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Overview

Welcome to the Community Learning and Development (CLD) Plan for Clackmannanshire and Stirling Council areas for 2015 - 2018.

Clackmannanshire and Stirling Councils have taken the decision to produce an integrated plan (as part of the shared Education and Social Care Services) across the two council areas. The Plan meets the requirements of the Community Learning and Development (Scotland) Regulations 2013, made under the powers of the Education (Scotland) Act 1980.

The Plan will be made available to the Local Area Network (LAN). The mechanism for doing this will be through the annual self-evaluation completed by the Chief Executive of each Local Authority to inform the shared risk assessment process. The work delivered to meet the requirements of the Regulations will also form a key element of the new CLD inspection framework that is currently under development.

Community Learning and Development (CLD) describes a way of working with, and supporting, individuals and communities. CLD should empower people, individually and collectively, to make positive changes in their lives and their communities through learning.

The two Councils and key partners have worked together to develop this three year Plan which will, as outlined in the Government’s National Performance Framework, ensure CLD’s specific focus is on improved life chances for people of all ages, through learning, personal development and active citizenship and through building stronger, more resilient, supportive, influential and inclusive communities. We will ensure that we target individuals and groups most likely to benefit from the provision of community learning and development.

The Plan content reflects both national and local strategic priorities and outcomes and has been aligned to both Single Outcome Agreements (SOA). The Plan will show how CLD partners will work together to deliver on agreed actions and monitor and review the Plan.

Our Community Planning Partnerships will ensure CLD has a core role in delivering identified outcomes for communities and addressing inequalities. This will depend on maximising the contribution of the following partners:

- Services in both local authorities
- Those - often in the voluntary sector - in settings such as community health, housing, social enterprise, anti-poverty work, equalities or sustainable development
- Public service organisations such as colleges and universities, the NHS and Skills Development Scotland
- Local communities or communities of interest, for example ethnic minorities or people with disabilities, concerned with shaping CLD services in order to deliver the outcomes that are important to them
- Government bodies with an identified CLD remit and voluntary sector organisations publicly funded for this purpose
There is an expectation that the Community Planning Partnerships will do the following:

- Ensure that systematic assessments of community needs and strengths provide the basis for SOAs, service strategies and plans
- Ensure this assessment is based on engagement and continued dialogue with communities, utilising CLD expertise, as well as on analysis of other data
- Ensure SOAs have a clear focus on prevention and community empowerment as the foundation of reformed public services and utilise CLD provision and methods for these purposes
- Review current partnership arrangements for planning, monitoring and evaluating CLD and ensure that they are fit for purpose

**Purpose**

The Plan outlines our vision and the future direction for CLD in Clackmannanshire and Stirling.

It delivers under the Community Learning and Development (Scotland) Regulations 2013 and provides the legislative basis for setting priorities and supporting the auditing of needs, strengths and opportunities with learners and communities.

The four elements are as follows:

- How the education authority will co-ordinate its provision of community learning and development with other persons that provide community learning and development within the area of the education authority
- What action the education authority will take to provide community learning and development over the period of the plan
- What action other persons intend to take to provide community learning and development within the area of the education authority over the period of the plan
- Any needs for community learning and development that will not be met within the period of the plan

The Strategic Guidance for Community Planning Partnerships: Community Learning and Development remains in place. Although the duty for the Plan is placed on the Local Authority, those providing community learning and development will be expected to work together (local authorities, third sector organisations and others) to identify how they can further develop their contribution to meeting local needs.

**Vision and Values**

Partners are committed to the following principles of CLD that will underpin our work:

- Empowerment - increasing the ability of individuals and groups to influence matters affecting them and their communities
- Participation - supporting people to take part in decision-making
- Inclusion, equality of opportunity and anti-discrimination - recognising some people need additional support to overcome the barriers they face
- Self-determination - supporting the right of people to make their own choices
- Partnership - ensuring resources, varied skills and capabilities are used effectively

Our shared vision is to improve learning, increase life chances and to promote and secure wellbeing. The quality of services and provision will be improved by working together.
We will progress our vision within the context of our Single Outcome Agreements, with a clear understanding of the inequalities that exist in both our areas. Reducing the polarity of wealth and opportunity is a particular challenge over the lifetime of this CLD Plan. Our shared aim is to tackle inequalities based on evidence of increasing child poverty, health inequalities and the impact of welfare reform across our communities. Local and national evidence consistently shows that socio-economic inequality is the fundamental cause of health inequalities. We will work together to ensure that we target individuals, groups and communities most likely to benefit from the provision of community learning and development.

Context for Clackmannanshire

Factors that will influence how we will target our work and resources.

Clackmannanshire has a population of 50,630. In the last ten years the population of Clackmannanshire has grown by approximately 6%, almost twice as quickly as the population of Scotland. In recent years Clackmannanshire has seen improvements in transport links, Alloa Town Centre and to the educational infrastructure.

Clackmannanshire has, however, seen a worsening economic picture compared with other areas of Scotland, with rising unemployment trends well above the national average. Fourteen of Clackmannanshire’s data zones fall in the 15% of most deprived areas in Scotland. There are 39% of Clackmannanshire pupils living in the top three most deprived areas of Clackmannanshire and 15% live in workless households.


