.1.2 1.1.4 1.1.5 1.1.6 1.1.7	KHS	KHS/ CLDS / ESS		Baseline	x	x

Kelso	Increase the number of young people involved in volunteering in the learning community (Target S3 to age 24yrs) through youth work approaches	1.1.7 2.1	CLDS	CLDS/ KHS/ Older People's Community Capacity Building Project/ VC B/ Resilient Communities/ Cheviot Youth/JCP		x	x	x
Peebles	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.	1.1.1 1.1.2 1.1.4 1.1.5 1.1.6 1.1.7	CLDS/ PHS	PHS, Peebles CAN major local employers		x		
Selkirk	Shared approach by primary schools, SHS and community services to help prepare young people for their transition to employment	1.1..1 1.1.2 1.1.4 1.1.5	Schools/ CLDS	Primary and secondary school, SDS, CLDS, Rowlands		Baseline	x	x
Selkirk	Deliver Introduction to IT courses at Philiphaugh and Selkirk Library with a particular focus on engaging older, working age men living in the community	1.1.1 1.1.2 1.1.5 1.5.3 1.5.5	CLDS/ Libraries	CLDS & Libraries	Digital Inclusion funding for CLDS	x		

LINK TO CORPORATE PRIORITY NO. OR CPP PRIORITY	WHAT DO WE WANT TO ACHIEVE? (CLD OBJECTIVES AND SHORT TERM OUTCOMES)
CP2 SOA2	<b>Key Objective 1: Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches.</b>
Reducing Inequalities Strand	<p>1.2 Reduce inequalities in <b>HEALTH</b> and <b>WELLBEING</b> in 9 Learning Communities</p> <p><b>KEY POLICY AREAS</b>            GIRFEC            Children and Young People’s Plan            Health Improvement            Early Years Strategy            Health and Social Care Integration            Alcohol and Drug Partnership            Sport and Physical Activity</p>
CLDS & CLD partners Business plans	<p><b>CLD Short Term Outcomes</b></p> <ul style="list-style-type: none"> <li>• Individuals and groups will have the capacity and capability to take action to improve their own health and well-being</li> <li>• Community-led health and peer support approaches will be developed to increase the availability of informal social support networks in communities (with a specific focus on older people)</li> </ul>
HIGH LEVEL GENERIC KEY PERFORMANCE INDICATORS	
<p><b>SOA measures:</b>            Smoking during pregnancy at booking: reduction in gap between most and least health deprived communities: current gap 32%            Newborns exclusively breastfed 6-8weeks: reduction in gap between most and least health deprived communities: current gap 45.3%            % First time mothers under 19: reduction in gap between most and least health deprived communities: current gap 35.2%            % children with a healthy P1 weight Life expectancy males and females            Emergency admissions to hospital (both sexes, all ages) rate/1,000 People claiming gateway health related benefits, rate/1,000</p> <p><b>Early Years Collaborative stretch aims:</b>            % of children within the catchment area of each Early Years Centre reaching their expected developmental milestones at the time of the 27- 30 month health review 2 years after the opening of each centre            % of children who will reach their expected developmental milestones at the time the child starts P1 by 2017            % of all children who will reach their developmental milestones and learning outcomes by end of P4 by 2020</p>	

**CLD Intermediate outcome measures: This is the range of measures that partners will use for projects delivering outcomes linked to reducing inequalities in health & wellbeing: each project should have at least one participation, achievement and progression measure.**

1.2.1 Participation: Number of participants in opportunities to improve their health & wellbeing

1.2.2 Achievement: Number of participants reporting achievement of health and wellbeing outcomes

1.2.3 Progression: Number of participants making a lifestyle change

1.2.4 Progression: Number of participants volunteering in community led health and peer support groups and networks (older people and others)

1.2.5 Progression (capacity building) : Number of community led health and peer support groups and networks supporting Health and Wellbeing outcomes (older people and others)

			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
Cross cutting	Promotion of emotional health and well being in each Learning Community	1.2.1 1.2.2 1.2.3 1.2.4 1.2.5	Health Improvement: Allyson McCollum	CLD partners		x	x	x
Cross cutting	Promote emotional health and wellbeing through awareness raising and by building capacity to connect people to sources of support and opportunities within the community that enhance emotional health and wellbeing.	1.2.1 1.2.2 1.2.3 1.2.4 1.2.5	Health Improvement: Allyson McCollum	CLD partners		x	x	x
Cross cutting	Development of a Health Inequalities Action Plan for Scottish Borders for 2015 – 18 and actively engage with partners and communities to develop and implement this plan.	1.2.1 1.2.2 1.2.3 1.2.4 1.2.5	Health Improvement			x		
Berwickshire	Increase opportunities for 10-14 year olds to build resilience, confidence and self-esteem by developing and delivering a new Health & Wellbeing programme with Partners in the local Primary Schools and High School.	1.2.1 1.2.2 1.2.3 1.3.1	CLDS	Connect BYP, Berwickshire High School, BSLT CLDS, Primary Schools.	CLD staff, mileage, admin.	Pilot	x	evaluation

Eyemouth	Communicate a Universal model of emotional health and wellbeing support for pre-16 yr olds	1.2.1 1.2.2 1.2.3	CLDS / EyHS	EyHS, EyPS, BSLT, Connect BYP, JHIT			x	x
Eyemouth	Establish a robust network of support for organisations, groups and services who support emotional health and wellbeing with pre 16 yr olds	1.2.1 1.2.2 1.2.3	CLDS / EyHS	As above		Baseline	x	x
Eyemouth	Baseline current good practice for signposting pre-16yr olds to support for emotional health and wellbeing with a view to developing consistent approaches in the LC	1.2.1 1.2.2 1.2.3	CLDS / EyHS	As above		Baseline	x	x
Eyemouth	Baseline current good practice for Nurturing positive emotional health and wellbeing in pre-16s with a view to developing consistent approaches	1.2.1 1.2.2 1.2.3	CLDS / EyHS	As above		Baseline	x	x
Galashiels	Promote and support positive approaches to emotional health and wellbeing through learning, literacy and community-led peer support interventions that reach the hard to reach (Target population in deciles1-3)*	1.2.1 1.2.2 1.2.3 1.2.4 1.2.5	CLDS/ Penumbra	CLDS/HLN/ EYCentre/ Schools/ New Horizons/ Penumbra SAMH/ BCV		Baseline + research	x	x
Galashiels	Develop and implement a Langlee Food Plan	1.2.1 1.2.2 1.2.3 1.2.4 1.2.5	HLN	HLN/ Health Action Group/LRA		baseline	x	x
Hawick	Mentally Flourishing Schools	1.2.1 1.2.2 1.2.3	Health Visitor	HHS, CLDS		x	x	
Hawick	Post Natal Depression Project	1.2.1 1.2.2 1.2.3	Health Visitors	CLD Partners		x		
Hawick	Family Fun with Food	1.2.1 1.2.2 1.2.3	HLN	CLDS, Burnfoot Community School		x		

