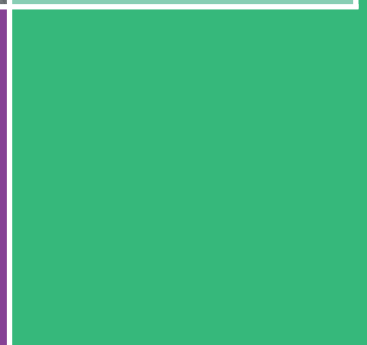
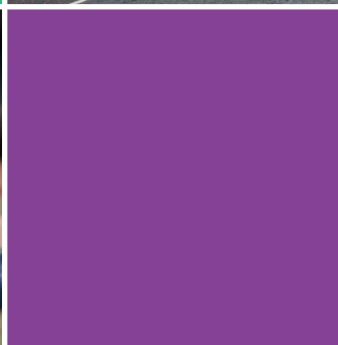
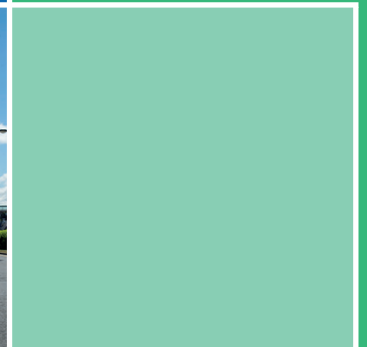


Community Learning & Development Plan 2018 - 2021





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Aims and Purpose

The purpose of Stirling's Community Learning and Development Plan 2018–2021 is to make sure there are opportunities available to people and communities which improve and support their wellbeing, participation and resilience. It aims to do this in a way which takes account of local needs, which includes individuals and communities in making decisions about the services on offer, and which supports communities to develop and implement their own responses to the issues that are relevant to them.

In this Plan, Stirling Council and its Community Planning Partners acknowledge opportunities to improve the way we measure the impact of our services. We also acknowledge opportunities to improve the ways we plan services as a partnership, so that the contribution of a wide range of services and community-led groups is recognised.

The Plan includes a brief overview of the nature and context of CLD in general and in Stirling.

It then sets out:

- How we arrived at our CLD priorities.
- What we will deliver over the period of the Plan.
- Our priorities for improvement.

A small number of 'spotlight' case studies of recent CLD work are included to demonstrate the range of work taking place.



What is Community Learning and Development

Community Learning and Development (CLD) is a way of working which supports people of all ages to engage in learning, with a focus on bringing about change in their lives and communities.

It supports:

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

The Strategic Guidance for Community Planning Partnerships: Community Learning and Development notes that CLD activity has a strong focus on early intervention, prevention and tackling inequalities, and that CLD is widely understood to include:

- Community development (building the capacity of communities to meet their own needs, engaging with and influencing decision makers).
- Youth work, family learning and other early intervention work with children, young people and families.
- 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.
- Volunteer development.
- Learning support and guidance in the community.

Although the education authority is required to secure the provision of CLD in the area, CLD is provided by many organisations, from local authorities to colleges to a wide range of third sector and community-led organisations. Some organisations may not use the term CLD but may share its skills and approaches.

National Context



Delivering CLD effectively helps us to deliver several national agendas, including:

National Outcomes

The National Performance Framework details a number of indicators and goals that are supported by effective CLD, particularly those under the National Outcomes 'We live in communities that are inclusive, empowered, resilient and safe' and 'We are well educated, skilled and contribute to society'.

Community Empowerment

The Community Empowerment (Scotland) Act 2015 places new duties on public sector partners to promote community empowerment. Community Planning Partnerships must identify communities with the poorest outcomes and publish plans to address the inequalities jointly with these communities. The Act also supports the transfer of publicly owned assets, such as buildings, to communities, and requires public bodies to work with community bodies who request to do so to improve outcomes. The Scottish Government and COSLA have set out a recommendation that local authorities should work to allocate at least 1% of budgets via Participatory Budgeting. CLD supports individuals and communities to develop skills they can use to improve outcomes, have their voices heard, and make the most of these new rights.