Compared with Scotland, Clackmannanshire has a significantly higher rate of child protection referrals to the Scottish Children’s Reporter Administration.

Health inequalities across Clackmannanshire is stark with higher instances of teenage pregnancies, poor maternal health, smoking and alcohol dependency in our least advantaged communities. Health and social inequality is higher and entrenched in some Clackmannanshire communities.

Although the overall proportion of the working aged population claiming key benefits slightly decreased between 2011/12, young people claiming key benefits increased.

In terms of youth transition, 92.8% of school leavers enter a positive destination. This is 0.5% above the national average of 92.3%. Clackmannanshire is 15th out of 32 local authorities for the percentage of learners entering a positive destination.

From the 2011 Scottish Census, 4693 people identified themselves as unpaid carers. However, taking into account the level of unidentified and therefore ‘hidden’ carers, this figure could be as high as 8745 unpaid carers living in the Clackmannanshire area (17% of the population as estimated in the Scottish Health Survey 2012/13).

Overall, the impact of the economy along with public sector reform, cuts in public expenditure and welfare reform will have a significant impact on the people of Clackmannanshire. It is expected that there will be an increasing dependency on benefits, rising unemployment and an increased demand for core services and support provided by partners.
Context for Stirling

Factors that will influence how we will target our work and resources

Stirling has a population of around 90,000 people, 65% of whom are in the City of Stirling and neighbouring areas and 35% in the rural area. The Stirling area shows great diversity and, as a whole, the statistics are generally very positive in relation to Scotland.

There are, however, communities of concentrated deprivation where health statistics are some of the poorest in the country. In Stirling, 17% of children live in poverty (Loughborough University’s Centre for Research in Social Policy Report, End Child Poverty, August 2014).

A higher proportion of under-fives live in our most deprived areas than that of the general population. Compared with Scotland, Stirling also has a significantly higher rate of child protection referrals with parental alcohol or drug misuse.

The latest update to the Scottish Index of Multiple Deprivation (SIMD) in 2012 showed that most of Stirling’s most deprived areas have experienced a consolidation and deepening of deprivation since 2009, further increasing polarisation of the area. This indicates that Stirling’s deprived areas have been less resilient to wider economic change than other parts of Scotland.

Unemployment levels have risen in recent years, reflecting wide economic conditions: there are significant variations across communities; in some areas male unemployment can be as high as 30-40% whereas in others it barely registers. Youth (16-24) unemployment is a couple of percentage points higher than the overall figure and in more deprived areas, youth unemployment can be at significantly high levels.

In terms of youth transition, 91.5% of school leavers enter a positive destination. This is 0.8% below the national average of 92.3%. Stirling Council is 23rd of 32 local authorities for the percentage of learners entering a positive destination.

From the 2011 Scottish Census, 8,260 people identified themselves as unpaid carers. However taking into account the level of unidentified and therefore ‘hidden’ carers, this figure could be as high as 15,000 unpaid carers living in the Stirling area (17% of the population as estimated in the Scottish Health Survey 2012/13).

Rural Stirling has generally lower unemployment and income deprivation than the wider council area. However, there is polarisation of employment from managers/professionals through to lower paid workers in hospitality and retail. Most of the northern part of Stirling’s rural area lies within the most deprived 5% nationally for accessibility to facilities such as GPs, shops and schools.

Overall, there are significant variations within Stirling: in household structure, income, economic activities and housing. The ACORN classification describes households based on their lifestyle, behaviour and attitudes, irrespective of where they are located. Around one in seven of Stirling’s most deprived households (termed ‘struggling families’ and ‘burdened singles’) are in rural areas. At the other end of the scale, two thirds of rural households are in the most affluent categories.

The beautiful thing about learning is that nobody can take it away from you

B.B. King
Strategic Drivers

This three year Plan will contribute towards a range of key local and national strategies and policies, including both Clackmannanshire and Stirling Single Outcome Agreement priorities.

Community planning partners are committed to working together towards the Strategic Outcomes defined within the Agreements (2013 - 2023).

<table>
<thead>
<tr>
<th>Clackmannanshire</th>
<th>Stirling</th>
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<tbody>
<tr>
<td>◆ Clackmannanshire has a positive image and attracts business and people</td>
<td>◆ Improved outcomes in children’s early years</td>
</tr>
<tr>
<td>◆ Communities are more inclusive and cohesive</td>
<td>◆ Improved support for disadvantaged and vulnerable families and individuals</td>
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<tr>
<td>◆ People are better skilled, trained and ready for learning and employment</td>
<td>◆ Communities are well served, better connected and safe</td>
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<tr>
<td>◆ Communities are and feel safer</td>
<td>◆ Improved supply of social and affordable housing</td>
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<td>◆ Vulnerable people and families are supported</td>
<td>◆ Reduced risk factors that lead to poor health and other inequalities</td>
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<tr>
<td>◆ Substance misuse and its effects are reduced</td>
<td>◆ Improved opportunities for learning, training and work</td>
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<tr>
<td>◆ Health is improving</td>
<td>◆ A diverse economy that delivers good quality local jobs</td>
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<td>◆ Our environment is protected and enhanced</td>
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<tr>
<td>◆ Our public services are improving</td>
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Summary of Key National Policies

**CLD Strategic Guidance** - The guidance outlines the action necessary to maximise CLD’s impact, resulting in better alignment of services and optimal use of resources. The implementation of the guidance must be led by Community Planning Partnerships, with support from Government bodies such as Education Scotland and with national and local Third Sector partners. It should form an integral part of public service reform, ensuring that Community Planning provides the vehicle to deliver better outcomes in partnership with communities.