Hawick	Borders Baby Massage - To promote attachment, increase social interaction and support new mums	1.2.1 1.2.2	HLN	OTB, Early Years Team, CLDS		x		
Hawick	Seasons for Growth - To improve and increase emotional resilience and self-esteem	1.2.1 1.2.2 1.2.3	HLN	Schools, NHS		x		
Hawick	Leisure Services & Young People	1.2.1 1.2.2 1.2.3	Home School Link Worker CLDS	Police, BSLT, CLDS		x		
Jedburgh	Increase the number of parents and children with the knowledge and confidence to make healthier life choices through learning.	1.2.1 1.2.2 1.2.3	CLDS	Schools/CLDS		Baseline	x	x
Jedburgh	Increase young people's resilience and active participation in the community (Mentors in Violence Prevention programme)	1.2.1 1.2.2 1.2.3 1.2.4	JGS/CLDS			Baseline /Development	Implementation	x
Jedburgh	Decrease the number of older adults reporting to GP's/A&E as a result of an emergency admission.	1.2.1 1.2.2 1.2.3	BSLT/NHS Borders			Baseline	x	x
Kelso	Reduce the % of YP self-reporting poor emotional wellbeing (non-prescribed) through learning, development and community-led peer support interventions	1.2.1 1.2.2 1.2.3 1.2.4 1.2.5	CYPSS	CLDS/ CYPSS/ Schools/ CMHWs/ EPS/ Penumbra		Baseline + research	x	x
Kelso	Development of a cohesive PSE curriculum in schools which promotes emotional wellbeing and resilience	1.2.1 1.2.2 1.2.3	CLDS / KHS	KHS/ Primaries/ CLDS/ Penumbra/ EPS		Baseline + research	x	
Kelso	Increase the capacity, through training, of frontline school and youth work staff to support YP with poor emotional health	1.2.1 1.2.2 1.2.3 3.4	CYPSS	CLDS/ CYPSS/ Schools/ CMHWs/ EPS/ Penumbra		x		

Kelso	Consult older community members on their learning/ development/ support needs (particular focus on rural communities)	1.2.1 1.2.2 1.2.3 1.2.4 1.2.5	Older People's Community Capacity Building Project	Older People's Community Capacity Building Project/ CLDS/ The Bridge		x		
Peebles	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.	1.2.1 1.2.2	CLDS	TYA/ Peebles CAN/ Older People's Community Capacity Building Project / CAB		x	x	x
Peebles	Provide an intergenerational ICT drop in facility at PCC. To increase ICT 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.	1.2.1 1.2.2 1.5.3 1.5.5 2.1	CLDS	PCC / Older People's Community Capacity Building Project /PHS		x		
Selkirk	Increase breastfeeding rates through a supported learning programme	1.2.1 1.2.4 1.2.5	NHS JHIT	Wider NHS Services		x		
Selkirk	Establish a Dad's peer support group at Philiphaugh Community Centre	1.2.1 1.2.2 1.2.4 1.2.5 1.4.4	CLDS	HLN		x		

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CP2 SOA2	<b>Key Objective 1: Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches.</b>
Reducing Inequalities Strand	<p>1.3 Reduce inequalities in <b>KEEPING PEOPLE SAFE</b> in 9 Learning Communities:</p> <p><b>KEY POLICY AREAS</b>            Community Justice Authority Area Plan            Police, Fire and Community Safety Board Plan            Equally Safe            Resilient Communities</p>
CLDS & CLD partners Business plans	<p><b>CLD Short Term Outcomes</b></p> <ul style="list-style-type: none"> <li>• People (especially vulnerable young people) will have increased skills, knowledge and confidence to make positive lifestyle choices for themselves</li> <li>• People in targeted communities will increase participation in Resilient Communities (with a specific focus on young people)</li> </ul>
HIGH LEVEL GENERIC KEY PERFORMANCE INDICATORS	
<p><b>SOA measures:</b>            Selected recorded offences /10,000 population: reduction in gap between most and least deprived communities: current gap 580            Number of active Community Resilience Plans (CRP)            Number of Accidental Dwelling Fires/100,000 population            Number of youth calls            Number of recorded anti social behaviour (ASB) incidents</p> <p><b>CLD Intermediate outcome measures: This is the range of measures that partners will use for projects delivering outcomes linked to reducing inequalities in Keeping People Safe: each project should have at least one participation, achievement and progression measure.</b></p> <p>1.3.1 Participation: Number of participants in opportunities to improve their health &amp; wellbeing (vulnerable young people)            1.3.2 Participation: Number of participants in Resilient Communities Programme ( young people and others)            1.3.3 Achievement: Number of participants reporting achievement of health and wellbeing outcomes (vulnerable young people)            1.3.4 Progression: Number of participants making a positive lifestyle choice to support their health &amp; well being (vulnerable young people)</p>	



			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
Eyemouth	Increase opportunities for pre16 year olds to develop confidence and self-esteem to make informed positive lifestyle choices	1.3.1 1.3.3 1.3.4	EyHS, CLDS	EyHS, EyPS, CLDS, BSLT, Connect BYP, JHIT, Penumbra		Base line	x	x
Galashiels	More young people involved in Resilient Communities initiative at Langlee	1.3.2	LRA/CLDS	CLDS/LRA/GA/VC Borders		baseline	x	x
Galashiels	Develop a strategic approach across CLD partners so that PSE themes in school are echoed across partners' youth work approaches (P7-S6)	1.3.1 1.3.3 1.3.4	EWLCB/ CLD Partnership	TD1/CLDS/Youth Borders/PSE programme		baseline	x	x
Galashiels	Recruit and deploy Alcohol Development Officer (Communities) post to use community engagement and development approaches to: increase local capacity to understand and address alcohol related harm and to increase opportunities for community concerns to be heard	1.3.4 2.6	ADP	HLN/CLDS/HAG	15 month post, approximate start 5/15	x	x	
Hawick	RUTS Programme - Reduce anti-social behaviour/offending, increase confidence and provide new skills.	1.3.1 1.3.3 1.3.4	CLDS/ Police	CLDS, Police		x		
Hawick	Burnfoot Streetwork Project	1.3.1 1.3.3 1.3.4	CLDS	Burnfoot Community Futures, VOMO		x		
Jedburgh	Increase the resilience and confidence levels in young people aged 10 – 25	1.3.1 1.3.3	Cheviot Youth	Primary Schools /JGS/ CLDS/ Cheviot Youth		Baseline	x	x

