

community learning and development

STRATEGIC PARTNERSHIP | ANNUAL REPORT 2015-16



CONTENTS

COMMUNITY LEARNING AND DEVELOPMENT

1. FOREWORD	3
2. BACKGROUND	5
3. WHAT HAS THE CLD STRATEGIC PARTNERSHIP ACHIEVED?	6
4. WHO IS INVOLVED?	7
5. HOW IS THE PARTNERSHIP IMPROVING OUTCOMES?	11
6. NEXT STEPS FOR THE PARTNERSHIP	13
7. IMPACT OF CLD IN LEARNING COMMUNITIES:	
1. Galashiels	14
2. Teviot and Liddesdale	16
3. Jedburgh	18
4. Selkirk	20
5. Tweeddale	22
6. Eyemouth	24
7. Berwickshire	26
8. Kelso	28
9. Earlston	30
GLOSSARY	32

COMMUNITY LEARNING AND DEVELOPMENT ANNUAL REPORT 2015/16

FOREWORD



Welcome to the first annual Community Learning and Development (CLD) Strategic Partnership report. The report describes how public sector organisations, local community groups and third sector services have worked together to provide CLD opportunities in the Scottish Borders during 2015/16.

The Partnership has focused its efforts on work that helps to develop improved life chances for people of all ages within our communities. Throughout the year many areas of work have been developed including community based learning and skills development, health and community safety. Importantly the services and projects are all shaped by the available evidence of need from all partners. This has helped partners make the best use of resources through effective partnership planning.

In the last twelve months the work of the CLD Strategic Partnership has gone from strength to strength. The nine local partnerships based on the

catchment areas of our nine high schools continue to develop exciting areas of work. We have seen increases in volunteer training and awards, a growth in the number of community members working to improve health and wellbeing, and significant numbers engaging in community based learning opportunities resulting in positive outcomes.

As the first annual report this marks an important milestone for the CLD Strategic Partnership and provides a strong foundation for the development of partnership working in our communities in the coming years.

I commend this report to you and look forward to greater partnership successes in the coming years.

Kevin McCall
Senior Lead Education Officer



COMMUNITY LEARNING AND DEVELOPMENT ANNUAL REPORT 2015/16

BACKGROUND

The Requirements for Community Learning and Development (Scotland) Regulations 2013

Under the powers of the 1980 Education (Scotland) Act, every Local Authority has to fulfil the Requirements for Community Learning and Development (Scotland) Regulations 2013. Within the regulations Local Authorities are expected to provide clear leadership and direction within Community Planning Partnerships to drive the action needed to ensure the contribution of CLD and partners is maximised in the reform of public services. Each local authority must work with partners and communities to 'secure' Community Learning and Development (CLD) within the authority boundaries. Each local authority must publish a CLD Strategic plan every three years.

CLD's specific focus should be:

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.

In response to this, in the last 18 months CLD workers have established an SBC led region wide CLD Strategic partnership, and 3 year action plan. This work is supported by 9 CLD partnerships, one in each High School catchment area. Each local partnership has analysed local needs within the five themes of the Reducing Inequalities Strategy and developed a local action plan of activity and interventions. All work is community based and built on early intervention and preventative principles. This strategic capacity building and planning has been used by Education Scotland as an example of best practice.

The report that follows will guide you through what has been achieved by the Strategic and local partnerships in their first full year of delivering the CLD action plan.

WHAT HAS THE CLD STRATEGIC PARTNERSHIP ACHIEVED?

IMPACT:

PARTNERSHIP WORKING

249

CLD partner contributions from 60 organisations/ services to Learning Community Plans from:



149

public sector

96

third sector

4

private sector

BUILDING COMMUNITY CAPACITY

995+

community members and 24 community groups consulted about Learning Community Plans

87

paid staff and volunteers have attended joint training opportunities supported/ delivered by Learning Community Partnerships.



VOLUNTEERING

As a result of CLD Partnership activity:

112

young people gained Saltire Awards (minimum 50 hours volunteering)

82+

CLD partners involve volunteers



33

CLD learners progressed to volunteering as a result of their learning

Volunteer Centre Borders are leading work with partners to improve our understanding of the scale of volunteering and its impact across Scottish Borders:

The Scottish Borders **volunteering rate is higher than the national average**

3

out of every 10 adults volunteer in a formal capacity

5

million hours of help are contributed every year through volunteering

Volunteering contributes **£65 million pounds** every year to the Scottish Borders economy (from Scottish Household Survey 2015)

HEALTH AND WELLBEING

29

actions to improve health and wellbeing in Learning Community Plans



As a result:

960

people took part in learning to improve health and wellbeing

327

people reported improved health and wellbeing

EMPLOYMENT AND INCOME

26

actions to increase employability and/or maximise income in Learning Community Plans



As a result:

231

people took part in learning

214

people reported increased employability

115

people gained a nationally recognised award/accreditation

ATTAINMENT, ACHIEVEMENT AND INCLUSION

23

actions to increase achievement, attainment and/or inclusion in Learning Community Plans



As a result:

405

people took part in learning opportunities

474

people achieved outcomes for their families



Langlee Growing Connections

COMMUNITY LEARNING AND DEVELOPMENT ANNUAL REPORT 2015/16

WHO IS INVOLVED?

CLD Strategic Partnership includes representation from:

- Borders College
- The Bridge
- JobCentre Plus
- Live Borders
- NHS Borders
- Police Scotland
- Scottish Borders Council
- Scottish Fire and Rescue
- Skills Development Scotland
- Volunteer Centre Borders
- Youth Borders