Fairer Scotland

The Fairer Scotland Action Plan outlines actions to help tackle poverty, reduce inequality and build a fairer and more inclusive Scotland. CLD engages with the most disadvantaged individuals and communities and builds their capacity to have their voices heard. The Fairer Scotland Duty places a legal responsibility on public bodies to consider how they can reduce inequalities of outcome caused by socio-economic disadvantage. CLD provides local knowledge and engagement expertise that can help Community Planning Partners to do this effectively and sensitively.

Tackling Child Poverty

The Child Poverty (Scotland) Act 2017 sets national targets to reduce the number of children in poverty. Every Child, Every Chance is the national Tackling Child Poverty Delivery Plan for 2018–2022. Actions in the Plan address the main drivers of child poverty (income from work and earnings, costs of living and income from social security) and sets out a range of preventative actions to mitigate the adverse effects of poverty. CLD places a similar focus on working with those experiencing inequalities to upskill and empower people and communities.

National Improvement Framework for Scottish Education

The National Improvement Framework sets out the Scottish Government’s vision for all children and young people to achieve excellence through raising attainment and to achieve equity, with a particular focus on closing the poverty-related attainment gap. At the time of writing, the Draft Education (Scotland) Bill places a similar focus on closing the gap in attainment between the least and most disadvantaged children. Schools cannot deliver the vision for excellence and equity alone, so strengthening partnerships between schools and CLD providers is a priority.

Aligning Community Planning and Spatial Planning

The Planning (Scotland) Bill is intended to strengthen the planning system’s contribution to inclusive growth and empowering communities. It includes proposals on giving people an opportunity to prepare local place plans that will form part of the statutory local development plan; and proposals to get more people, including children and young people, involved in planning so that people have a stronger voice in decisions about the future of their places. Collaboration between CLD practitioners and planners will help to engage people in improving their local areas.

A schematic diagram showing the wider policy context for CLD can be found at Appendix 1.



Stirling Context

Tackling Poverty and Disadvantage

The Stirling Plan (Local Outcomes Improvement Plan) lays out the strategic vision that Stirling will be a place where everyone can thrive and where everyone is:

- **Prosperous:** part of a prosperous economy that promotes inclusive growth opportunities across our communities.
- **Healthy:** and live full and positive lives within supportive communities.
- **Achieving:** skilled and supported to make a positive contribution to our communities.
- **Resilient:** part of safe and caring communities within an attractive and sustainable environment.

The Stirling Plan focuses on Inclusive Growth: championing fairness and equity within a drive for economic prosperity. It concentrates on finding a balance between traditional economic growth; and creating the conditions where individuals and communities that are facing the greatest disadvantage, can derive equal benefits from prosperity. In practice, this means as great a focus on skills, learning and employability, health equality, tackling poverty and fair work; as on job creation, business growth and inward investment.

Spotlight: Impact of Volunteering

*Stephen' lives with a **mental health condition** and was referred to the Supported Volunteering Service at Stirlingshire Voluntary Enterprise in order to **build his confidence** in obtaining and maintaining a volunteer position that could help with his recovery and progression. After completing the four week Pre- Volunteering Course with SVE a 1-1 was arranged to source **a volunteering placement** in Stephen's area of interest- an office environment. SVE found a placement with a Health based charity that believed in **creating opportunities that fit the person**, not simply slotting a person into a role.*

*They required a volunteer who would be respectful of people's needs, privacy and dignity. Stephen was invited in for an interview, where he used skills he had gained through the Volunteer training. Stephen was **immediately given a position within the organisation, where he excelled**, becoming confident and comfortable with his colleagues, and passionate about the charity he was supporting. He felt that he fitted in well, and was pleased that the Charity made space within their organisation to help him help them. The volunteering placement went so well that after the month Stephen was offered an opportunity to undertake **a Modern Apprenticeship with the Charity**. He will now be learning in his chosen field, gaining the practical skills in the workplace, and contributing to a cause he cares about.*

Community Planning

The Stirling Plan sets out three different levels of Community Planning activity and decision making. At every level, staff involved across the Community Planning Partnership will be tasked with understanding and reducing inequality, and resources will be targeted at the areas of deepest inequality. CLD will contribute to people's engagement with the Community Planning Partnership at each of these three levels.