Kelso	More Young people involved in Resilient Communities initiative in Kelso and surrounding rural communities	1.3.2	Resilient Communities / KHS	Resilient Communities/ CLDS/ KHS/VCB		Kelso	Rural	x
Kelso	Implement Mentors in Violence Prevention Programme in KHS	1.3.1 1.3.3 1.3.4 1.2.2 1.2.4	CLDS / KHS	KHS/ CLDS/ VRU/ VAWP/ BWA/ SBRCC/ Police Scotland		x	x	x
Kelso	Increase capacity, through training, of frontline staff to support families living with DA	1.3.1 1.3.3 1.3.4 3.4	VAWP Coordinator	VAWP/CLDS/ BWA/SBRCC/ Schools		x		
Peebles	Develop and deliver a partnership programme to raise aspirations and confidence amongst the unemployed and underemployed of all ages.	1.3.1 1.3.3	CLDS	CLDS/ TYA/ Peebles CAN			x	
Selkirk	Deliver a Selkirk Resilient Communities project in SHS with senior pupils	1.3.2	CLDS	Community Council, SHS	SBC Resilient Communities support	x		

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CP2 SOA2	<b>Key Objective 1: Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches.</b>
Reducing Inequalities Strand	1.4 Reduce inequalities in <b>ATTAINMENT, ACHIEVEMENT</b> and <b>INCLUSION</b> in 9 Learning Communities  <b>KEY POLICY AREAS</b> Curriculum for Excellence Implementation Raising Attainment for All
CLDS & CLD partners Business plans	<b>CLD Short Term Outcomes</b> <ul style="list-style-type: none"> <li>• Partners will increase their commitment to promote and deliver more opportunities to support targeted young people (especially LAC and vulnerable YP) into positive destinations</li> <li>• More Looked after Children and Young people from areas of deprivation will be supported through positive transitions at all stages of their learning</li> <li>• Families in the most deprived areas will have raised aspirations and ambition to support key transitions and positive destinations</li> </ul>
HIGH LEVEL GENERIC KEY PERFORMANCE INDICATORS	
<p><b>SOA measures:</b>  % of people aged 16-64 yrs with low or no qualifications at SCQF or lower  Positive destinations (6months) of looked after children: reduction in gap between most and least deprived communities: current gap 33.6%  % School leavers going into HE: reduction in gap between most and least deprived communities: current gap 48.6%  % School leavers going into FE: reduction in gap between most and least deprived communities: current gap 29.5%  % S4 pupils with 5 awards at SCQF5 and above: reduction in gap between most and least deprived communities: current gap 29.5%</p> <p><b>CYPPSP:</b> Increase the % of S4 LAC attaining SCQF level 3 or better in English and Mathematics by 3% for session 14/15  Following implementation of senior phase benchmarking tool, identify appropriate measures and establish baseline to inform performance improvement  Following introduction of (Durham) assessment tool establish baseline of attainment in literacy and numeracy in all schools at key (assessment) stages (P1, P4, P7 and S2) to inform future performance improvement  Increase % of young people at end of S4 who achieve 5 or more awards at levels 3, 4 and 5 Increase % of young people at end of S5 who achieve 1, 3 and 5 awards at level 6</p>	

Increase % of young people at end of S6 who achieve 1 award at level 7 and/or 5 awards at level 6  
 Increase in % of the proportion of care leavers receiving aftercare going into positive destinations  
 Increase % of parents/carers participating in CLDS family learning programmes by Sep 2015 from baseline  
 Increase % in achievement of family outcomes by parents/carers participating in CLDS family learning programmes by Sep 2015 from baseline  
 increase % in the number of families using SDS from baseline

**RAfA Stretch aims**

Achievement>Number of P7 secure in Literacy, Numeracy and Health& wellbeing at Level 2 (target 85%)  
 Achievement>Number of S3 secure in Literacy, Numeracy and Health& Wellbeing at Level3 (target 85%)  
 Progression>Number of 16+ YP progressing to positive destinations (increase to target of 95%)

**CLD Intermediate outcome measures: This is the range of measures that partners will use for projects delivering outcomes linked to reducing inequalities in Attainment & Skills: each project should have at least one participation, achievement and progression measure.**

- 1.4.1 Participation: Number of partners providing opportunities for positive destinations for targeted young people
- 1.4.2 Participation: Number of parents/carers participating in family learning opportunities in targeted communities
- 1.4.3 Achievement: Number of learning opportunities providing positive destinations for targeted young people
- 1.4.4 Achievement: Number of parents/carers achieving family outcomes in targeted communities
- 1.4.5 Progression: Number of young people 16+ progressing to positive destinations

			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
Cross cutting	Increase the number of parents of 3-4yrs confident to manage their children's behaviour through Incredible Years 14 week programme ( 8 courses/year)	1.4.2 1.4.4	SBC Early Years Team	CLD partners	IY Course & facilitators	x	x	x
Berwickshire	Increase aspirations and ambitions of families in the most deprived areas by delivering Living with Parents courses in local Primary Schools (start in Greenlaw, Coldstream & Chirnside)	1.4.2 1.4.4	CLDS	Police Scotland, Social Work, CLDS, Connect BYP	CLD staff, mileage, admin.	x	x	x

Berwickshire	Increase the opportunities for positive destinations for young people (Additional Support Needs) aged 16+ by setting up a new Work Experience/Volunteering Project in partnership with the LCP members.	1.4.1 1.4.3 1.4.5	CLDS	Paxton House Trust, BHS, CLDS, Borders College, Disability Team SBC, The Learning Space	CLD staff, mileage, admin.	baseline	Pilot	x
Earlston	Partnership programme to support families in Newtown St Boswells / Earlston	1.4.2 1.4.4	CLDS	Primary School staff	Venue hire cost	x		
Eyemouth	New in-school programme working with 'at risk' young people	1.4.1 1.4.3 1.4.5	Opportunities for All	Opportunities for All, EyHS		x	x	x
Galashiels	Develop and deliver RAfA projects in Galashiels Academy and Langlee Primary to increase positive destinations and literacy skills	RAfA stretch aims 1.4.1 1.4.3 1.4.5	GA LPS	GA/LPS/CLDS		x		
Galashiels	Spread positive improvement actions from RAfA projects to broader range of targeted pupils identified in most deprived deciles	RAfA stretch aims	GA	GA/CLDS			x	x
Galashiels	Develop a strategic approach to involvement of parents across young people's key transitions (Target: Increased number of parents from deciles 1-3 participating in key transition supports/parents opportunities : Flying Start/ Living with Parents/ supported transition programme)	1.4.2 1.4.4	EWLCB	EW LC Board/CLDS		baseline	x	x
Galashiels	Develop and deliver Children & Families Funded project: Increase Family Activities (5-8yrs) and Family Activities for Dads through Children & Families Funded project	1.4.2 1.4.4	EY Centre Project Manager	CLDS/EYCentre/ volunteers/3rd Sector partners		Funding achieved	x	x