**Adult Learning in Scotland, Statement of Ambition (2014)** – This document outlines the aspiration that Scotland becomes recognised globally as the most creative and engaged learning society; every adult in Scotland will have the right to access learning to meet their educational needs and their aspirations; and Adult learning in Scotland, and the outcomes that learners achieve, will be world-leading. The statement has three core principles that adult learning should be: lifelong, life-wide and learner centred.

**Youth Work Strategy** – This strategy aims to ensure that all young people, in every part of Scotland, should have access to high quality and effective youth work practice. This can be achieved by working together with young people, community planning partnerships, relevant organisations and other partners.

**Community Empowerment (Scotland) Act** - The purpose of the Act is to make it easier for communities to achieve their goals, by giving them clear statutory rights to be more proactive in determining service provision, delivering services and owning/managing assets.

**Getting It Right For Every Child (GIRFEC)** – The GIRFEC approach aims to improve the wellbeing of all children and young people by improving assessment, decision making, planning and multi-agency working.

**Curriculum for Excellence** – The curriculum aims to ensure that all children in Scotland develop their capacities as: successful learners, confident individuals, responsible citizens and effective contributors to society.

**Early Years Framework** – This framework is about ensuring that every child has the best start in life and that they get the support required to enable them to fulfil their potential.
ESOL Strategy - This strategy aims to ensure that all Scottish residents for whom English is not a first language have the opportunity to access high quality English language provision so that they can acquire the language skills to enable them to participate in Scottish life: in the workplace, further study, within the family, the local community, Scottish society and the economy.

Developing Young Workforce – This strategy provides a blueprint to substantially and permanently improve the transition of all young people from education into sustainable, productive employment.

Equally Well – This report brings together thinking on poverty, lack of employment, children’s lives and support for families and physical and social environments, as well as on health and wellbeing. It makes clear that we will not only respond to the consequences of health inequalities, but also tackle its causes. The Task Force recognised that success will be a long-term achievement but that short-term gains can still be made.

Keys to Life – This strategy has the human rights of people with learning disabilities at its heart. Also integral to it is The Healthcare Quality Strategy for NHS Scotland, published in 2010, which makes clear that whatever the individual circumstances of people's lives, including age, gender, ethnicity, disability, religion, sexual orientation, mental health, economic or other circumstances, they should have access to the right health services for their needs.

Partnership Matters – The guidance document describes the roles and responsibilities of all agencies supporting people with additional support needs who wish to study, or are currently studying at Scotland's colleges or universities. Partnership Matters is about removing barriers faced by people with additional support needs. This is not solely the responsibility of the colleges or universities. All agencies have a role to play whether by providing personal care, health care, transport or other forms of support.

Commission on the future delivery of Public Services – This report on the commission, led by Dr Campbell Christie, suggests that a radical change in the design and delivery of public services is necessary, irrespective of the current economic challenges, to tackle the deep rooted social problems that persist in communities across the country.

Caring Together: The Carers Strategy for Scotland – The strategy sets out 10 key actions to improve support to unpaid carers. The focus is on improved identification of carers, assessment, information and advice, health and wellbeing, carer support, participation and partnership.

How have we done?

External Scrutiny

HMIe has recently inspected and published reports on CLD activity across some of the learning communities in Clackmannanshire and Stirling. The key findings were as follows:

Common strengths across Clackmannanshire and Stirling
◆ Strong and vibrant community organisations
◆ Dedication and commitment of local people as skilled and enthusiastic volunteers
◆ Effective engagement with learners
◆ Partners working well at a local level

Areas for development across Clackmannanshire and Stirling
◆ Sharing of data across CLD partners to ensure that there is a co-ordinated approach to targeting work, sharing priorities and improving services
◆ Improved joint self-evaluation across schools and CLD providers to support and develop performance
◆ Improved arrangements for the planning and delivery of CLD across learning communities
What are we doing?

As outlined in the Strategic Guidance for Community Planning Partnerships: Community Learning and Development, partners should aim to deliver CLD outcomes through:

- Community based adult learning, including adult literacies and English for speakers of other languages (ESOL)
- Learning for vulnerable and disadvantaged groups in the community, for example, people with disabilities, care leavers or offenders
- Youth work, family learning and other early intervention work with children, young people and families
- Learning support and guidance in the community
- Community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers)
- Volunteer development

Some examples of what we are doing in Clackmannanshire and Stirling are as follows:

Community Based Adult Learning

**Thrive Project**

A partnership between Stirling Council’s Adult Learning Team, family workers in the local nurseries and NHS Forth Valley Keep Well Team. The project aims to support parents to develop skills and confidence within a women centred programme. Delivered through a 16 week programme, the project focuses on change for a healthier lifestyle and promoting personal development. It provides skills based workshops to increase confidence, knowledge and awareness of coping with day to day stresses. Participants explore attitudes and the vital importance of skills for creating pathways and opportunities within the wider community, such as further education, volunteering or employment. The programme is also supporting participants to be more confident in supporting their children’s learning and development, which is vital in terms of raising attainment.