LEARNING COMMUNITY PARTNERSHIPS:
 CLD PARTNERS WHO CONTRIBUTED TO ANNUAL SELF-EVALUATIONS IN MAY/JUNE 2016

Berwickshire Association for Voluntary Services	The Bridge	NHS/SBC Health Improvement
Berwickshire Housing Association	Tomorrow's People	NHS/Scottish Borders Council (Healthy Living Network)
Border Navigator	Tweeddale Youth Action	NHS/Scottish Borders Council Local Area Coordinator (Learning Disability)
Borders Carers Centre	University of the Third Age	NHS/Scottish Borders Council Local Area Coordinator (Mental Health)
Borders Women's Aid	Volunteer Centre Borders	Older People's Community Capacity Building
Burnfoot Community Futures	Youth Borders	Police Scotland
Cheviot Youth	Berwickshire High School	SBC Employment Support Service
Citizens Advice Bureau	Borders College	Scottish Borders Council (Elected Members)
Connect Berwickshire Youth Project	CLDS Scottish Borders Council	Scottish Borders Council Strategic Community Engagement
Earlston Community Council	Duns Primary School	Scottish Borders Youth Voice
Earlston Youth Catchment	Earlston High School	Selkirk High School
Eastgate Theatre	Early Years Centre/Team	Skills Development Scotland
Escape Youth	Eyemouth High School	Field to Fork (Hirsel Estate)
Hawick Congregational Church	Galashiels Academy	Nature Unlimited
Innerleithen Community Development Trust	Hawick High School	PMR Leisure Consultants (representing Melrose Rugby Club)
Interest Link Tweeddale	Home School Link Service	
Langlee Residents Associations	Integrated Health & Social Care	
Lauder Community Council	Jedburgh Grammar School	
LIVE Borders (Sports, Arts, Museums and Galleries & Libraries)	Jobcentre Plus	
Penumbra	Kelso High School	
Rowlands Youth Project	Knowepark Primary School	
Scottish Borders Housing Association	Newtown Primary School	
Scottish Borders Social Enterprise Academy	NHS (School Nurse)	Third Sector
TD1 Youth Hub	NHS Health Visiting Team	Public Sector
	NHS Macmillan Centre	Private Sector

PARTNERSHIP COORDINATORS:

LEARNING COMMUNITY	PARTNERSHIP COORDINATOR	CONTACT DETAILS
Berwickshire	Mark Smith	07816453329
Earlston	Coreen Knight	07795544012
Eyemouth	vacancy	01835 824000
Galashiels	Claire Stewart	07825450046
Jedburgh	Donna Wood	07780934904
Kelso	vacancy	
Selkirk	Gillian Jardine	07881841086
Teviot & Liddesdale	Kenny Harrow	07929362964
Tweeddale	Margaret Smail	07788410378



CLD Learning
Community Partnership
Coordinators



COMMUNITY LEARNING AND DEVELOPMENT ANNUAL REPORT 2015/16

HOW IS THE PARTNERSHIP IMPROVING OUTCOMES?

The inspection team for the integrated inspection of children and young people's services across Scottish Borders in 2016 recognised as good practice:

- Partnership working between third sector and CLDS is improving outcomes for young people.
- Partnership working around Early Years Centres is improving outcomes for children and their families

Each of the nine Learning Community Partnerships undertook an annual self-evaluation in May/June 2016.

The local Partnerships reviewed the evidence of what was working well:

- Partners are increasingly working well together, supported by their Learning Community Partnerships, and this is having an impact on local communities.
- Capacity is being built in local communities, supported by their Learning Community Partnerships and partners are developing their understanding of the resources available locally.
- Young people are developing employability skills and progressing to positive destinations
- Volunteering (all ages)
- Family learning/ support for parents
- People, especially young people, are gaining recognition for their learning and/or volunteering (eg SQA Accreditation, Saltire Awards)
- Partners are working well together to improve health and wellbeing through eg Early Years Centres, third sector/CLDS youth work
- Community partners are enhancing learning opportunities in schools
- Intergenerational learning opportunities in some areas eg Tweeddale
- Initiatives in Galashiels are tackling debt eg establishment of Credit Union and Welfare Benefits service and CAB are maximising income across the Borders

Local Partnerships identified priorities for improvement (see Learning Community infographics on following pages).

To further build capacity to improve services, the CLD Strategic Partnership has developed a model of peer review. This **Quality Review** approach builds on the annual self-evaluation each Learning Community has carried out. A team of trained peer reviewers met with learners and community members, paid staff and volunteers to explore what was working well and what could be improved. The review team validated the self-evaluation, using the Education Scotland “How Good is Our...” suite of Quality Improvement Frameworks and provided a detailed report for CLD partners at the end of the review. Reviews have been carried out in Hawick and Eyemouth and one is planned for Galashiels in November 2016. Nine peer reviewers have been trained with three additional practitioners taking part as shadow members of the review team. Peer reviewers have taken a close look at thirty one different CLD activities. Reviewers tell us this has influenced practice in their own services.

COMMUNITY LEARNING AND DEVELOPMENT ANNUAL REPORT 2015/16

NEXT STEPS FOR THE PARTNERSHIP

The Partnership will continue to support each Learning Community to deliver the actions they prioritised in their 3 year Plan and to focus on the improvement priorities they identified in May/June 2016.

The Partnership will prioritise work in the following common themes across all areas:

- Promoting positive emotional wellbeing, developing resilience and prevention of mental health issues.
- Developing employability, building parental capacity to encourage young people's career aspirations
- Working with families

In addition

- Volunteering, including intergenerational opportunities

Is **an enabler** and considered a priority across all Learning Communities.

These themes provide a clear sense of direction for the CLD Strategy for the future.

In the following pages you will find a summary of improvements made to core delivery through CLD partners working together across each of the nine Learning Community Partnerships. For more detail of the local plans: search CLD Learning Community Partnerships at www.scotborders.gov.uk

GALASHIELS LEARNING COMMUNITY

HOW ARE WE DOING?

PARTNERSHIP WORKING

26

partners have contributed to the Learning Community Partnership



VOLUNTEERING

174

young people from Galashiels Academy each contributed 50-150hrs volunteering

33

young people are undertaking Duke of Edinburgh Awards



9

volunteers are developing skills in Tomorrow's People Retail Enterprise

7

community volunteers promote healthy lifestyles through the Healthy Living Network

Building capacity for volunteering:

13

new volunteers at TD1 Youth Hub

12

new volunteers in the Langlee Early Years Centre

HEALTH AND WELLBEING

30

people attended a first workshop to develop a Langlee Food plan



A new capacity building group, Langlee Growing Connections, is supporting health, family learning and inclusion outcomes: four volunteers regularly attend with public and third sector partners

EMPLOYMENT AND INCOME

80+

people have taken part in partnership employability activities

19

gained accreditation and most reported increased employability



Welfare benefits advice at the Early Years Centre has resulted in increased income of **£45,000**



Supporting employability for Young People at TD1 Youth Hub

TOTAL POPULATION

17,613

total population



Made up of:

2,975

children and young people (0-15yrs)

11,573

working age

3,065

pensionable age (65+ yrs)

COMMUNITY CAPACITY BUILDING

127

community members and 5 community groups consulted about the Learning Community Plan