Stirling Wide: The Community Planning Leadership Group provides leadership for the CPP. This includes active listening to community leaders, especially if many communities are saying the same thing.

Area Partnership Level: The Stirling Plan describes four sub-areas within the Stirling Local Authority boundary: Rural North, Rural South, Urban North, and Urban South. Each area will have an Area Partnership Group that maintains a more localised profile and understanding of the area's needs and opportunities and works in partnership to help deliver improved local outcomes and increased public participation in decision making. Area Partnerships are likely to be the co-ordinating bodies for participatory budgeting, the success of which is key to engaging communities in decision making about their local areas.

Local Level: Working with local citizens, community groups, and supporting local action. Action and decision making at the very local level will include:

- **Interventions driven by inequalities data** such as the development and delivery of services which focus on early intervention and prevention, in communities with greatest need.
- **Developing locality action plans** with communities experiencing the greatest level of poverty and inequality.
- **Community-led local development** such as the work carried out by communities which have established Development Trusts or other local 'anchor' organisations to identify and take action on their own local priorities.
- **Improving mainstream service provision:** partners that deliver services at the very local level need to work increasingly closely with local people, groups, and businesses to tailor their services to better meet local needs and reflect local circumstances.



Our Communities



Referring to 'Stirling' throughout this Plan, we refer to the Stirling local authority area, which includes a large rural area as well as the City of Stirling. There are numerous distinct communities in the rural areas, just as there are within the City of Stirling itself. An understanding of the differences between communities helps us to interpret local assets and needs in developing our Community Learning and Development Plan.

A broad range of evidence tells us that Stirling is doing reasonably well but there are real and significant inequalities between our most and least disadvantaged communities and individuals that stubbornly persist.

Key statistics and trends that help us to understand our local population can be found in the Stirling Plan. Some of the most relevant points for planning CLD are:

- **We are a growing population.** Our older population is growing much faster than our working age or youth population. Over the next 20 years, the number of households is projected to grow much faster than the number of people, which may mean more people living alone.
- **77% of the population is economically active**, with just 3.9% unemployed (lower than the Scottish average of 4.5%).
- Around **one third of our population live in rural communities**, with two thirds in the urban areas of Stirling City, Bannockburn, Bridge of Allan and Dunblane. Rural populations are likely to experience different aspects of deprivation to urban populations; fuel poverty, isolation, and difficulty accessing services are characteristic of inequalities in rural areas.
- There are **marked and persistent inequalities** across Stirling: for example income deprivation ranges from 40% in Raploch to 0% in Dunblane and Blane Valley, meaning that our Stirling "average" income deprivation of 9% does not reflect lived experiences for many.
- **Under 19% of children in Stirling were living in poverty** in December 2015 (after housing costs) compared to a Scottish average of 23%. Across Stirling this varies between less than 1% in Dunblane to 52% in Raploch.
- **Our young people generally do well in school**, with 88% achieving level 5 (National 5) or above. However, there are 5 datazones (areas) in the 100 most educationally deprived in Scotland. These 5 are in Raploch and Fallin.

Deprivation in rural areas can be difficult to identify and classify. However, factors preventing rural communities from thriving can include de-population (especially among younger and working-age people), low incomes, limited employment and skills development opportunities, poor infrastructure (e.g. digital, housing, transport) and remoteness. 81% of residents in rural Stirling lack geographic access to services while the Scottish average is 15%.