Hawick	Positive Women Project S2 pupils	1.4.1 1.4.3	CLDS	HHS, Creative Learning Network, CABN		x		
Hawick	Positive women strategy	1.4.5	CLDS	Young People Evolve, HHS				
Hawick	Primary Futures – Age 6 /7 girls from Burnfoot	1.4.5	CLDS	Burnfoot Community School		x		
Hawick	Raising confidence and career aspirations for girls – including positive female role models – targeted (S2)	1.4.5	CLDS	HHS			x	
Jedburgh	Develop a strategic approach to involvement of parents across young people’s key transitions (social media positive impact)	1.4.2 1.4.4 1.4.5	Parental Involvement Officer	JGS/CLDS YW/CLDS AL/Parents		Baseline	x	x
Peebles	Peebles Mural Community Involvement Programme - Partnership learning programme to enhance life skills particularly to support key stages of transition	1.4.1 1.4.3 1.4.5	Museum Service/ TYA	Museum Service TYA/ VOMO		x		

LINK TO CORPORATE PRIORITY NO. OR CPP PRIORITY	WHAT DO WE WANT TO ACHIEVE? (CLD OBJECTIVES AND SHORT TERM OUTCOMES)
CP2 SOA2	<b>Key Objective 1: Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches.</b>
Reducing Inequalities Strand	1.5 Reduce inequalities in <b>HOUSING</b> and <b>NEIGHBOURHOOD</b> in 9 Learning Communities:  <b>KEY POLICY AREAS</b> Housing and Homelessness
CLDS & CLD partners Business plans	<b>CLD Short Term Outcomes</b> <ul style="list-style-type: none"> <li>• Partners will increase the opportunities for tenancy support</li> <li>• Partners will increase opportunities for improving financial capabilities to maintain tenancies and mitigate Welfare Reform</li> <li>• Partners will increase opportunities for digital inclusion to mitigate welfare reform</li> </ul>
HIGH LEVEL GENERIC KEY PERFORMANCE INDICATORS	
<p><b>SOA measures:</b> Number of people referred to Welfare Benefits Service Citizens Advice Bureau (CAB) Number of live benefit cases Proportion of households in fuel poverty Number of applications under the Homeless Persons legislation</p> <p><b>CLD Intermediate outcome measures: This is the range of measures that partners will use for projects delivering outcomes linked to reducing inequalities in Housing: each project should have at least one participation, achievement and progression measure.</b></p> <p>1.5.1 Participation: Number participants engaged in tenancy support            1.5.2 Participation: Number of participants in learning opportunities to improve financial capabilities            1.5.3 Participation: Number of participants in learning opportunities to develop ICT skills            1.5.4 Achievement: Number of participants increasing financial capabilities            1.5.5 Achievement: Number of participants increasing ICT skills            1.5.6 Progression: Number of participants maintaining tenancies</p>	

			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
Cross cutting	Financial inclusion: delivery of locality based partnership training	1.5.2 1.5.4	WBS/CLDS	Welfare Benefits Service, CABx, SB Customer Services, CLDS, Libraries plus		x		
Galashiels	Increase the number of parents with ICT skills for managing consequences of Universal Credit	1.5.3 1.5.5	CLDS	CLDS/ SBC Welfare Benefits – EY development worker		baseline	x	x
Galashiels	Increase the number of parents with numeracy skills for outcomes of financial capabilities	1.5.2 1.5.4	CLDS	CLDS/ SBC Welfare Benefits – EY development worker		baseline	x	x



LINK TO CORPORATE PRIORITY NO. OR CPP PRIORITY	WHAT DO WE WANT TO ACHIEVE? (CLD OBJECTIVES AND SHORT TERM OUTCOMES)
CP4	<b>Key Objective 2: Build the capacity and resilience of our 9 Learning Communities and the voluntary sector</b>
Reducing Inequalities Strand	<p><b>BUILD CAPACITY</b> to reduce Employment and Income, Health &amp; Well being, Keeping People Safe, Attainment, Housing inequalities:</p> <p><b>KEY POLICY AREAS</b>            Reducing Inequalities Strategy            Community Engagement and Empowerment            Localities approach to planning and delivering services IT and Broadband Infrastructure            Transport Strategy Rural Development</p>
CLDS & Partners Business plans	<p><b>CLD Short Term Outcomes</b></p> <ul style="list-style-type: none"> <li>• Partners will increase the capacity of organisations and community groups to support more volunteering opportunities</li> <li>• Partners will increase the capacity of organisations and community groups to provide opportunities to support learning through all life stages</li> <li>• Partners will increase the capacity of organisations and community groups to provide opportunities to mitigate welfare reform and develop digital inclusion</li> <li>• Partners will support more community groups to have active and influential roles in their local and wider communities (with a specific focus on developing the participation processes of the Community Empowerment Bill)</li> <li>• All Learning Communities have an increased awareness of the resources and opportunities provided by local partner</li> <li>• Effective networks will support referral of targeted groups to CLD LC opportunities and community groups</li> </ul>
<b>HIGH LEVEL GENERIC KEY PERFORMANCE INDICATORS</b>	
<p><b>SOA measures:</b>            Number of community groups participating in Cheviot Area Forum            % providing unpaid help to organisations or groups in the last 12 months (Scottish Household Survey)            % young people volunteering (S1 and S3) Scottish Borders Young People's Survey</p>	

**CLD Intermediate outcome measures: This is the range of measures that partners should use for projects delivering outcomes linked to building community capacity to reduce inequalities**