23

paid staff and volunteers attended training opportunities supported/delivered by the Partnership



Community projects developed/ in progress include:

- Langlee Growing Connections Group
- Community Youth Voice
- Langlee Alcohol Research and Agent Change Project
- Langlee Residents Association

ATTAINMENT, ACHIEVEMENT AND INCLUSION

197

people took part in partnership activities to reduce inequalities in attainment, achievement and inclusion

38

parents/carers reported achieving outcomes for their families



147

Young people engaged with community youth activity across P7-S1 transitions, leading to broadened horizons, having their voice heard and building relationships of trust with other adults

IMPROVEMENT PRIORITIES 2016/17

- Early Intervention for Employability outcomes
- Improved independent living skills/life skills through early intervention and communication
- Normalise Emotional Health Conversations



CASE STUDY

EARLY YEARS CENTRE, LANGLEE PRIMARY SCHOOL

Introduction

The Early Years Centre was established in August 2014 to provide a supportive and integrated service for young children and their families, with a focus on early intervention for those in most need. The Centre supports children and families to feel safe, healthy, active, achieving, nurtured, included, responsible and respected in their communities. Clear aims and outcomes have been agreed for the Centre with an ethos of joint working between Scottish Borders Council, NHS Borders, the third sector and the local community.

Description

A weekly programme is delivered by a wide range of professional staff from NHS Borders, Healthy Living Network, CLDS, Early Years Practitioners, Welfare Benefits and Social Work. Drop – ins, ante-natal classes, welfare and housing support, post-natal support, parenting, play and health improvement opportunities support parents and their children in Galashiels and the surrounding area.

OUTCOMES

- The number of families using the centre increased to 80 (Target 40)
- Families show positive impacts and improvement in parenting skills and confidence: eg 16 parents who participated in Incredible Years Parenting groups became more confident in their parenting strategies
- Three ESOL parents gained a SQA Employability unit
- Received Communities and Families funding to deliver family learning activities: 8 Dads improved their confidence to support learning through play (Mad about Dad's group) and families participated in a range of afterschool family activities.
- Monday Morning Drop-in supports parents with a range of parenting skills and concerns:
- Child Poverty is being addressed through increased uptake (25%) of Healthy Start vouchers
- Increasing numbers are accessing welfare advice – maximising income (30 Tax Credit advice requests resulting in total gain of more than £45,000)
- Increased number of partner agencies (up to 30 partners in 2015-6) and increase in volunteers from 1 to 12.
- Training: more partners confident to deliver Home Safety sessions and the Centre has achieved the Breast Feeding Friendly Standard (UNICEF)
- Partners and parents gained accreditation in Food Hygiene and First Aid
- Early Years Collaborative improvement methodology used to work out what improvements drive change. The School, the Centre Manager and the Programme Managers were shortlisted for the National Early Years Collaborative Quality Improvement Awards.

QUOTES

"I realise what my own needs are by coming to this drop-in"

"Coming to the drop-in and seeing my son with children his own age allowed me to identify his developmental needs"

"We feel supported and the information we get is useful. The activities are well publicised so we can take part"

"The tantrums my son had before and after the [Incredible Years] group have improved greatly"

"Being given the tools to not only help myself but also help my children"



TEVIOT AND LIDDESDALE LEARNING COMMUNITY

HOW ARE WE DOING?

PARTNERSHIP WORKING

36

partners have **contributed** to the **Learning Community Partnership**

Partners are now supporting one another to access funding, by providing support for funding applications and submitting joint funding applications. The Learning Community Partnership has been cited in 2 recent funding applications.



EMPLOYMENT AND INCOME

Hawick High School 6th year students taking part in the Borders Textile group gained Saltire Awards. Three participants are progressing onto college placements

36

adults received information about **employment** and **welfare** through a **series of partnership employment information events** (see case study)



COMMUNITY CAPACITY BUILDING

35

community members consulted about the **Learning Community Plan**

Community projects developed/ in progress include:

- Burnfoot Bids (Participatory Budgeting pilot)
- Employment information events
- Hawick International Day
- Positive Women Project

4

joint training opportunities were attended by **paid staff** and **volunteers**



VOLUNTEERING

22

volunteers represented their **nationalities** on **stalls** at the **Hawick International Day**

4

volunteers helped **support** and **run** the **event**



Hawick International Day

TOTAL POPULATION

18,681

total population

Made up of:

2,915
children and young
people (0-15yrs)

11,471
working age

4,295
pensionable age
(65+ yrs)



HEALTH AND WELLBEING

86

people have taken part in **partnership health and wellbeing activities**

52

people have reported **increased health and wellbeing as a result**



Plans are progressing for awareness raising and training for partners in health literacy.

ATTAINMENT, ACHIEVEMENT AND INCLUSION

120
young people took part in **partnership activities** to **reduce inequalities** in **attainment, achievement and inclusion**

148
parents/carers achieved **outcomes** for their **families**

18
young adults aged **12 years +** engaged in **youth work** on the **streets**

6
young people engaged with the **Activity Agreement programme**

2 were **supported** to **attend Borders College** to **study childcare**



IMPROVEMENT PRIORITIES 2016/17

Community projects developed/ in progress include:

- Partnership approaches to improving health literacy, with a focus on mental health
- Working with families to improve young people's attainment
- Targeting the learning offered better to engage with "hard to reach" learners, especially young people



CASE STUDY

EMPLOYMENT INFORMATION “DROP INS”

Introduction

Three **Employment Information “drop in” events** were delivered each month from April until June 2016.

Description

Partners involved were CLDS, Live Borders, Scottish Borders Housing Association, Job Centre Plus, Move More, Pension Advice, The Men’s Shed and Skills Development Scotland. Partners hosted a stall to showcase what they could offer to potential clients. Support was also on hand for those that required assistance using ICT and help in navigating the Universal Job Match website.

The aims were to:

- Increase confidence of adults to tackle their employability needs
- Increase their awareness of their own skills and qualities
- Increase confidence to demonstrate their skills and qualities when applying for jobs
- Increase confidence to approach partners and employers when seeking employment and welfare advice

OUTCOMES

This opportunity allowed partners to provide a one stop shop for the community in relation to employment and income advice and support. It also provided an opportunity for partners to network. A highlight was the willingness of partners to share information and access additional support for the clients that they were working with. Skills Development Scotland (SDS) staff were able to network with library and CLDS staff to refer for additional support with reading, writing and numbers and also one to one support for ICT.