Some communities will experience inequalities relative to others in the same locality. Some groups, such as people with disabilities or caring responsibilities, or those for whom English is not their first language, may find it more difficult to access services or get involved in their local communities. We will work with communities and individuals to remove barriers to participation and enable communities to address inequalities for themselves.

Beyond these high level statistics, CLD practitioners have a deep understanding of the priorities, needs and assets of the communities in which they work. Area Profiles help shape decision making about provision by the Stirling Council CLD teams. Many areas already have active community-led partnerships, while other areas will require much more support to build community capacity if citizens are to have the skills to participate in decision-making and improving outcomes for themselves. Collaborative enquiry with communities as they shape their local plans, such as the use of the Place Standard in developing the Raploch Locality Plan 2018, offers opportunities to take account of local needs, assets and aspirations in planning CLD.

Spotlight: PoPP

*16 families enrolled in two Psychology of Parenting Programme (PoPP) groups led by the Parent & Family Support Team. The team used their knowledge of local families to target those who could benefit most – those whose children were demonstrating challenging behaviour. **Over half of the families enrolled were from areas of high deprivation.***

*The PoPP groups promote **strengthening the relationship between the parent and the child**, developing positive discipline and confidence; increasing positive and nurturing parenting; and improving parents' problem-solving, anger management, and communication skills. Intervening at this young age can move children off the path to later difficulties with their mental health, educational attainment and involvement in criminal justice. These outcomes **help support children to move onto more positive developmental trajectories** and have the most impact on not only the child, but the family as a whole.*

*A 'strengths and difficulties' questionnaire (SDQ) was used to provide a baseline and measure how successful the programme had been in supporting the families. **64% of the children who started in the high-risk range on the SDQ had moved into the normal range by the end of the programme** Parents' feedback was very positive. One commented that as a result of the programme, "I am more aware of how I talk to my son and praise him more instead of being on his back... we are able to spend more quality time in our community".*

Identifying our CLD Priorities

For Stirling to be a place where everyone can thrive, closing the equity gap is our biggest priority. A partnership commitment to Community Learning and Development is essential to enable all our citizens and communities to benefit from the drive to strengthen Stirling's economy close. We will work with our residents and service users to build confidence, learning and skills. Appropriately targeted Community Learning and Development opportunities will support people experiencing poverty and disadvantage, and strengthen communities' resilience.

CLD in Stirling in 2018 includes a strong mix of youth work, adult learning, and community development. Our 2018-2021 priorities for each of these three areas are set out in the Delivering CLD in Stirling 2018-2021 section of this Plan. Council provision is targeted to address inequalities and support the most vulnerable, with a focus on communities where there is socio-economic disadvantage, and on learners who most need our support to develop their skills, confidence and wellbeing.

The decision to prioritise particular local areas and communities, based on tackling poverty and disadvantage, means that public services cannot provide CLD opportunities in every community; however we recognise that there is a more universal learning offer available through a wide range of third sector agencies. Developing Locality Plans in collaboration with communities and other partners will help to establish the nature and extent of any unmet needs for CLD provision within those targeted communities.

Spotlight: CivTech

*Young people from **Stirling's Youth Forum** have led on the development of a '**CivTech**' challenge, collaborating with public services to find an **innovative technological solution** to a problem they have identified. The work is part of the **Our Place Our Space initiative**, supported by Stirling Council and Young Scot. The CivTech challenge is sponsored by NHS National Services Scotland, Healthcare Improvement Scotland, and Stirling Council. Young people attending the **Gathering event identified Mental Health as one of their key challenges**. It can be difficult for young people to talk about and understand how they are feeling, especially at the early stages of mental health issues when they are starting to look for support. They report feeling overwhelmed and confused by the information and different types of advice. The young people involved in Our Place Our Space want to find ways to open up the conversation so that young people and the people who support them can access reliable, personalised, support and information.*