Learning for Vulnerable and Disadvantaged Groups

**Sauchie Active 8**

Sauchie Active 8 is a community organisation who work with adults and young people to develop and deliver lifelong learning programmes through community engagement. There are currently 10 volunteers who work with Sauchie Active 8.

Activities include:

- Food Bank
- Youth club for around 60 children
- Weekly roller disco
- Weekly pre-school play group
- Fruit Barra on one day a week
- Adult learning classes including: ICT, First Aid, Spanish, Sign Language and Food Hygiene
- Play schemes over the summer/easter holidays, including trips and events
Community Nutrition and Dietetic Health Improvement Team

The team is working in partnership with local authorities and Third Sector organisations to empower individuals, groups and communities to improve health through increasing knowledge, skills and access to food.

The team addresses health and economic food issues, particularly with those working with vulnerable individuals and families.

Developing young men’s employability skills

A partnership between the Youth Active Project, Stirling Council’s Youth Services and MXP Training Centre continues to develop employability skills for young men aged 16–24 while engaging them in health and fitness. Two courses have been delivered so far.

Through the course, the young men gain leadership skills, including communication, organisation and delivery and they also improve their employability skills by working on CV writing and self-confidence. The participants gain a Level 4 Award in Sport Leadership, which is a nationally recognised qualification.

One of the pilot leadership course participants, Dylan, aged 19, said: “I loved the course, I’ve learned lots about how to communicate with others and I want to look at employment in fitness. I will be doing the next course too; the instructors were brilliant and taught at our wavelength.”
Youth Work and Family Learning

Raploch Magic Carpet Project

The Raploch Magic Carpet Project is a partnership between Stirling Council’s Adult Learning Team and staff and families at Raploch Nursery. The parents have created a carpet of over 40 different interactive themed squares allowing children to go on an imaginative journey, enhancing their early literacy and language skills. The carpet supports parents to participate in their children’s learning in an innovative, creative fashion whilst also supporting the development of the skills and confidence of the parents.

Cornton Youth Space

Young people from Cornton Youth Space ran a STAND UP TO Cancer event in their local community centre to help raise monies for cancer research. Inspired by the Channel 4 one-off fundraiser episode, they wanted to raise monies for Cancer Research as they were aware of a lot of people in their community who had gone through this experience and wanted to do something that helped others. They also used this event to gain evidence to work towards completion of their Dynamic Youth Award.

The young people planned the event from start to finish, including choosing what activities were on offer, carrying out risk assessments, budgeting, delegating roles and designing tickets and posters for the event.

It took a few months of hard work, but it paid off with their parents and the local community attending to see the work they had undertaken. Young people took responsibility for their individual areas and worked together as a team to bring in £130.00.

Staff members have also seen an increase in confidence in the young people and a higher level of maturity.

Streetworx

Through Detached Work, support was put in place for a young person, Barry*, to overcome barriers such as alcohol intake and to discuss job aspirations. The worker agreed to meet Barry on a 1 to 1 basis to explore further. The worker received a call from Social Work advising that the young person had overdosed and over the next 18 months, Barry overdosed a number of times. A range of services continued to support the young person through this period. Although engagement with the worker continued to be very sporadic, contact was maintained and small steps were made to build confidence, resilience and skills. Barry elected to undertake a medication programme and moved out of the family home into homeless accommodation. During this period, he was supported intensely by agencies/services. Barry is now drug free, taking driving lessons and has secured employment. He continues to engage with the service as and when required.

* name has been changed to protect anonymity
Recognising Achievement

Feedback from parents

‘A big thanks for all your hard work with David and his John Muir Award. David was initially very reluctant and worried about participating. He ended the experience with enthusiasm and a lot more self confidence in himself and with other people. Thanks again to you and the rest of the team.

‘I would like to offer my heartfelt thanks to a member of your staff. My daughter Janet is a pupil at Alva Academy and for a number of years has struggled with her confidence and mixing with other youngsters. She was involved in some group work organised by the school and has since went on to participate in a number of activities and groups, her confidence has grown significantly and she is a much happier young girl. I believe this is mostly down to her group work and the opportunities available to her since. I wanted to highlight Janets experience as I believe good feedback is as important as bad although rarely is given. I also hope that by bringing this to your attention other youngsters will benefit from such input in their school lives. I have no doubt this belief and dedication to Janet and others helps make a huge difference to these youngsters’ lives. I do hope such work continues and is given the recognition it sincerely deserves, it is very important. A big thank you and well done, I do hope she is recognised for the hard work she does at Alva Academy and elsewhere.’
Clackmannanshire Young Parents Project

The Project Key Worker met Linda at Secondary School after a referral via the Screening Group. She was 16, pregnant, still in full-time education and having difficulties with other pupils, pregnancy and coping with mental health issues. Linda was looking for all round general support with her pregnancy/birth, with the hope that she could return to full-time education when appropriate.