2.1 Participation: Number of people volunteering in Community groups

2.2 Achievement: Number of community groups with confident, skilled and active members

2.3 Progression: Number of Community groups supporting learning

2.4 Progression: Number of community groups delivering services

2.5 Progression: Number of community groups supporting opportunities that mitigate welfare reform and digital inclusion

2.6 Progression: Number of community groups which have active and influential roles in local and wider decision making

2.7 Progression: Number of productive networks and relationships with other agencies

			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
Cross cutting	Volunteering: develop a strategic approach to building capacity across CLD partners to adopt and implement relevant volunteer guidelines	2.1	Volunteer Centre Borders			x	x	x
Cross cutting	Make use of existing networks to enhance practice sharing and referral across partners	2.7	CLD Strategic Partnership	CLD partners		x	x	x
Cross cutting	Further develop local consultation to reach individuals and groups representative of CLD learners and those not already engaging in CLD	2.6	LC Partnership Coordinators	LC Partners		x	x	x
Berwick	Set up a Transport Consultation Group in Berwickshire High School for and by young people to make sure their voice is heard on the new Free Transport Pilot Project in Berwickshire.	2.6	CLDS	Berwickshire High School Connect BYP		x		
Berwick	Increase involvement of young people in Transition from Primary School to High School by setting up a working group with young people in the High School to research and pilot new ideas.	2.6	BHS	Connect BYP, CLDS, Primary Schools, BSLT	BHS staff, mileage admin.	Research	Pilot	x

Eyemouth	Increase opportunities for employment, volunteering and further learning by consultation around transportation and local community need, to influence pilot project delivered by Borders Strategic Transport group	2.6	Connect BYP	Connect BYP, CLDS, EyHS, U3A, HLN, Disability Team		Consulation	x	
Eyemouth	Develop a shared Eyemouth Learning Community Partnership calendar of learning activity, increasing opportunities for learning through partnership working and good practice sharing.	2.7 3.4	CLDS	Eyemouth LC Partnership		Baseline	x	x
Galashiels	Increase the number of individuals and groups with the capacity to develop social enterprise through partnership with the social enterprise chamber	2.2 2.3 2.4	SBSEC/LRA	LRA/ SBSEC/ CLDS		baseline	x	x
Galashiels	Develop the capacity to provide a Credit Union - Langlee	2.4 2.5	LRA	LRA/ Capital Credit Union		x	x	x
Galashiels	Increase the number of skilled and active Langlee volunteers involved in Resilient communities	2.1 2.2	LRA	LRA/ VC Borders		baseline	x	x
Hawick	Participatory Budgeting Project	2.2 2.6	HLN, BCF	Burnfoot Community Futures Board and members			x	
Hawick	What's on in Teviot and Liddesdale Booklet	2.7	CLDS	CLD Partners		x	x	
Hawick	Partnership directory to be shared among partners	2.7	CLDS	CLF Partners		x		
Jedburgh	Increase participation in decision making processes of those living in rural communities to reduce isolation	2.6	Engagement & Participation Officer	Older People's Community Capacity Building project/ CLDS/SBC/Education/Youth Voice/ SBC Education Executive		Baseline	x	x

Jedburgh	Increase community awareness of the opportunities available at the Jedburgh Campus of Borders College.	2.7	Borders College	Borders College/JGS/CLDS		Baseline	x	x
Jedburgh	Increase the skills, knowledge and understanding of youth work staff and volunteers in the learning community	2.2	CLDS	CLD/ YouthBorders/ Cheviot Youth		x		
Jedburgh	Increase the number of skilled and active Jedburgh volunteers involved in Resilient communities	2.1 2.2	Resilient Communities	Resilient Communities		x		
Kelso	Development and delivery of a biennial locality careers / employability fayre in KHS	2.7 1.1.5 1.1.6 1.1.7	Opportunities for All Coordinator	CLDS/ KHS/ ESS/ SDS/ local employers		x		x
Kelso	Increase referrals to domestic abuse support services by raising community awareness of services and processes/ confidentiality	2.7 1.3.1 1.3.3 1.3.4	BWA	BWA/ VAWP/ CLDS/ CYPSS/ Police Scotland/ KHS		x	x	x
Kelso	Increase the skills and confidence of Abbey Row Community Centre Committee to support transfer of Community Centre to Borders Sport & Leisure Trust (Com. Emp. Bill)	2.2	SBC Community Services	The Bridge/CLDS/ Community Services		x		
Peebles	Increased understanding of unmet transport needs in Tweeddale and develop local partnership solutions	2.6	The Bridge	Newlands Centre, Mark Broomlee Outdoor Centre, Innerleithen Community Trust		baseline	x	x
Peebles	Increase effective access to, and use of, community spaces for delivery of learning opportunities: Creation of a directory Creation of a diary of events	2.7	The Bridge	LC Partners		baseline	x	x
Peebles	Increase volunteering by creating local list of volunteers linked to local opportunities.	2.1 2.7	The Bridge	LC Partners		baseline	x	x

Selkirk	Shared LCP calendar to document planned CLD activity and increase opportunities for shared planning and delivery	2.7	Libraries	All LCP	Research IT access	x		
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LINK TO CORPORATE PRIORITY NO. OR CPP PRIORITY		WHAT DO WE WANT TO ACHIEVE? (CLD OBJECTIVES AND SHORT TERM OUTCOMES)						
CP8		<b>Key Objective 3: Improve partnership working</b>						
CLDS & CLD partners Business plans		<b>CLD Short Term Outcomes</b> <ul style="list-style-type: none"> <li>Partners will increase the capacity of organisations and community groups to support more volunteering</li> <li>9 Learning Community CLD plans evidence impact of achievement of the CLD Key Objectives and use evidenced based evaluation to support improvements for the LC</li> <li>More partners confident in use of frameworks and tools that support implementation of CLD strategic guidance through joint planning and self evaluation</li> </ul>						
HIGH LEVEL GENERIC KEY PERFORMANCE INDICATORS								
<b>CLD Short Term Outcome Measures</b> 3.1 Participation: Number of CLD partners contributing to Learning Community Plans 3.2 Achievement: Number of CLD partners contributing quantitative data to LC partnerships annually 3.3 Achievement: Number of CLD partners contributing to LC self-evaluation and improvement planning process 3.4 Progression: Number of joint training opportunities that improve partnership working 3.5 Progression: Realignment and pooling of resources to target agreed partnership priorities								
			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
Cross cutting	Develop capacity of partners to engage in joint planning, monitoring and evaluation and implement CLD guidance	3.1 3.2 3.3	CLD Strategic Partnership	CLD partners	CLD Innovation Funding CLD partners	x	x	x

