

# adult learning service priority

## ENGAGING MOST VULNERABLE FAMILIES AND ADULTS

### Syrian Refugee Families learning English

Ten adults attended English for Speakers of Other Languages (ESOL) classes which ran four times/week in Galashiels. The bespoke classes were delivered in partnership with Borders College. All adults were regularly assessed to ensure that they were in the right group for their level of need, ranging from Literacy to National 2 accredited learning. Subjects covered include everyday topics such as shopping, health, visiting the doctor/hospital, school education and all aspects of employability including volunteering. The learners have faced huge challenges including having to

learn a different script. Since their arrival in 2016 all learners have made fantastic progress.

- Two young adults have progressed to courses at Edinburgh College.
- Three adults have become local volunteers with schools.
- Four adults have progressed with theory and practical driving tests

*"I like Scotland and I am happy here"*  
*"I like to go to English class and I can speak English now"*  
*"I help my children with their homework and that helps me too"*



## DEVELOPING THE FAMILY LEARNING OFFER

### Burnfoot After School Kite Club

Three families met after school each week to design, build and fly their own kites. Two of these families were especially encouraged to attend as they hadn't taken part in school activities before. The families used the internet to research their design and this gave the children chance to show off their computer skills.

During the ten week course the families made prototypes, tested them and made adjustments. On a blustery day all three kites flew successfully which made the research and hard graft worthwhile. The parents enjoyed the process, especially the 1:1 time with their child, and they reported that communication between them had improved.

### Flying Start

This learning programme is aimed at parents/carers of nursery children and introduces them to learning at school. One single mum who took part in this programme experienced many other challenges at home. Despite this, she

completed the programme and went on to attend further adult learning opportunities, working towards SQA qualifications and feeling much more confident in her dealings with school and other agencies.

## WORKING IN PARTNERSHIP TO INCREASE EMPLOYABILITY

### Supporting parents employability

A range of engagement opportunities such as "Tea, Toast & Chat" and Peep play sessions supported parents of early years children (0-3yrs) to explore adult learning in the Galashiels community. As a result, some parents have engaged with a range of adult learning provision resulting in increased employability and more confidence to support their children's

early literacy development. 16 parents attended "Tea, Toast & Chat" based in the 6 Ways to Wellbeing. Three parents progressed to Adult Literacies provision and achieved ten SQA Employability Units. Seven parents also engaged with Peep sessions and two achieved their Peep Progression Pathways accreditation which guarantees an interview at Borders College for various Care courses.

# CLD service impact in numbers

YOUTH WORK

850

young people (11-25yrs) took part in CLDS youth work\* 19% increase

FAMILY AND COMMUNITY LEARNING

603

adults (16+yrs) took part in family and community learning

\* includes some delivery by voluntary sector through partnership agreement

## What was achieved?

YOUTH LEARNING		ADULT LEARNING	
<div>AWARDS</div> <div>124</div> <div>Youth Achievement Awards</div>	<div>SQA</div> <div>125</div> <div>completed SQA units</div>	<div>SQA ACCREDITATION</div> <div>49</div> <div>gained SQA accreditation</div>	<div>FAMILY OUTCOMES</div> <div>235</div> <div>achieved outcomes for their family</div>
<div>ACTIVITY AGREEMENTS</div> <div>24</div> <div>completed Activity Agreements and progressed to a sustained positive destination</div>	<div>LOOKED AFTER CHILDREN AND YOUNG PEOPLE</div> <div>45</div> <div>Looked After Children and Young people involved in Youth Voice</div>	<div>EMPLOYABILITY</div> <div>116</div> <div>increased employability 12% increase</div>	<div>ENGLISH LANGUAGE</div> <div>74</div> <div>increased English language skills 185% increase</div>
<div>SERVICE DESIGN</div> <div>1,026</div> <div>opportunities for young people to design or improve service 53% increase</div>	<div>PROGRAMMES</div> <div>1,396</div> <div>Youth Work &amp; Schools opportunities 5% increase</div>	<div>LITERACY/NUMERACY</div> <div>73</div> <div>increased literacy/numeracy skills 3% increase</div>	
<div>YOUTH WORK</div> <div>285</div> <div>delivered a youth work programme</div>		<div>HEALTH &amp; WELLBEING</div> <div>336</div> <div>increased health and wellbeing 7% increase</div>	



# youth learning service priority

## INCREASED ENGAGEMENT OF LOOKED AFTER CHILDREN (LAC), YOUNG CARERS AND MOST VULNERABLE YOUNG PEOPLE

### Big Voice- Youth Voice Team

In 2016/17 Scottish Borders Youth Voice developed a successful partnership with the Children & Families Social Work team to increase the participation in planning and policy development of Looked After Children & Young People. This partnership has led to the revival of the Big Voice - Youth Voice Team for Looked After Young People aged 12+. This group advises SBC on how best to gather the views of Looked After young people in regards to their care.