After registering with the project and contributing to an Individual Learning Plan that suited her, significant outcomes were achieved:

◆ Support given to the family on finances/benefits
◆ Support given to Linda and family with professional childcare to allow return to school
◆ Linda returned to school approximately three months after the birth of her child
◆ Paediatric First Aid / Defibrillator qualification gained
◆ Attended first ever interview for employment
◆ After leaving school, entered part-time employment in Stirling within the Care Sector and working towards a qualification

Linda is now a much more confident, focused individual, who has a growing desire to succeed now for herself and her child. Delivering the service at a pace the learner could cope with and early engagement created a better opportunity for positive progression and outcomes.

ACE Cornton

Learner Karen in her own words:

“I attend ACE Cornton on a weekly basis from the open estate in Cornton Vale and have done for about 13 months now. Initially, I attended for purposes of partaking in the arts and crafts class on a Wednesday morning and to brush up on my ICT skills, however, after commencing college in September, I now attend to undertake my college work.

Although I am mostly a confident and outgoing person, I have quite a few anxieties about public perception and my future given my criminal background. I am made to feel comfortable by the relaxed atmosphere here, where no one is concerned about your background. The staff here at ACE have been a real, massive support to me and a constant encouragement with regards to planning my future. They are all very welcoming and take time out to personally get to know you and provide any support or assistance that they can. In return, I have helped with volunteering tasks such as administering their Facebook page and admin tasks. I have observed many of the classes ACE provide on a weekly basis and I truly think that they are an asset to this community. I look forward to attending each week and enjoy the warm reception that’s always presented here.”

Update: Karen was paroled in April 2015. Since her parole, we have received a reference request for Karen and are delighted to hear that she has secured full-time employment.

Activity Agreements

Targeting young people aged 16 - 19 years with key worker support, young people agree and develop individual action plans and a personal development programme. Participants take part in a programme of learning opportunities that develop their skills for learning, work and life.

Participants carry out training and voluntary placements with possible placements in Youth Work, Creative Industries, Farm work or volunteering in the wider community.

Feedback from participants

‘Activity Agreements has increased my confidence which helped me getting into college’.

‘It helped me improve listening skills and working with others’.

‘I feel the skills I have learned here will help me in the future’.
Community Development

‘Thinking Out Loud’ – Stirling Young Carers Short Film

Young carers living within Stirling identified a need to raise awareness and highlight the importance of ensuring that young carers are identified and supported within their school environment. With support from Stirling Carers Centre’s Young Carers Service, a group of young carers worked together to develop a script for a short film aimed at highlighting the impact that undertaking a caring role can have on a young person’s daily school life and the positive difference that receiving appropriate support can make. This resulted in the young carers, in partnership with the organisation Fixers, producing and starring in their own short film entitled ‘Thinking Out Loud’ (www.youtube.com/watch?v=v5dWOQb3xTo).

The film was introduced and launched by a young carer at Stirling Carers Centre’s AGM in June 2015 and has since been circulated to all local High Schools, with positive feedback received from teaching staff on the importance of ensuring that the school environment is a supportive and nurturing one for young carers. By providing young carers with this opportunity, it has ensured that there has been learning for vulnerable and disadvantaged groups and by raising awareness of young carers and the issues that they face in their daily lives, it has increased the learning and development within their school community.

Forth Valley College – supporting the CLD Framework in Stirling and Alloa

Forth Valley College is committed to a partnership approach to CLD and we are currently involved in the following projects:

Predominantly funded by the Department of Work and Pensions through their Flexible Support Fund, we have been working with ACE Cornton, Raploch URC, SVE and Citizens Advice Bureau in delivering a programme of Digital Literacies and Employability Courses.

Through Flexible Learning, we are currently running flexible drop-in sessions in the community in partnership with Stirling Council’s Library Service. These take place in Dunblane and Bannockburn Libraries, and we hope to add another session at St. Ninians Library in the near future. We also work in partnership with ACE Cornton. Learners attending these two hour sessions study courses from the Flexible Learning Course Directory and can study from home or work with support from our Flexible Learning Assistant at the locations mentioned or alternatively learners can access support from Learning Resource Assistants at any college campus. Currently we have 45 learners who attend the three locations on a regular basis, studying a range of courses from Introduction to Computing to Advanced ECDL.

Clacks Youth Voice

Members of the Clackmannanshire Youth Voice Network worked in partnership with Youth Services to develop a community consultation and action plan to take forward a proposal for a new skate park in the Alloa area. The need for a skate park was identified through detached youth work programmes and the Young Scot ‘Your Future, Your Police’ programme.

A consultation was carried out with 540 young people from across Clackmannanshire. A report was submitted to the local authority to seek support for a funding bid to the Active Places - Legacy
Information Sessions within the local DWP to encourage and promote volunteering.