The most successful of the events was the 25th of May where 25 people attended and accessed information and advice from partners.

- Total of 33 people attended and accessed information from partners
- 11 adults joined the library
- two were interested in adult learning opportunities
- one participant booked a one to one session in Hawick Library looking for further support with the Universal Job Match website
- 25 adults registered with the SDS service

NEXT STEPS

Partners are keen to undertake similar events in the coming year and are looking at the feasibility to provide an Employment Fayre for Hawick. There is enthusiasm to undertake more joined up events, including health and wellbeing.

QUOTES

“I had a good learning experience”
“I definitely recommend attending the sessions”



JEDBURGH LEARNING COMMUNITY

HOW ARE WE DOING?

PARTNERSHIP WORKING

24

partners have **contributed** to the **Learning Community Partnership**



EMPLOYMENT AND INCOME

59

people have taken part in **partnership employability activities**

59

people reported **increased employability**

16

people gained **accreditation**



COMMUNITY CAPACITY BUILDING

11

community members **consulted** about the **Learning Community Plan**

12

staff attended **training opportunities** supported/delivered by the **Partnership**



Community projects developed/ in progress include:

- Raising Aspirations Girls Conference
- Friday Art Zone
- Girls Outdoor Activity Project
- Step Up enhanced transitions programme

VOLUNTEERING

Increase in young people volunteering:

103

young people **signed up** to **Saltire Awards** (44 in 2014/15)

36

young people **volunteered** through **Active Schools**

9

young people completed **First Steps to working with Children and Young People** training and went on to volunteer in different projects



S5 pupils receiving their 'First Steps to working with Young People' certificates and 'Saltire Awards'

TOTAL POPULATION

7,310

total population



Made up of:

1,097

children and young people (0-15yrs)

4,314

working age

1,843

pensionable age (65+ yrs)

HEALTH AND WELLBEING

38

young people have taken part in **partnership health and wellbeing activities**

38

young people reported **improved health and wellbeing**



Young People have reported having a more positive view of themselves and having increased skills in listening and talking to others. "I loved it because it gave us the opportunity to try new things and build confidence".

ATTAINMENT, ACHIEVEMENT AND INCLUSION

55

P7s attended a **2 day transitions "Enterprise Event"** supported by **9 S5 volunteers**

6

parents/carers achieved **outcomes** for their **families**



Nine S5 pupils completed the First Steps to working with children and young people training course delivered by the Community Learning and Development Worker within the grammar school. The S5's went on to plan and deliver the 2 day 'P7 Enterprise Event' and received a Saltire Challenge Award.

IMPROVEMENT PRIORITIES 2016/17

- Raising aspirations of young people and their parents and developing their employability
- Young people's emotional health and wellbeing
- Developing volunteering
- Developing intergenerational opportunities



CASE STUDY

S2 GIRLS CONFERENCE

Introduction

The **S2 Girls Conference** brought inspirational local women together to deliver workshops to S2 girls. The aim of the day was to raise the aspirations of the girls and show them what opportunities are available to them in the future. We also wanted to highlight the opportunities available in what have been typically 'male orientated' jobs. The conference was organised by the Jedburgh and Hawick Youth Learning CLDS workers with support from Creative Arts, Hawick High School and Jedburgh Grammar School.

<https://www.youtube.com/watch?v=8dij06g5YaM>
(from 4.48minutes to 6.39minutes)

Description

The conference ran over a full day in the Heart of Hawick and was attended by 120 S2 girls from Hawick and Jedburgh.

The girls participated in six workshops throughout the day which included:

Emergency Services – Vicki Moyes/Adrienne Smith
Waverley Housing – Lindsey Jefferson
NHS – Morag Robertson /Jill Woods
Creative Industries – Susan Garnsworthy/Dawn Berry
Engineering /Flood Prevention - Shirley Mushet
Royal Navy - Gary Richardson

We also had two inspirational speakers at the conference Carole Dearie (Centre for Youth & Criminal Justice) and Donna Manson (Service Director, Children and Young People).

The Creative Arts department also organised a young female musician Sophie McLaughlan to come along and sing.

QUOTES

"It gives me a clearer view of my future"

"They gave you lots of information about different jobs"

"It has given me the opportunity to ask questions about my future"

"It's just inspirational to me"

"It has opened my eyes to more options for when I leave school"

"They told me that it's not hard and that I can do it"

Has this event made you think more about what you want to do when you leave school?

"Yes because it makes you think you can do more"

"Yes it made me want to do more in life"

"Yes before I had no idea what I wanted to do, now I have a good idea"

OUTCOMES

The S2 girls have raised aspirations and ambitions which will support them when making decisions through key transitions and into positive destinations.



SELKIRK LEARNING COMMUNITY

HOW ARE WE DOING?

PARTNERSHIP WORKING

23

partners have **contributed** to the **Learning Community Partnership**

HMIe inspectors recognised that the Partnership is making a difference to the delivery of CLD, and creating flexible learning pathways.



EMPLOYMENT AND INCOME

4

young people have taken part in **partnership employability activities**

4

young people gained **accreditation** and **increased their employability**



COMMUNITY CAPACITY BUILDING

31

community members and 4 community groups consulted about the **Learning Community Plan**

1

joint training event was attend by paid **staff** and **volunteers**



Community projects developed/ in progress include:

- Research into local employment opportunities
- Shared online calendar
- "Still Developing"
- Breastfeeding projects

VOLUNTEERING

12

volunteers are involved in the **running** of **Philiphaugh Community Centre** and **ten community groups**.

These groups are delivering a range of learning opportunities and supporting health and well being.



Enhanced P7 Transition programme



Tea and Tablet Learning programme

HEALTH AND WELLBEING

Actions to increase breastfeeding rates:

279

people visited **Selkirk's Pop Up Shop**

166

visits to the **breastfeeding support café** at the **Early Years Centre**

8

businesses signed up to the **Breastfeeding welcome scheme**

7

parents attended an **antenatal peer support group** for **expectant mothers**



Target of 50% mothers giving some breast milk at 6-8 weeks was met during March – June 2015.

ATTAINMENT, ACHIEVEMENT AND INCLUSION

60+

young people took part in **Partnership activities** to reduce inequalities in **attainment, achievement and inclusion**

188

young people took part in **Youthwork and schools programmes**

5

parents/ carers achieved **outcomes** for their **families**



60

young people participated in the **Partnership's P7 transitions programme**, with **14 P7s** continuing in the enhanced **transitions programme**. Living with Parents was delivered as part of the enhanced programme and was attended by 5 families.