This includes designing review paperwork, recruitment of staff and foster carers, developing information packs for those coming into care and developing responses to identified needs as they arise. After a Borders wide paper (19 participants) and face to face consultations the first meeting of Big Voice- Youth Voice team (March 2017) was attended by 16 young people from both foster care and residential care settings.

## DEVELOPING EMOTIONAL WELLBEING AND RESILIENCE IN OUR MOST VULNERABLE YOUNG PEOPLE

### Breakfast Nurture Programme

The learning programme gave young people the opportunity to have breakfast and participate in activities that helped to contain their anxieties, develop resilience, increase social wellbeing and increase self-esteem. Nine pupils attended the eight week programme at Jedburgh Grammar School. The programme was delivered by CLDS with support from Cheviot Youth. Of the seven pupils that provided feedback all reported feeling

ok or brilliant, and that the programme was "Brilliant". Five pupils have now joined Jedburgh Youth Hub, one has joined the Drama Club and one has joined the Scouts.

*"Because it just makes me happier for the rest of the day",  
"Because it wakes you up before you go to class and makes you less grumpy"  
"Because I was more awake in the other classes"*

# strategic overview

### The CLD service delivers on:

- Community Learning and Development (Scotland) Regulations (2013)
- The National Youth Work Strategy
- Adult Literacies in Scotland: Strategic Guidance (2020)
- Statement of Ambition for Adult Learning, 2014 and Scotland's ESOL Strategy, 2015

### Principles

All CLDS learning activity is focused on engaging and including the most at risk learners in our communities. We begin by identifying each learner's strengths and life experience then negotiate a learning programme to build confidence, resilience and meet needs and aspirations. We work with vulnerable young parents, adult learners, children, disengaged young people and older people in our communities. We often work together with other statutory or voluntary sector partners.

### Youth Learning

**Includes:** targeted learning programmes for the most at risk learners (with CLD partners), post-school Activity Agreements, youth participation (Scottish Youth Parliament, Rights Respecting Schools), financial and partnership support for the voluntary sector (YouthBorders, seven lead youth organisations).

### Adult Learning

**Includes:** family and parent learning, adult numeracy and literacy, intergenerational learning opportunities. In partnership with Borders College, English for Speakers of Other Languages (ESOL), including for Syrian Refugee families.

### CLD Strategic Partnership

SBC leads a region-wide CLD Strategic Partnership to implement a 3 year action plan. Nine CLD partnerships, one in each High School catchment area, have improved outcomes for individuals and communities across the five themes of the Reducing Inequalities Strategy.

205

individuals from 99 organisations/ services contributed to CLD planning



## CLD service priorities for 2017/18

- Improve engagement and participation of LAC and at risk, children, young people, families and adults
- Further develop partnership planning to improve the engagement and participation of target groups.
- Build capacity of CLDS and partners to support parents and teenagers
- Contribute to Partnership development of agreed suite of measurable CLD objectives and work with partners to systematically report on their achievement.
- Further develop, with learners and partners, pathways for learning progression.

# CLD service priority

## FURTHER DEVELOPING LEARNING COMMUNITY PARTNERSHIPS

### 6 Ways to be Well in Scottish Borders

Partners and members of community groups worked together to co-produce an approach and information resource to support emotional wellbeing. A series of workshops supported by the Joint Health Improvement team, Borders Care Voice Mental Health and Wellbeing Forum and CLD Learning Community Partnerships resulted in a booklet outlining an approach

based in the Five Ways to Wellbeing. This resource is supported by workbooks to help people plan what steps they will take to keep well and a series of bespoke resources for new parents, jobseekers and young people. Partners have embedded this approach into their work through opportunities such as Happy Cafes, Tea, Toast and Chat, Awareness Raising with Job Centre plus staff and Wellbeing Points.

## IMPLEMENTATION OF COMMUNITY EMPOWERMENT ACT

The CLD service links closely with the Localities Programme Board which has responsibility for the implementation of the Community Empowerment Act in Scottish

Borders. The service receives regular updates, engages in joint planning and promotes the activity of the Area Partnerships.

## WORKFORCE DEVELOPMENT FOR STAFF AND VOLUNTEERS DEVELOPING LEADERSHIP SKILLS FOR CLDS WORKER

Training sessions focused on leadership skills, partnership working, quality improvement and working with elected members. CLDS Workers took strategic

lead roles on areas such as support for parents of teenagers, engaging fathers/male carers and English for Speakers of Other Languages (ESOL).

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COMMUNITY LEARNING AND DEVELOPMENT  
Norrie Tait or Oonagh McGarry  
Scottish Borders Council | Council Headquarters | Newtown St Boswells  
MELROSE | TD6 0SA  
tel: 01835 824000 | email: [cld@scotborders.gov.uk](mailto:cld@scotborders.gov.uk)  
[www.scotborders.gov.uk](http://www.scotborders.gov.uk)



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# community learning and development

SERVICE SUMMARY 2016/17