A group of 14 Workstart students from Forth Valley College’s Alloa Campus took part in a pilot project through CTSI. The project was a group volunteer placement within Alloa Community Enterprises Ltd (ACE). The programme lasted 8 weeks and the students attended a few hours each week to learn and get a taster of the different volunteer roles ACE had to offer.

The Saltire Awards dovetail neatly into the 4 key objectives of Curriculum for Excellence as they enable young people to develop their capacities through volunteering as successful learners, confident individuals, responsible citizens and effective contributors.

After the success of the pilot group, students from the ACE programme within FVC will be starting a group volunteer placement in August.

Volunteer Development

Investing in Volunteers

Stirling Council’s Adult Learning Team has been awarded a third successive Investing in Volunteers Award. The Award, administered by Volunteer Development Scotland, gives national recognition for excellence in the support, management and development of volunteers.

Currently there are 44 volunteers active in the team who all play a vital role in the delivery of quality learning opportunities. Between them they are delivering a total of 96 hours of work each week, which is a staggering 3840 hours a year!

Volunteers get involved in a range of different programmes, supporting adult literacy and numeracy, ESOL classes, work clubs and some are volunteer buddies in community classes such as computing. Volunteer skills complement those of the tutor in the class.

Volunteer Development

SVE’s Supported Volunteering Service

SVE’s Supported Volunteering Service provides supported volunteering opportunities for adults with learning difficulties, mental health problems, people with substance misuse problems and those who require additional support to access volunteer placements. The Volunteer Training course runs for half a day a week for 6 weeks to prepare volunteers for independent volunteering. This includes confidence building, self-awareness, handling stress, goal setting, action planning and self-management.
The weekly Volunteer Club is designed and delivered by the volunteers under the supervision and facilitation of SVE. Therapeutic activities such as music, drama and art are included. As well as learning new skills and developing social confidence as part of a group, participants also take responsibility of the group activities, which gives them more ownership of the club, raises their self-esteem and increases their confidence enabling them to go into volunteering.

The Supported Volunteering Service works in partnership with local Volunteer Involving Organisations (VIOs) to prepare them for providing supported volunteering. This includes visits, writing job descriptions, sourcing appropriate volunteers and ensuring placements are successful. The Supported Volunteering Service also delivers talks and presentations to interested VIOs and community groups explaining the benefits of supported volunteering, how it works and how to get involved.

There is also a weekly dog walking programme that provides opportunities for those with additional support needs to volunteer in an environment where their support needs will be accepted and understood. Every volunteer has a Buddy who is trained in listening to and supporting the volunteer. Jimmy, one of the volunteers, said: “The dog walking gives me something to get out of the house for. I enjoy chatting with the other walkers, walking on my own and it is very good for me to be outside and being healthy.”

Clacks Youth Timebank
Youth Services operate the Clacks Youth Timebank, developed in partnership with the Youth Council. The Timebank recognises young people’s contribution in the local community through their voluntary work. Young people gain Timebank credits for every hour that they volunteer and these are converted into Young Scot Reward points which are spent on training, social events, conferences, outings and goods. In 2014/15, 209 young people were actively engaged in voluntary work in the community (youth groups, galas days, community events, arts projects, peer education etc.).

Clackmannanshire had an effective CLD Partnership up until 2012. In Stirling, the Partnership operated through the three functions; Youth Work, Adult Learning and Community Development.

Shared Services and ongoing alignment of CLD within both Councils has led us to a different approach, reinforced by the Community Learning and Development (Scotland) Regulations 2013.

A new cross council Strategic Partnership will be developed to oversee the implementation of the CLD Plan.

Partners will work together as follows:

- Involve key stakeholders in the further development, implementation and evaluation of the CLD Plan
- Develop a framework to support the co-ordination/delivery of the CLD Plan.
- Establish the role of Local Community Planning Partnerships/Local Learning Partnerships/Thematic Partnerships in the implementation of the CLD Plan
- Provide key stakeholders/partnerships with strategic support in implementing the CLD Regulations/Guidance
- Identify and address cross cutting issues through the Stirling Community Planning Partnership and Clackmannanshire Alliance Thematic Groupings
- Develop joined up partnership working approaches to community engagement, community capacity building and co-production

Aristotle

“Learning is an ornament in prosperity, a refuge in adversity, and a provision in old age”
Delivering, Monitoring and Evaluation of the Plan

At a Strategic Level

Clackmannanshire and Stirling’s CLD Strategic Partnership will jointly monitor and evaluate the impact of the CLD Action Plan. The Learning Communities Team within Children, Young People and Education will continue to support and lead the CLD Strategic Partnership. The Partnership will meet four times per year to co-ordinate action and to monitor and evaluate progress in implementing the CLD Action Plan.

The Plan will initially have three working groups with a focus on Self-Evaluation, Workforce Development and Improving Performance.

The outcomes detailed within the Plan are aligned to Clackmannanshire and Stirling’s Single Outcome Agreements and both Council’s Corporate priorities. A covalent data base will be used to monitor, evaluate and report on the impact of the Plan.