TOTAL POPULATION

5,640

total population



Made up of:

935

children and young people (0-15yrs)

3,408

working age

1,297

pensionable age (65+ yrs)

IMPROVEMENT PRIORITIES 2016/17

- Partnership approaches to developing employability (all ages)
- Raising community aspiration, involvement and responsibility
- Building capacity within the community to promote and support emotional well being



CASE STUDY

STILL DEVELOPING

Introduction

With local towns and villages being encouraged and supported to become 'resilient communities', CLDS challenged a group of second year High School students to consider how they could help make Selkirk a more resilient town. The purpose was to help young people take ownership and responsibility in addressing what they see as challenges in their community.

Description

The group, who meet weekly after school, first started working together in October 2015. They spent a lot of time on team building activities and thinking about what it's like to live in Selkirk and what is important to them in the town. They planned a walk around Selkirk to photograph places they go to, the things they like and the things they felt needed to change. From this, they identified what it was they wanted to improve in the town and concluded that they would like to 'brighten up Selkirk'. The theme they chose for their art work was well-being and happiness.

The group researched ideas of art work and shared their ideas with both Selkirk's Community Council and Selkirk Rotary Club, who both expressed support for their project. Selkirk's Conservation and Regeneration Scheme approached the group to ask if they would like to be part of a project working with local artists from the WASPS studio in Selkirk to create art work for display on Poet's Corner which is a building in Selkirk the group themselves identified as run down and needing improved.

OUTCOMES

The group worked with the artists over the summer holidays to produce a piece of art work that is now displayed on Poet's Corner. Their work, which was described in the local paper as 'remarkably uplifting', sits alongside work completed by the other artists. Although they are very modest about their achievements, they have used the word 'proud' to describe how they feel knowing that they have done something which could benefit others in their community. The group have received a number of positive comments from peers and members of the public.

NEXT STEPS

Completing this project has inspired and encouraged the group to continue with their ideas and create another piece of art work to display in Selkirk. They group are currently applying for funding to help them create another display for the town.

QUOTES

"We just wanted to do something pro Selkirk and came up with the idea of this mural"

"I feel proud. This had made me want to do another project"

"I think I'm more creative now"



TWEEDDALE LEARNING COMMUNITY

HOW ARE WE DOING?

PARTNERSHIP WORKING

32

partners have **contributed** to the **Learning Community Partnership**



The number of new partners contributing to the Partnership continues to grow, and partners are now supporting one another to access funding.

VOLUNTEERING

45

volunteers support the work of **14 partner organisations**



Tweeddale has the highest proportion of people who are involved in any voluntary work in the Borders. A volunteering sub group has been formed to produce a directory of volunteers – making the process of matching need to volunteers (& vice versa) happen at a local level. The formation of a Tweeddale Volunteering Forum will remain a priority for the coming year.

HEALTH AND WELLBEING

75+

people of all ages have taken part in **partnership health and wellbeing activities**. All reported improved health and wellbeing.



Partnership activity has increased health and wellbeing for all ages. Participants report reduced feelings of isolation, physical health benefits and an increase in skills.

"This group is the highlight of my week. I can now Facebook my grandson and I've met such interesting people"
"Great to get out of the house and meet likeminded souls"

EMPLOYMENT AND INCOME

77+

people have taken part in **partnership employability activities**

60

people reported **increased employability**



PeeblesCAN/ Leven Deli has a commitment to building local employment, particularly with young people, and to encourage and develop skills and capabilities.



Staff and volunteers from Tweeddale Youth Action preparing lunch for Open Doors Peebles

ATTAINMENT, ACHIEVEMENT AND INCLUSION

50+

people took part in **partnership activities to reduce inequalities in attainment, achievement and inclusion**

80+

young people engaged with **community youth activity to support P7-S1 transitions**

52

parents/ carers achieved **outcomes** for their **families**



Up to **30 young people** used **The Store lunchtime drop in** at Peebles High School

COMMUNITY CAPACITY BUILDING

600+

community members consulted about the **Learning Community Plan**

26

staff and volunteers attended **training opportunities** supported/ delivered by the **Partnership**



Community projects developed/ in progress include:

- Open Doors
- Community Mural
- Friday Drop In (Peebles Community Centre)
- Tweeddale Learning Community Partnership Transport subgroup

TOTAL POPULATION

19,192

total population



Made up of:

2,915

children and young people (0-15yrs)

11,532

working age

4,074

pensionable age (65+ yrs)

IMPROVEMENT PRIORITIES 2016/17

- Transport
- Developing volunteering
- IT skills and connectivity
- Older people's mental health and isolation



CASE STUDY

OPEN DOORS

Introduction

Open Doors is an intergenerational IT project in Peebles, delivered in partnership with Tweeddale Youth Action, Peebles High School, CLDS and the Orange Grove.

It aims to increase ICT skills, reduce social isolation of older people and to increase confidence of young people.

Description

Partners involved were CLDS, Live Borders, The IT Drop in takes place weekly at Peebles Community Centre. It provides a relaxed and welcoming environment in which mainly older learners can receive help with basic computing, the internet and emails and can bring in their own equipment to learn on. The learning is supported by young volunteers from Peebles High School and Tweeddale Youth Action (TYA). It offers an opportunity for socialising and peer support thereby reducing feelings of isolation either geographical, social or feelings of disconnectedness from the IT world. A soup lunch is provided by Tweeddale Youth Action volunteers using fruit and vegetables provided by The Orange Grove in Peebles. The Drop in is regularly attended by up to eight older learners and is growing in numbers.

OUTCOMES

- most learners are more confident in using computers, both PCs and own devices, have gained skills in using word, attachments and digital photography and have learnt to do things for themselves on the computer.
- feelings of isolation both geographic and digital isolation have been greatly reduced. The informal setting and homemade soup lunch is very popular and most learners stay at the end of each session. "the general blether is great...I really look forward to it"
- Five young people from TYA have increased skills in cookery and communication with others and have grown in confidence. Two young people have now found employment in the community both jobs involving catering and customer service.

NEXT STEPS

We have plans to roll out the Open Doors model to other areas.

QUOTES

"I've really enjoyed coming here.....it's helping me learn new skills and I can talk to the learners and ask them what they would like. I couldn't have done that before." (YP volunteer)

"The tutors don't make me feel stupid... because I've felt stupid with computers. I can do things now and my confidence is better."