*The young people have **set the challenge** and are now **working with technology teams from across Scotland in the Exploration Stage**, where participating teams develop their proposed solutions with access to the young people's expertise and knowledge. Following this stage, the young people will be involved in the **selection of one successful idea to go forward with a business case** and – hopefully – the development of a **technological solution to their Mental Health Challenge**.*

Shaping our CLD Priorities

In Stirling we continue to be committed to adopting a partnership approach to the development of the CLD plan. Having worked to an Interim CLD Plan since 2017, the development of the CLD Plan 2018-2021 provided an opportunity for partners to re-shape the priorities for CLD, both in terms of **what** we deliver and **how** we deliver it. A range of stakeholders have informed the identification of our CLD priorities through a series of engagement opportunities as described below:

- Four strategic and operational partners' workshop discussion events.
- A survey for partners and their service users to comment on the proposed priorities.
- Opportunities for Council CLD staff to participate in discussion workshops on the proposed priorities.
- Opportunities for CLD learner voice groups, youth forums and wider community representatives to comment on the proposed priorities through focus group discussions.

We subsequently reflected on the feedback and amended the proposed priorities where appropriate. In setting out our areas for improvement, we embedded the feedback from [the inspection of CLD in Stirling Council](#) in 2018. This provided partners with clear guidance on improvement actions to be undertaken, specifically in the way we jointly plan, deliver and monitor the effectiveness of our CLD provision with CLD partners across Stirling.



Delivering CLD in Stirling 2018 - 2021

This part of the CLD Plan summarises what CLD activity will be delivered in the Stirling area over the period of the Plan. It focuses on the work of the Stirling Council teams delivering CLD, while acknowledging the invaluable contribution of a wide range of other partners and agencies both across the Community Planning Partnership and the third sector. Further detail of what will be delivered by the Stirling Council teams is set out in their annually-update team plans.

In developing this CLD Plan we recognise the need to develop more co-ordinated approaches to CLD delivery with a range of partners; our plans for doing so are set out in Part 8, Working Together: Priorities for Improvement.

Working with adults

National Adult Learning Outcomes

Adult learners are confident, resilient, and optimistic for the future.

Adult Learners are equipped to meet key challenges and transitions in their lives.

Adult learners develop positive networks and social connections.

Adult learners apply their skills, knowledge and understanding across the four areas of life.

Adult learners participate equally, inclusively, and effectively.

Adult learners express their voices, co-design their learning and influence local and national policy.

Adult learners critically reflect on their experiences and make positive changes for themselves and their communities.

In Stirling our CLD priorities for working with adults are to:

1. Improve promotional activity which extends access to lifelong learning opportunities for those who are most vulnerable. This includes access to adult literacy and numeracy, ESOL, family learning, digital learning and other community based programmes that improve self-esteem and wellbeing.
2. Maintain volunteer support standards and increase volunteering involvement and participation with the aim of securing improvement in social connections, wellbeing and progression of people. This includes reducing barriers to volunteering and improving the volunteering experience for all.
3. Increase the range and number of accredited learning and employability opportunities available locally.
4. Increase the number of participants accessing and completing accredited learning and employability opportunities.
5. Review wider local learning opportunities and support local providers to plan delivery which supports articulation between programmes and offers local participants improved pathways and progression opportunities.
6. Further develop systems and processes that promote Learner Voice in the planning, co-design and delivery of learning and employability opportunities.

How these priorities will be delivered

A wide range of organisations work with adult learners across Stirling. These include Stirling Council Learning and Employability Team and Library Service, ACE Cornton, Raploch Community Partnership, Stirling Community Enterprise, University of the 3rd Age (U3A), Forth Valley College and Stirling School of English.