At a Local Level

The framework provided by the Plan will be implemented locally within the nine learning communities across the Clackmannanshire and Stirling Council areas. There will be a focus on developing local community learning and development outcomes that deliver real change at individual and community level. The Plan’s framework will provide local groups and organisations with direction on what CLD should be delivering in communities. This in turn, will enable clarity of reporting at a local level to both Councils and the respective Community Planning Partnerships.

Where appropriate, local CLD Plans will link directly to Local Community Plans. The local Plans will be monitored on a regular basis and progress reported to the Strategic CLD Partnership, who in turn will report to Clackmannanshire and Stirling’s Community Planning Partnerships.

Further Plans for the Clackmannanshire and Stirling Council areas will be published at three yearly intervals from the 1 September 2015.

Engagement and Consultation Processes

An engagement process has started across Clackmannanshire and Stirling to ensure that the priorities identified in the CLD Plan are the right ones. Over the next three years, there will be further engagement and consultation in the learning communities across the two areas to ensure that we:

- Co-ordinate and provide appropriate CLD activities with other providers in Clackmannanshire and Stirling
- Ensure that we target individuals and groups most likely to benefit from the provision of community learning and development

Initial discussions on the Plan were undertaken through a series of workshops and meetings involving local authority staff, third sector organisations and community groups between November 2014 and July 2015.
Briefing sessions were also held with the Community Planning Partnership (Stirling), Senior Management Teams and the Education Committees of Clackmannanshire and Stirling Councils.

A CLD learning survey undertaken between April and June 2015 had 923 responses. This will help to inform the process.

The final Plan reflects the outcome of these discussions and information gathered from key partners and the survey returns from learners and non-learners across Clackmannanshire and Stirling.

**Needs that will not be met under the Plan**

It is important to draw a distinction between basic individual, group and community needs and the community learning and development needs of individuals, groups and communities when considering what needs will not be met by our CLD Plan.

For example, the needs of individuals with regard to employability (unemployment), mental health (mental ill health) and having enough (poverty) cannot be addressed by community learning and development approaches alone. Community learning and development can be a significant contributory factor to these societal needs, but must be part of an integrated community planning approach to bring about societal change.

Across the range of community planning partnership themes, we will continue to explore the role and impact of community learning and development as a contributory approach to achieving outcomes for our citizens.

The Clackmannanshire and Stirling Strategic CLD Partnership is committed to supporting the provision of universal community learning and development for all. However, there continues to be significant budget and resource challenges and the partnership will not be in a position to meet the community learning and development needs of all of our citizens at any given moment in time.

The story goes that one day Socrates stood gazing at a stall that sold all kinds of wares. Finally he said, “What a lot of things I don’t need!”

Jostein Gaarder

This will enable us to target our resources more effectively at specific individuals and groups with greatest need. We believe that addressing the inequality that these people experience will have a greater contribution to societal impact than trying to provide something for all.

As highlighted in the Plan, we will continue to support those who are more able, to build their capacities and capabilities to develop their own community learning and development opportunities.
The Plan

The CLD Plan 2015-2018 for Clackmannanshire and Stirling will be set in a context of ongoing budget and resource challenges for all partners. However, we will maintain a focus on the delivery of high quality community learning and development opportunities shaped around People, Performance, Prevention and Partnerships.

Community Planning Partnerships are well established in Clackmannanshire and Stirling and have clearly identified priorities across a number of key themes. As community learning and development is already a key contributor to these priorities and themes through a range of strategic plans and partnerships, the CLD Plan will seek to identify the work that is not already sited.

<table>
<thead>
<tr>
<th>Within the context of Adult Learning, our key priorities will be:</th>
<th>Within the context of Youth Work, our key priorities will be:</th>
<th>Within the context of Community Development, our key priorities will be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Literacy, Numeracy and ESOL</td>
<td>Accreditation and Wider Achievement</td>
<td>Promoting, facilitating and supporting community development</td>
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<tr>
<td>Work with Parents, including Family Learning</td>
<td>Positive Destinations for 16-19 year olds</td>
<td>Building on the assets and the potential of individuals, families and communities to meet their own needs and to engage and influence decision makers</td>
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<tr>
<td>Health and Wellbeing</td>
<td>The Development and Support of Transition Pathways</td>
<td>Supporting and developing voluntary and community organisations to deliver services in response to local needs</td>
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<td>Employability</td>
<td>Democratic Engagement and Participation</td>
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</table>
Developing the Partnership

The CLD Strategic Partnership aspires to become an effective and accountable network of services, with clear processes in place to engage with communities and deliver relevant services to a high standard.