Cross cutting	Develop shared framework for self evaluation and improvement planning (CLD strategic partnership and learning community partnerships)	3.3	CLD Strategic Partnership	CLD partners		x		
	a. Develop shared framework for sharing information that supports learner achievement and progression	3.2	CLD Strategic Partnership	CLD partners		x		
	b. Develop shared reporting framework that supports base-lining, monitoring, evaluation and improvement planning for participation, achievement and progression.	3.3	CLD Strategic Partnership	CLD partners		x		
Cross cutting	Develop shared workforce development opportunities	3.4	CLD Strategic Partnership	CLD partners		x	x	x
Cross cutting	Pool resources and reshape services to target agreed priorities	3.5	CLD Strategic Partnership	CLD partners		x	x	x
Kelso	Research what employability skills local and national employers believe are key to young people entering and maintaining work-based training or employment directly post school	3.4	CLDS	SDS/ CLDS	Lit. review/ questionnaire/ focus grp	x		
Selkirk	Research what employability skills local employers are highlighting as key to helping young people and adults enter the workplace	3.4	Opportunities for All Coordinator	SDS/SBHA/CLDS	Focus Group/ Questionnaire	x		
Selkirk	Agree working definition of soft employability skills and attributes and how they will be evaluated in learning programmes	3.4	Opportunities for All Coordinator	LCP Partners		x		

# GLOSSARY

<b>ADP</b>	Alcohol and Drugs Partnership
<b>BCF</b>	Burnfoot Community Futures
<b>BCV</b>	Borders Carers Voice
<b>BHS</b>	Berwickshire High School
<b>BSLT</b>	Borders Sport and Leisure Trust
<b>BWA</b>	Border Women's Aid
<b>BYP</b>	Connect Berwickshire Youth Project
<b>CAB</b>	Citizens Advice Bureau
<b>CABN</b>	Creative Arts Business Network
<b>CLDS</b>	SBC Community Learning and Development Service
<b>CMHW</b>	Community Mental Health Worker
<b>CYPSS</b>	SBC Children and Young People's Support Services
<b>EHS</b>	Earlston High School
<b>EyHS</b>	Eyemouth High School
<b>EyPS</b>	Eyemouth Primary School
<b>EPS</b>	Educational Psychology Service
<b>ESS</b>	SBC Employment Support Service
<b>EWLCB</b>	Eildon West Learning Community Board
<b>EY Centre</b>	Early Years Centre
<b>GA</b>	Galashiels Academy
<b>HAG</b>	Health Action Group (Langlee)
<b>HHS</b>	Hawick High School
<b>HLN</b>	Healthy Living Network
<b>IY</b>	Incredible Years Parenting programme
<b>JCP</b>	Jobcentre Plus
<b>JGS</b>	Jedburgh Grammar School
<b>JHIT</b>	Joint Health Improvement Team
<b>KHS</b>	Kelso High School
<b>LCP</b>	Learning Community Partnership
<b>LPS</b>	Langlee Primary School
<b>LRA</b>	Langlee Residents Association
<b>MVP</b>	Mentors in Violence Prevention programme
<b>OTB</b>	Outside The Box



<b>PCC</b>	Peebles Community Centre
<b>PSE</b>	Personal and Social Education
<b>PHS</b>	Peebles High School
<b>RAfA</b>	Raising Attainment for All
<b>SAMH</b>	Scottish Association for Mental Health
<b>SBC</b>	Scottish Borders Council
<b>SBHA</b>	Scottish Borders Housing Association
<b>SBRCC</b>	Scottish Borders Rape Crisis Centre
<b>SDS</b>	Skills Development Scotland
<b>SBSEC</b>	Scottish Borders Social Enterprise Chamber
<b>SHS</b>	Selkirk High School
<b>TD1</b>	Third Sector Youth Hub in Galashiels
<b>TYA</b>	Tweeddale Youth Action
<b>U3A</b>	University of the Third Age
<b>VAF</b>	Volunteer Action Fund
<b>VAWP</b>	Violence Against Women Partnership
<b>VCB</b>	Volunteer Centre Borders
<b>VOMO</b>	Voice of My Own
<b>VRU</b>	Violence Reduction Unit
<b>WBS</b>	SBC Welfare Benefits Service

# APPENDIX 1

## HOW OUR PRIORITIES MEET NATIONAL AND LOCAL PRIORITIES

CLD STRATEGY KEY OBJECTIVE	SOA PRIORITY	NATIONAL	CORPORATE PLAN PRIORITY	CYP SERVICES PRIORITY	CLD STRATEGIC GUIDANCE	EARLY INTERVENTION	PREVENTION	WORKFORCE DEVELOPMENT	IMPROVING PERFORMANCE
<b>1. Address inequalities and improve the well being of Borders communities through early intervention and prevention approaches</b>	SOA1 SOA2	N03 N04	CP2	CYPS 1 CYPS 2 CYPS 4	1	√	√	√	√
<b>2. Build the capacity and resilience of our 9 Learning Communities and the voluntary sector</b>	SOA2	N011	CP4 CP7	CYPS2	2		√	√	√
<b>3. Improve partnership working</b>	√	√	CP6 CP8	CYPS3 CYPS4	1 & 2	√	√	√	√

## APPENDIX 2

# THE SINGLE OUTCOME AGREEMENT AND OTHER DRIVERS

SCOTTISH BORDERS SOA PRIORITIES	NATIONAL OUTCOMES	NOTE
<b>SOA1 Grow our economy</b>	1. We live in a Scotland that is the most attractive place to do business in Europe 2. We realise our full economic potential with more and better employment opportunities for our people	The SOA identifies a focus on these National Outcomes in terms of making a significant difference: The SOA also recognised the range of other established strategic work in Scottish Borders addressing other outcomes and Scottish Government Priorities (p22) CLD Business Plan priorities are linked to National Outcomes 3. We are better educated, more skilled and more successful, renowned for our research and innovation 4. Our young people are successful learners, confident individuals, 11 We have strong, resilient and supported Communities where people take responsibility for their own actions and how they affect others.
<b>SOA1 Grow our economy</b>	05. Our children have the best start in life and are ready to succeed 7. We have tackled the significant inequalities in Scottish society 8. We have improved the life chances for young people and families at risk	
<b>SOA 3 Maximise the impact from the low carbon agenda</b>	14. We reduce the local and global environmental impact of our consumption and production	
<b>DRIVERS</b>		
<b>Scottish Borders SOA</b>	SOA 1: Grow our economy SOA 2: Reduce inequalities	
<b>National Outcomes</b>	02. We realise our full economic potential with more and better employment opportunities for our people 05. Our children have the best start in life and are ready to succeed 7. We have tackled the significant inequalities in Scottish society 8. We have improved the life chances for young people and families at risk	
<b>CLD national guidance</b>	1. Improved life chances for people of all ages, through learning, personal development and active citizenship 2. Stronger, more resilient, supportive, influential and inclusive communities.	