"I joined the Community Council because my confidence has increased so much...I would never have been able to do that before."

"I'm not left in the dark anymore ...I can do things for myself and I feel good about that."

"I can email friends and family and that makes me feel closer to them."



EYEMOUTH LEARNING COMMUNITY

HOW ARE WE DOING?

PARTNERSHIP WORKING

38+

partners have **contributed** to the **Learning Community Partnership**



9

partners participated in a Quality Review in spring 2016. The Review team saw a "Strong ethos and commitment to partnership working. The Learning Community Partnership (early days) is valued and building capacity within the community effectively."

EMPLOYMENT AND INCOME

47

people have taken part in **partnership employability activities**

47

people reported **increased employability**

47

people gained **accreditation**



COMMUNITY CAPACITY BUILDING

35

community members **consulted** about the **Learning Community Plan**

11

community events developed and supported by the **Learning Community Partnership**



Community projects developed/ in progress include:

- Healthy Living Network Street Food Event
- Dadz n Kidz Club
- Eyemouth High School Enrichment programme
- Connect Youth and Eyemouth Primary Allotment project

VOLUNTEERING

most of the 38 partners have **opportunities** for **volunteering**

8

learners, as a result of **learning**, have **started volunteering**



4 adults who volunteer with Healthy Living Network (NHS) have supported healthy eating activities to improve health and wellbeing in the community.



"Good Food Mood" Demonstration, Eyemouth Wellbeing Week 2016

TOTAL POPULATION

9,057

total population



Made up of:

1,286

children and young people (0-15yrs)

4,805

working age

1,998

pensionable age (65+ yrs)

HEALTH AND WELLBEING

- Partners are now more aware of support in the area and are signposting and referring people to services.
- Eyemouth High School have developed a collection of books for the School library to support Emotional Health & Wellbeing
- Seasons for Growth programme was delivered by Home School Link Worker, supporting young people to develop skills to deal with grief, change and loss.



ATTAINMENT, ACHIEVEMENT AND INCLUSION

70

people took part in **partnership activities** to **reduce inequalities** in **attainment, achievement and inclusion**

51

young people took part in **P7-S1 partnership transition programme**



66

parents/carers achieved **outcomes** for their **families**

IMPROVEMENT PRIORITIES 2016/17

- Develop community connections to increase young people's employability and improve positive destinations 16+
- Young people's emotional health and wellbeing pre-16
- Partners work together around development of a transport hub in Berwickshire



CASE STUDY

EYEMOUTH STREET FOOD EVENT

Introduction

There is a developing enthusiasm to develop the good food work, focusing on accessibility, availability and affordability of good food. Organised by Healthy Living Network (HLN), the Eyemouth Street Food event is part of a road show of events happening across communities. The Street Food Event forms part of the community consultation and focuses on what good food means to the people attending the event.

Description

The aim of the event was to raise the profile of good food in Eyemouth with a focus on using fresh produce, strengthening connections and highlighting what is going well. HLN worked primarily with Eyemouth Primary and High School pupils to engage them in a series of cooking demonstrations, good food tasters and a voting exercise to gather baseline information. Parents and carers were invited to attend the event alongside school pupils and the consultation was extended to the wider community who were interested in attending as well as people who were passing by.

OUTCOMES

A total of 169 people attended the event with 193 people involved over the two days. This reflects the commitment of Eyemouth Primary and High School to support the ongoing work. The event was very well supported by the Eyemouth Community and partner agencies. All involved tasted a variety of food, including local fish and fresh vegetables. Consultation was carried out mainly with groups of young people but also included adult views and this showed the demand for a wider supply of fruit and vegetables in the town. About half of people reported that they eat the recommended daily intake. People also expressed a desire for more cooking classes and more food demonstrations with many people reporting that they cooked at home. People valued the concept of healthy meal bags and would like to see many options on offer with the most popular being stir fry. Scottish bags including locally sourced fresh fish were also requested. A short film was produced that built on the consultation results giving an overview of what good food means to the young people in Eyemouth.

NEXT STEPS

There was a lot of interest shown in holding more good food cooking demonstrations in Eyemouth and this has happened as part of the Wellbeing Week cooking demonstrations held in September. This work will be reviewed and developed through the Eyemouth Good Food Partnership.

QUOTES

"Good food lets me stay healthy and also to try my best in eating healthy foods"

"I thought it was excellent, it showed you the different variations of food you could use, all healthy eating and a lot of it was low calorie which is good for me. Very tasty and unusual ingredients that I wouldn't normally always think of using"

"Brilliant/great idea, the quality of the food she used, full of ideas, we've got the recipes"



BERWICKSHIRE LEARNING COMMUNITY

HOW ARE WE DOING?

PARTNERSHIP WORKING

42

partners have **contributed** to the **Learning Community Partnership**



EMPLOYMENT AND INCOME

2

partners have set up a **Job Club** in **two local towns**.



This service will support the transition of young people who have left High School without a positive destination and want to access the world of work. It will also offer a service to unemployed people of all ages.

COMMUNITY CAPACITY BUILDING

19

community members and **2 community groups** consulted about the **Learning Community Plan**



15

young people ran the **Pupil Voice programme** at **Berwickshire High School**

Community projects developed/ in progress include:

- Heads Up!
- Job Clubs
- Transport research
- Pupil Voice

VOLUNTEERING

12

learners have **started volunteering** as a result of **taking part in a CLD activity**

6

young people progressed into **positive destinations** as a result of **volunteering (4 to College and 2 into local jobs)**

6

young people gained **accreditation**

5

young people gained a **National Award** from the **Social Enterprise Academy**



TOTAL POPULATION

7,310

total population



Made up of:

1,097

children and young people (0-15yrs)

4,314

working age

1,843

pensionable age (65+ yrs)

HEALTH AND WELLBEING

76

young people took part in a new partnership **Emotional Wellbeing Programme** in **Coldstream, Chirnside and Greenlaw.**



ATTAINMENT, ACHIEVEMENT AND INCLUSION

132

youth work and **schools learning opportunities** completed

71

young people took part in **P7-S1 partnership transition programme**

20

young people registered for **Saltire Awards**



23

young people achieved **SQA Leadership Awards**

7

young people achieved **Youth Achievement Awards**

7

young people achieved **Dynamic Youth Awards**

IMPROVEMENT PRIORITIES 2016/17

- Further analysis on transport gaps for all
- Set up and develop a Job Club in Duns
- Resilience, confidence & self-esteem building, and develop partnership working in Berwickshire High School
- Increase opportunities and support for people who feel isolated or lonely as a result of living in a rural area.