Collaboration between partners will be key to the successful delivery of these priorities and to the achievement of related outcomes. Through reviewing the opportunities we as partners provide, and sharing the feedback from reviews, we can support effective planning and joint delivery of opportunities which avoids duplication, supports effective pathways for participants simultaneously adding value and helping us to achieve improvements with accredited learning, the support of volunteers and facilitating learner voice opportunities to influence developments.

Such a collaborative approach will lend itself to improved promotion of local activity ensuring that those who need support most, access the most relevant provision for them.

Spotlight: Stirling Learner Representatives

*Stirling Council **Learner Reps project** aims to give **adult literacies learners** the opportunity to have a say in the way that literacies learning is developed and delivered locally. This supports learners to develop ways to **influence strategy and policy at local and national levels**. Five adult learners have been involved in the group. In particular, it was an opportunity for them to **develop their skills and confidence** through taking on new roles.*

*Learners **developed a programme** of learning opportunities for summer 2016. More recently, their main piece of work has been the development of '**Learner Rights and Responsibilities**'. Participants drew up a draft, sent it out for consultation to all current literacies classes, and then, based on the feedback, altered it accordingly to **take account of the learners' views**. This Rights and Responsibilities have now been displayed in all our literacies classes.*

*Learners are **now communicating and engaging in discussion** with Stirling Council staff members, where they would not otherwise have done so.*

Participating as Learner Reps is also having a positive impact on the learners' own individual learning.

Working with communities

National Community Development Outcomes

Communities are confident, resilient and optimistic for the future.

Communities manage links within communities and to other communities and networks.

Community members identify their capacities, learning and skills, enhance them and apply them to their own issues and needs.

Community members form, and participate equally, inclusively and effectively in, accountable groups.

Communities consider risk, make reasoned decisions and take control of agendas.

Communities express their voice and demonstrate their commitment to social justice and action to achieve it.

Community members' perspectives are broadened through new and diverse experiences and connections.

In Stirling our CLD priorities for working with communities are to:

1. Support community organisations and citizens to engage and participate in the Stirling Plan at the different levels – strategic, area partnership and local.
2. Support community organisations to be strong, robust and representative so that they may articulate and carry out their priorities.
3. Support communities, local businesses, third sector and partner agencies to work together to shape and deliver services that meet local need and priorities.
4. Support community bodies to use the Community Empowerment Act – including participation requests and asset transfer – to improve outcomes.

How these priorities will be delivered

Community engagement and participation with the Stirling Plan, at the strategic, area partnership and local levels, will be a high priority for CLD. This will require the establishment of Area Partnerships, the introduction of participatory budgeting, and the development of locality action plans in those areas experiencing inequality and disadvantage. Support to develop locality action plans will involve focused work with community organisations and citizens in those localities to have their voices heard, for instance through the use of the Place Standard.

Collaboration between partners will be key to ensuring a coordinated and planned use of resources across the Community Planning Partnership and with community organisations who are contributing their own resources to CLD provision at a community level.

Working with young people

National Youth Work Outcomes

Young people are confident, resilient and optimistic for the future.

Young people manage personal, social and formal relationships.

Young people create, describe and apply their learning and skills.

Young people participate safely and effectively in groups.

Young people consider risk, makes reasoned decisions and take control.

Young people express their voice and demonstrate social commitment.

Young people broaden their perspectives through new experiences and thinking.

In Stirling our CLD priorities for working with young people are to:

1. Engage with young people in meaningful community based youth work provision which offers clear learning and development.
2. Support young people's involvement in decision-making and democracy at a community, local and national level.
3. Provide support to young people to access volunteering opportunities based on their skills and interests.
4. Contribute to the development of senior phase pathways including wider achievement/ vocational qualifications/ school/ employer partnerships and work placements, supporting opportunities for all.
5. Help to embed 'Developing the Young Workforce 3-18' across learning communities with a focus on skills for learning, life and work.
6. Support young people to develop skills and knowledge of STEM (Science, Technology, Engineering and Maths) in a variety of youth work settings.
7. Be involved in the implementation of local and national digital learning 3-18 strategies.
8. Support young people to access employability and skills development e.g. Modern Apprenticeships, Employability Fund, Scottish Employers' Recruitment Incentive.