<b>Scottish Statutory Instrument (2013)</b>	<p>The Scottish Statutory Instrument (Sep 2013) places a duty on the local authority to:</p> <ul style="list-style-type: none"> <li>• Audit the need for CLD, the strengths and opportunities within communities</li> <li>• Identify barriers to efficient CLD provision</li> <li>• Consult with target individuals and groups</li> <li>• Consult with providers of CLD</li> <li>• Produce a 3 year plan for CLD by 1st Sep 2015</li> </ul>
<b>Corporate Priorities</b>	<p>CP2 Improving attainment and achievement levels for all our children and young people, both within and out with the formal curriculum  CP4: Building the capacity and resilience of our communities and voluntary sector  CP6: Developing our Workforce  CP8: Ensuring excellent, adaptable, collaborative and accessible public services</p>
<b>Children and Young People's priorities</b>	<p>CYPS1 Raise attainment and achievement for all learners in the Scottish Borders  CYPS 2 Address inequalities and keep children and young people safe through the provision of statutory services, early intervention and prevention  CYPS3 Further develop a framework for continuous improvement based on self evaluation to ensure services continue to meet the needs of children, young people and learners  CYPS4 Increased understanding of the United Nations Convention on the Rights of the Child (UNCRC) and increased participation and involvement of children and young people in service design and improvement  CYPS5 Build capacity across services and develop workforce effectively</p>
<b>Borders CLD Strategy</b>	<p>Key objectives:</p> <ol style="list-style-type: none"> <li>1. Reduce inequalities and improve the well being of Borders Communities through early intervention and prevention approaches.</li> <li>2. Build the capacity and resilience of our 9 Learning Communities and the Third sector</li> <li>3. Improve Partnership Working</li> </ol>

## APPENDIX 3

# SOA REDUCING INEQUALITIES PERFORMANCE MEASURES

Reducing Inequalities evidence used to identify gaps between the most deprived and least deprived areas. This high level data will guide the strategic direction of the CLD Partnership.

	SCOTTISH BORDERS LATEST POSITION	SCOTTISH AVERAGE	MOST DEPRIVED AREAS (LOWEST 15%)	LEAST DEPRIVED AREAS (HIGHEST 15%)	GAP	SOURCE/ DATE OF LATEST POSITION	LINK TO CLD STRATEGY KEY
% of Children in poverty	12.8%	18.6%	38.6% (36%-41.6%)	4.9% (0-10.6%)	33.7%	DWP SNS, 2010	1.1
% of the population who are "income- deprived"	10%	12.6%	30.2% (27%-36%)	5.1% (3%-7%)	25.1%	"SIMD 2012" – SNS, 2011	1.1
% of the working-age population who are "employment-deprived"	10%	13%	24.2% (21-30%)	4.6% (3-6%)	19.6%	"SIMD 2012" – SNS, 2011	1.1
Comparative illness rate* per 100,000 population	9,507	12,286	16,052 (14,388-17,327)	6,679 (3,695 - 8,580)	9,373	"SIMD 2012" – SNS, 2010	1.2
% of the population aged 60 + claiming the Guaranteed Element of Pension Credit	11.5%	15.6%	25.6% (16.2%-32.3%)	8.4% (1.4%-13.2%)	17.2%	SNS 2012 Q3	1.1
% of the working age population claiming "key benefits"	12.6%	16.3%	32.6% (25.6% - 35.4%)	6.7% (5% - 8.6%)	25.9%	SNS Aug 2012	1.1
Smoking during pregnancy (at booking)- 3 yr average	22.8%	19.3%	43.5% (37.7-51.9%)	11.5% (0-29.2%)	32.0%	SNS 2009-11	1.2
% of first time mothers under 19	11.8%	12.9%	37.6% (24.1%-53.8%)	2.4% (0-11.1%)	35.2%	SNS, 2009-11	1.2
% of first time mothers over 35	14.6%	12.9%	5.3% (0-10.3%)	27.4% (11%-57.1%)	22.1%	SNS, 2009-11	1.2
Booking of ante-natal appointments at 10-12 weeks gestation**			86.6% (Scotland = 58.7)	84.7% (Scotland = 62.4%)	1.9% (Scotland 3.7%)	ISD, March 2011	1.2
Low birth weight: % of live singleton births	2.25%	2.04%	3.6% (0-7.1%)	3.7% (0-18.2%)	0.1%	SNS 2009-11	1.2
% of newborns exclusively breastfed at 6-8 weeks	32.4%	26.2%	21.8% (0-40%)	67.1% (40-100%)	45.3%	SNS 2011/12	1.2

% children with a healthy weight in P1	80%	77%	schools info from Public Health	schools info from Public Health		ISD 2010/11	1.2
S4:Percentage of pupils with 5 awards at SCQF level 5 and above	40.5%	36.5%	12.8% [0-22.2%]	65.4% [46.2-85.7%]	52.6%	2010-11	1.4
% of school leavers going into HE	34.8%	35.8%	7.5% [0-21.4%]	56.1% [30-85%]	48.6%	SNS 2010-11	1.4
% of school leavers going into FE	33.7%	27.1%	54.7% [42.9-80%]	25.2% [11.1-57.1%]	29.5%	SNS 2010-11	1.4
% of all school leavers in a Positive Destination 6 months on	90.6%	87.2%	84.3% [72.7-100%]	93.6% [71.4-100%]	9.3%	SNS 2010-11	1.4
Positive Destinations (6 months): Looked after children	57%	52%	n/a	n/a	Gap to Borders average = 33.6%	SNS 2010-11	1.4
Percentage of the population aged 16- 24 claiming JSA	5.9%	6.4%	12.4% [5.9-20.8%]	2.2% [0-8.6%]	10.2%	SNS 2012 Q3	1.1
Percentage of the population aged 16- 64 claiming JSA	2.8%	4%	8.5% [5.1-10.5%]	1.4% [0-2.5%]	7.1%	SNS 2012 Q3	1.1
Rate of recorded crime per 10,000 pop	1276	1633	Not available at data zone	Not available at data zone	n/a	SNS, 2011/12	1.3
SIMD: selected recorded offences per 10,000 pop	281	453	625 [334-780]	45 [0-90]	580	SIMD 2012	1.3
Affordable Housing Completions	83	Not yet available for same period				Scottish Gvt 2012/13	1.5
% of homeless households assessed as priority homeless	97.5	Not yet available for same period				SNS, 2011/12	1.5
Rate of Emergency Admissions to hospital per 100,000 (both sexes, all ages)	12,163	10,232	17,286 [14,555-20,901]	10,793 [7,891-13,752]	6494	SNS, 2011	1.2
Rate of Emergency Admissions to hospital per 100,000 for 65+	26,408	25,763	37,925 [35,484-40,506]	29,891 [16,062-44,248]	8028	SNS, 2011	1.2
Rate of Emergency Admissions to hospital per 100,000 for 75+	40,400	TBC	48,220 [31,820- 64,520]	39,652 [26,920-75,510]		ISD 2012	1.2
Rate of Alcohol related hospital Admissions	573	710	TBC	TBC		ISD, SMR01 [2009/10-2011/12]	1.2
Rate of Drug related hospital Admissions	TBC	TBC	TBC	TBC	8570		1.2