CASE STUDY

HEADS UP! - BUILDING RESILIENCE WITH CHILDREN IN PRIMARY SCHOOLS

Introduction

The following Health & Wellbeing action was agreed by the Partnership:

- Increase opportunities for 10-14 year olds to build resilience, confidence and self-esteem by delivering a new Health & Wellbeing programme with Partners in the local Primary Schools and High School.

Description

CLDS, Connect Berwickshire Youth Project and Penumbra met during the summer of 2015 to plan a pilot programme called 'Heads Up!' for the local Primary Schools. The programme was delivered in Greenlaw, Chirnside and Coldstream Primary Schools. The programme consisted of six sessions, which were delivered in succession and lasted no less than 1 ½ hrs each. The first session focussed on Setting the Scene, the sessions thereafter followed the themes of the '5 Ways of Wellbeing' – a national framework for the promotion of emotional wellbeing: Connect, Be Active, Keep Learning, Take Notice and Give. This created a great opportunity for CLD partners to be involved and lead on an activity.

OUTCOMES

Curriculum for Excellence Outcomes achieved:

- Young person is aware of and able to express their feelings and is developing the ability to talk about them (HWB 2-01a)
- Young person knows that we all experience a variety of thoughts and emotions that affect how we feel and behave and they are learning ways of managing them (HWB 2-02a)
- 76 young people, aged from 8-11 years, took part
- 70 young people reported achievement of health and wellbeing outcomes
- 1 young person made a lifestyle change (evidenced in writing)
- 5 CLD partners provided opportunities for positive destinations for targeted young people

NEXT STEPS

The **Heads Up!** programme will be followed through in the High School during their next Health Day in September 2016, with key staff receiving information about the programme. The learning will be reinforced as young people are reminded of the '5 Ways to Wellbeing'. We plan to deliver the programme to all Primary Schools in the area.

QUOTES

Young people's feedback:

"Yes, I would recommend this course; it is good to know what to do when you don't feel well."

"I learned the 5 ways of wellbeing."

"If (... the tutors...) were my Mum or in my family I would love them so much because they would help me when I'm sad."

Parent feedback:

"She saw it as an opportunity to learn amazing new things with brilliant new people."

"She is now aware of what to do if she has worries."



KELSO LEARNING COMMUNITY

HOW ARE WE DOING?

PARTNERSHIP WORKING

15

partners have **contributed** to the **Learning Community Partnership**



VOLUNTEERING

10

young people completed **First Steps to Working** with **Children and Young People training** and are registered for **Saltire Awards**.



They delivered workshops to **107 primary seven pupils** on an information day to Kelso High School.

HEALTH AND WELLBEING

117

people of all ages have taken part in **partnership health and wellbeing activities**. All reported improved health and wellbeing.



Young people from all Kelso cluster primaries took part in a one day event prior to starting high school, as part of the transitions programme for P7-S1. Young people valued the event which enabled them to talk about worries and anxieties and meant they were more at ease about this transition.

EMPLOYMENT AND INCOME

16

young people have taken part in **partnership employability activities**

6

young people reported increased **employability**

16

young people gained **accreditation**



Young people from Kelso High School reviewing their learning

ATTAINMENT, ACHIEVEMENT AND INCLUSION

107

young people took part in a **partnership P7-S1 transition programme, building new friendships and developing their confidence**

148

6 young people gained **Youth Achievement Awards** and **Involvement Training certificates**. Of these young people with additional support needs who took part in a partnership learning programme, two have now left school and moved into a positive destination while the others remain in education.



COMMUNITY CAPACITY BUILDING

79

community members and **2 community groups** consulted about the **Learning Community Plan**

9

staff and volunteers have attended **training opportunities supported/delivered by the Partnership**



Community projects developed/ in progress include:

- Joint third sector/CLDS youth learning programme
- Friday Art Zone
- Peer Education group
- Partnership P7-S1 transitions programme

TOTAL POPULATION

10,480

total population



Made up of:

1,351

children and young people (0-15yrs)

6,509

working age

2,620

pensionable age (65+ yrs)

IMPROVEMENT PRIORITIES 2016/17

- Developing young people's resilience
- Raising awareness of domestic abuse and challenging gender based stereotypes
- Wider volunteering and intergenerational opportunities



CASE STUDY

FRIDAY ART ZONE

Introduction

The Friday Art Zone (FAZ) was introduced to raise confidence and self esteem within young people 9-12 years old.

Description

The programme was delivered by Cheviot Youth and Penumbra. The overall aim was to engage young people in enjoyable art based activities and support them to develop social skills by mixing with other young people. Ten young people aged between 9-12 years old completed the first programme and eight achieved Dynamic Youth Awards.

The young people produced a piece of art work which was then displayed in Sainsbury's in Kelso for two weeks. They took part in radio interviews, appeared on television and in the newspaper to highlight the project.

OUTCOMES

All the young people thoroughly enjoyed taking part in the programme.

They became more self-confident, learned how to work as part of a team, how to be patient and to commit to a project in order to see the finished result. They also developed skills in working with others and celebrated their achievements within a wider inter-generational group.



EARLSTON LEARNING COMMUNITY

HOW ARE WE DOING?

PARTNERSHIP WORKING

19

partners have **contributed** to the **Learning Community Partnership**



A new youth work post has been created to support delivery of our Education priority. This is enhancing the P7-S1 transition process for young people in the community, which HMIE Inspectors have recognised as good practice. This supports our priorities within Mental Health and Attainment, Achievement and inclusion.

TOTAL POPULATION

12,794

total population



Made up of:

2,328

children and young people (0-15yrs)

7,649

working age

2,817

pensionable age (65+ yrs)

COMMUNITY CAPACITY BUILDING

50+

community members and 3 community groups consulted about the **Learning Community Plan**



Community projects developed/ in progress include:

- SQA Award partnership programme at Earlston High School
- Earlston Community Council / EaHS / Pupil / Partnership involvement
- Next Steps Joint Service Transition Programme - including Enhanced programme and Superbuddies
- Flying Start programme for parents/carers at Newtown St Boswells Primary School

VOLUNTEERING

9

parent volunteers assisted in the **running of youth groups** in **Earlston** and **Newtown**

2

young volunteers representative on **Earlston Community Council**

2

S6 pupils supported as **Volunteer Ambassadors** in the **High School**



HEALTH AND WELLBEING

20

young people (S6) trained as **SuperBuddies** to **support vulnerable young people** in their transition – recognising mental health factors and behaviour or specific needs was included in the training programme.