The focus of the CLD Strategic Partnership, in the context of Developing the Partnership will be:

◆ Establishing an effective CLD Partnership across Clackmannanshire and Stirling
◆ Strengthening links between Stirling and Clackmannanshire’s thematic community planning partnership groups and the CLD Partnership with representation where appropriate
◆ Producing nine Learning Community CLD (or equivalent) Partnership Action Plans to take forward the CLD Strategy at a local level, with a clear focus on the needs and priorities of local people which are most appropriate to their communities
◆ Strengthening links between the CLD Partnership Strategic Group and the nine Learning Community Partnerships to ensure relevant, appropriate representation and contribution of partners at Learning Community CLD Partnership level
◆ Promoting an outcome-focused approach to provision across the CLD Partnership and developing mechanisms for capturing and sharing information across partners that evidences impacts and demonstrates a consistent and standardised approach to reporting performance and planning for improvement
◆ Developing mechanisms for Learning Community Partnerships to consult and engage with individuals and communities in order to identify and review need
◆ Mapping and auditing current services and providers within Learning Community Partnerships and identifying relevant gaps

Universal and Targeted CLD Provision

We are committed to supporting the provision of universal CLD services and this is reflected within the Plan. In order to achieve this aim, communities will require support to ensure that they have the capacity to deliver CLD opportunities for themselves. We will work with individuals, groups and communities to develop and enhance their skills, knowledge and experiences to develop more innovative and effective CLD opportunities across Clackmannanshire and Stirling.

This approach will help the Strategic Partnership to target provision at those in greatest need including young people, adults, vulnerable parents, individuals who are LGBT, the unemployed, BME/migrants, offenders and those with a disability or mental health issue.

Barriers to Participation

From the CLD survey undertaken to support the development of this Action Plan, barriers to participation were identified. These include awareness of CLD services, lack of confidence to participate and the times and the places that CLD provision was delivered. We are committed to working together to, as far as possible, remove the barriers detailed above.
# CLD Plan Outcomes and Actions

## Overarching Priorities For Improvement

- Improved sharing of data across CLD partners to ensure that there is a co-ordinated approach to targeting work, sharing priorities, planning and improving services
- Improved joint self-evaluation across Schools and CLD providers to support and develop performance
- Improved arrangements for the planning and delivery of CLD across learning communities

## Outcome 1 – To improve individual core and life skills

**Vision** – to see young people and adults becoming more confident, skilled, self-sufficient, independent, resilient and responsible members of their geographical and/or thematic communities.

**Actions**

- Deliver a range of literacies and core skill provision, including health literacy, supporting digital and financial inclusion
- Deliver ESOL provision
- Deliver family learning provision
- Deliver employability support at Stages 1 and 2 of the Strategic Employability Pipeline to young people and adults
- Provide opportunities for individuals to accredit their learning
- Ensure that individuals have opportunities to progress to other learning, training, volunteering and/or employment
- Develop and support learner voice to positively impact on strategy and programme design

## Outcome 2 – To improve the capacity of communities

**Vision** - to have in place integrated local community partnership plans for all communities that harness local community assets and build platforms for early intervention approaches and sustainable community development and regeneration opportunities.

**Actions**

- Work with communities to assist them as they embark on developing and delivering their local community plans
- Support the capacity of communities to influence and shape the design of local community based services
- Work with and support communities to make the most of collective assets and resources including opportunities for investment and regeneration
Outcome 3 – A CLD workforce that will make the CLD Action Plan and the subsequent local plans a reality

**Vision** – a supported and confident workforce that has clarity and purpose about the difference they are making through individual and collaborative approaches.

**Actions**
- Identify and develop workforce upskilling priorities across partners
- Deliver ongoing support to the CLD workforce within the Clackmannanshire and Stirling Council areas so that they clearly understand the vision set out in the CLD Action Plan
- Deliver a range of CPD opportunities to ensure that the CLD workforce can demonstrate that they have CLD values, knowledge, skills and attitudes and that they can put these into practice
- Deliver opportunities for the CLD workforce to network together, share resources and deliver joint training

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### Appendix 1 - Partners

<table>
<thead>
<tr>
<th>CLD Plan – partner contributions</th>
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<tr>
<td>Access Panel</td>
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<td>ACE Cornton</td>
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<td>Active Stirling</td>
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<td>Alloa Community Enterprises</td>
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<td>Bridge of Allan Community Council</td>
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<td>Callander Youth Project</td>
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<td>Coalsnaughton Café Society</td>
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<td>Central Scotland Fire and Rescue</td>
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<td>Clackmannanshire Council</td>
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<td>Clackmannanshire Third Sector Interface (CTSi)</td>
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<td>Cowie Rural Action Group (CRAG)</td>
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<td>Cultenhove Opportunities Project.</td>
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<td>Falkirk and Clackmannanshire Carers Centre</td>
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<td>Forth Valley Alcohol and Drugs Partnership</td>
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<td>Fort Valley College</td>
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<td>Heart to Heart</td>
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<td>Homestart</td>
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<td>Mercat Cross Community Council</td>
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<td>NHS Forth Valley</td>
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<td>Open Secret</td>
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<td>PLUS</td>
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<td>Sauchie Active 8</td>
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<td>Scottish Association of Mental Health</td>
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<td>Stirling Carers Centre</td>
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<td>Stirling Council</td>
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<td>Stirling University</td>
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<td>Stirlingshire Voluntary Enterprise (SVe)</td>
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<td>Tullibody Healthy Living Initiative</td>
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<td>Way Ahead Club</td>
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Appendix 2 - Coordinating and Sharing Information

In line with the development of the CLD Plan for Clackmannanshire and Stirling, a website ‘STACKS’ has been set up as a resource for all CLD partners and stakeholders. This can be accessed at www.knowingstacks.com