Details of consultation are contained within the nine Learning Community Partnership Plans.

## APPENDIX 4 CONSULTATION SUMMARY

**Learners and community groups** have been consulted on the need for CLD

LEARNING COMMUNITY	PEOPLE CONSULTED (NUMBER)
<b>Berwickshire</b>	Young people (520)
<b>Earlston</b>	Adults (3); Young people (1084)
<b>Eyemouth</b>	Adults (17); Young people (18)
<b>Galashiels</b>	Adults (approx. 100); Young people (27)
<b>Hawick</b>	Adults (23); Young people (13 +)
<b>Jedburgh</b>	Adults (527); Young people (27)
<b>Kelso</b>	Adults (19); Young people (60)
<b>Peebles</b>	Adults (15+); Young people (37)
<b>Selkirk</b>	Adults (10); Young people (approx. 120)

**Learners providers** have been consulted on the need for CLD

LEARNING COMMUNITY	PEOPLE PROVIDERS (NUMBER)
<b>Borderwide</b>	Third sector (4); Public sector (15)
<b>Berwickshire</b>	Third sector (11) ; Public sector (13)
<b>Earlston</b>	Third sector (9); Public sector (8)
<b>Eyemouth</b>	Third sector (7); Public sector (17)
<b>Galashiels</b>	Third sector (11); Public sector (16)
<b>Hawick</b>	Third sector (4); Public sector (19)
<b>Jedburgh</b>	Third sector (6); Public sector (12)
<b>Kelso</b>	Third sector (5); Public sector (12)
<b>Peebles</b>	Third Sector (15); Public Sector (13)
<b>Selkirk</b>	Third sector (5); Public sector (15)

## APPENDIX 5 LEARNING COMMUNITY CLD PLANS

These Plans are dynamic documents, and to see the current versions please contact your local Learning Community Partnership Coordinator or contact **[cld@scotborders.gov.uk](mailto:cld@scotborders.gov.uk)**  
The local Plans are also available on the CLD pages of the Council website  
**[www.scotborders.gov.uk](http://www.scotborders.gov.uk)**.



## APPENDIX 6 FURTHER ACTION

**CLD partners in Learning Communities have raised the following issues that may require further action during the lifetime of the Plan** (see local Plans for details):

LEARNING	PERCEIVED GAP	WHAT ACTION IS ALREADY BEING TAKEN	ACTION REQUIRED BY CLD STRATEGIC PARTNERSHIP
Earlston, Jedburgh	<b>Transport</b> is a barrier to extra curricular activity (young people) and services/employment (all)	Research is being undertaken by other services and SBC 3 year research plan which will inform us of action required. Actions to support communities to have a voice in consultation included in local CLD plans.	CPP action underway – inform CPP of perceived remaining issue
Earlston, Eyemouth, Galashiels, Jedburgh	<b>Employment:</b> Lack of paid apprenticeships Work experience Unemployment	Strategic Group looking at implementation of Wood Commission Recommendations Borderwide Actions to increase employability (young people and all ages) included in local CLD plans.	CPP action underway – inform CPP of perceived remaining issue
Earlston, Galashiels	<b>Tackling debt and income</b>	Actions to reduce poverty included in local CLD plans	CPP action underway – inform CPP of perceived remaining issue
Earlston	<b>Housing:</b> Accessing services (means tested) / encouraging engagement	Outwith scope of CLD Plan. This will be taken on board generally, with support of partners where appropriate.	CPP action underway – inform CPP of perceived remaining issue
Eyemouth	<b>Skills and Attainment:</b> % EAL children in school	There are various supports already in place e.g. International's Parents group, EAL tuition in school, International Day, etc. which are impacting on support for these children and their families	Monitor
	<b>Health and wellbeing:</b> Increased support to young pregnant mums	Family Nurse Practitioners appointed in April	Monitor
Hawick	<b>Building capacity in our communities:</b> Insular attitude – communities – (rather than Burnfoot, West End etc) - Hawick, Borders wide	Learning providers tell us that this is becoming less of an issue and that this can be resolved through work in other groups	Monitor

Galashiels	<b>Keeping People Safe:</b> Perception of crime	Actions to mitigate crime included in local CLD plan.	CPP action underway – inform CPP of perceived remaining issue
Kelso/ Eyemouth	<b>Health and wellbeing:</b> High percentage of women smoking while pregnant	Smoking cessation service	Monitor
Kelso	<b>Skills and attainment:</b> Attainment of S4/5 girls	New senior phase pathways (incl. delivery of the new Employability Award and continuation of Peer Education options now with SQA accredited YAA) may impact on this	Monitor
Peebles	<b>Skills and attainment:</b> Learning programmes for people with learning disabilities	New senior phase pathways (incl. delivery of the new Employability Award and continuation of Peer Education options now with SQA accredited YAA) may impact on this	Liaise with Learning Disability Service
Selkirk/ Peebles	<b>Health and wellbeing:</b> Improve emotional health and wellbeing of adults and young people	Scottish Borders Mental Health Strategy is being updated for young people and adults Awareness raising and capacity building is being planned for partners. Actions to improve mental health and wellbeing included in local CLD plans Addressing life skills at local level will impact on overall emotional health and wellbeing of YP and adults in the community. (Peebles)	CPP action underway – inform CPP of perceived remaining issue  Monitor
Selkirk	<b>Health and wellbeing:</b> Levels of drug and alcohol misuse of adults	Action to increase employability skills may have an impact on drug and alcohol misuse levels of adults.	Liaise with ADP

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COMMUNITY LEARNING AND DEVELOPMENT

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