20

young people achieved **Level 1 Child Protection Training**.



6

Partners participated in **Mental Health awareness training**

7

young people took part in **'walk n talk tobacco' approach**, in partnership with **NHS Smoking Prevention, exploring health and habits**



Families enjoying the Flying Start

IMPROVEMENT PRIORITIES 2016/17

- Partnership working to support young people to develop life skills, in and out of school
- Intergenerational opportunities that support health and wellbeing
- Changing culture and mindsets around career options (parents and staff)



ATTAINMENT, ACHIEVEMENT AND INCLUSION

180

young people, from **eight primary schools** took part in the **P7-S1 transition programme**

"I learnt how to be a better friend. I learnt who to go to for different problems and I learnt more about all of you."



22

young people from across area **primary schools** took part in **P7-S1 enhanced transition programme**

4

families achieved **outcomes** for their families after taking part in a new **Flying Start family learning programme** in **Newtown St Boswells**

CASE STUDY

FLYING START

Introduction

CLDS with support and input from Newtown St Boswells Primary School, introduced and delivered a Flying Start Programme for parents and children of nursery age (3 – 4 years).

Description

Two CLDS Workers worked alongside nursery staff to deliver the 1.5 hour sessions for 8 weeks. The nursery staff member was familiar to children which allowed strong relationships to be developed with school, parents and CLDS staff. The programme offered the opportunity for parents to work with their children in a safe and welcoming environment, focusing on : Communication, See, Hear and Focus to Understand, Reinforcing Learning, Meaning, Making the Links, Getting Praise Right and Celebration. To do this we offered activities which encouraged 1:1 interaction, eg finger puppets, turn taking games, story telling, making playdough, making fruit salad, a walk outside and of course our special ending where we were joined by the Headteacher to celebrate our learning and presented with certificates.

OUTCOMES

5 parents and **6 children** participated
4 parents completed the programme
(1 withdrew due to work commitments)

All parents reported that they:

- had more ideas for playing and reading to their children
- were able to share peer support and peer learning
- were more confident

NEXT STEPS

We recognise a need for additional family learning in this area and are planning follow on learning opportunities for these and other families.

QUOTES

Parents

"Nice to meet other mums and dads"
"I enjoyed interacting with my child"
"good to have 1:1 time"
gets me out of the house"

Children

- *Big happy faces and a 'thank you' (every week from each child before they headed back to Nursery).*
- *Reported that they liked every session but enjoyed the games session.*
- *Children delighted that their feedback offered an extra games session along with their Head Teacher as part of their Celebration.*



GLOSSARY OF TERMS



PARTNERSHIP WORKING

As part of the CLD Strategic Plan in Scottish Borders, learners, community members, paid and volunteer staff from organisations have worked together to identify the need for CLD in communities and to plan how best to meet this need. Learning Community Partnerships are supporting partners to network, share practice and create new opportunities for all. CLD partners report that they understand more about what is going on in their local community and are able to join up work. In some communities, partners are working collaboratively to bring in funding.



COMMUNITY CAPACITY BUILDING

Supporting communities to be skilled, influential and sustainable (Scottish Community Development Centre, 2016). This is one of the key objectives of the 3 year CLD Strategic Plan. Learning Community Partnerships are providing joint training opportunities for paid staff, volunteers and community members.



VOLUNTEERING

The giving of time and energy through a third party, which can bring measurable benefits to the volunteer, individual beneficiaries, groups and organisations, communities, environment and society at large. It is a choice undertaken of one's own free will, and is not motivated primarily for financial gain or for a wage or salary (Volunteering Strategy, Scottish Government, 2004). Supporting and developing volunteering is a priority for the CLD Strategic Partnership.



HEALTH AND WELLBEING

Partnership efforts to improve health and wellbeing are concerned with 'wellness' and what can be done to prevent avoidable illness, support good mental health and ensure our services and communities are inclusive. The Scottish Borders has an ageing population and work is being developed to increase participation and prevent loneliness and isolation. CLD partners are working together to improve health and wellbeing. Poor health and wellbeing can decrease quality of life and hold people back from work, contributing to society and leading fulfilling lives. Reducing inequalities in health and wellbeing is a priority for the Community Planning and CLD Strategic Partnerships.



EMPLOYMENT AND INCOME

CLD partners are working together to increase people's opportunities to gain employment. A range of learning opportunities is provided to develop the skills, knowledge and understanding that people of all ages need to be ready for employment ie employability. Partners are also working together to support individuals to maximise their income. This might be through bringing in an adviser from Citizens Advice /Welfare Benefits to an existing group in the community. Partners also offer learning opportunities to develop budgeting and numeracy skills. Reducing inequalities in employment and income is a priority for the Community Planning and CLD Strategic Partnerships.



ACHIEVEMENT, ATTAINMENT AND INCLUSION

Scottish Borders performs well in terms of positive destinations for our children and young people. The challenge now is for CLD partners to work together to target activity to engage with, and improve outcomes for, those individuals who are not achieving and to improve their life chances. Reducing inequalities in achievement, attainment and inclusion is a priority for the Community Planning and CLD Strategic Partnerships.

ABBREVIATIONS

CLDS	Community Learning and Development Service, Scottish Borders Council
ICT	Information and Communication Technology
RUTS	Rural Urban Training Scheme
PeeblesCAN	Peebles Community Action Network

INFOGRAPHICS

The Infographics show a summary of the key improvements made through CLD partners working together across the 9 Learning Communities. They do not include all of the core learning being delivered by CLD partners across the Borders. As such, they cannot be used to draw comparisons between the amount of activity in different Learning Communities.

CLD STRATEGIC PARTNERS



You can get this document on audio CD, in large print, and various other formats by contacting us at the address below. In addition, contact the address below for information on language translations, additional copies, or to arrange for an officer to meet with you to explain any areas of the publication that you would like clarified.

COMMUNITY LEARNING AND DEVELOPMENT

Oonagh McGarry or Norrie Tait

Scottish Borders Council | Council Headquarters | Newtown St Boswells | MELROSE | TD6 0SA

tel: 01835 824000 | email: Cld@scotborders.gov.uk