How these priorities will be delivered

A wide range of organisations work with young people across Stirling. These include Stirling Council Youth Team and Youth Participation Team, as well as a variety of third sector organisations including Big Noise, Callander Youth Project, Plus, Young Carers, and a variety of volunteer-led youth clubs delivering activities and support for young people across the local authority area.

Support is offered in a variety of ways, including the provision of accredited and non-accredited volunteering opportunities including The Saltire Award, HI5, Youth Achievement/ Dynamic Youth Award and The Duke of Edinburgh Award. Work with young people in Stirling includes preparation for work, development of core skills, and supporting young people to effect change in their own life and their wider community through a variety of local and national forums, for example through the annual youth Gathering. Provision can be delivered as single gender groups, age specific groups; arts, music and cultural sessions; holiday provision; detached youth work; and thematic work such as LGBT and Young Leaders' programmes.

Collaboration between partners will be key to the successful delivery of the priorities. The existing approach to Developing the Young Workforce already involves a wide range of partners, including local employers, and can be a model for joint co-ordination and planning in other areas of CLD. By re-establishing the Stirling Youth Partnership and making the most of existing networks and forums, partners can improve communication, share resources and maximise young people's participation in quality CLD provision.



Working Together: Priorities for Improvement

This part of the CLD Plan sets out how we will work more effectively to connect strategic direction with operational delivery by all partners, using our collective resources to identify and address needs.

The inspection of CLD in Stirling Council by Education Scotland in February 2018 highlighted some key areas for improvement. These focused on working together with partners to plan, deliver and monitor the effectiveness of CLD.

“Communities would benefit from partners working together to ensure that going forward CLD provision is well coordinated and planned across the council’s services, with both partners and communities.”

“CLD partners would benefit from working together to identify which intelligence would enable them to efficiently identify and report progress against intended outcomes. Partners should... extend and embed the use of clear target setting across CLD provision. This will support partners to jointly assess and report progress and identify areas that require further action.

Our priorities for improvement fall under three themes:

1. Joint co-ordination and planning.
2. Performance and improvement.
3. Workforce development.

In Stirling, our priorities for joint co-ordination and planning will be:

1. Establish a CLD partners’ reference group to provide strategic direction. Leadership and accountability for the Plan will come from this group, enabling annual review of the priorities.
2. Establish links and collaborate with local and national partners/organisations.
3. Re-establish Stirling Youth Partnership to enable effective collaboration, improve communication, share knowledge, skills and experience and to maximise opportunities for young people.
4. Work towards the Stirling Youth Guarantee through the Local Skills Forum to further align employability, enterprise partnerships and schemes.
5. Re-establish the Digital Inclusion Network to promote the development of digital skills for all.
6. Review of where CLD links with other support mechanisms for older adults, such as through the Integrated Joint Board for Health and Social Care and through the Health and Social Care Third Sector Forum.

In Stirling, our priorities for Performance and Improvement will be:

1. Review data (quantitative and qualitative) used to identify priority outcomes (e.g National data, Stirling Plan, Local Community Plans, SIMD, partners’ data).
2. Review methods and systems for data collection and agree processes for capturing data with partners.
3. Agree with partners to identify outcomes aligned to the CLD plan priorities. Set appropriate targets and key performance indicators to monitor improvement against these outcomes.



In Stirling, our priorities for Workforce Development will be:

1. Extend current Workforce Development group to include wider partnership representation.
2. Review current workforce development opportunities via thematic partnerships (Stirling Youth Partnership, Digital Inclusion Network, Local Skills Forum) and through our links into national forums.
3. Develop a calendar of CLD workforce development opportunities accessible to all partners.
4. Deliver a range of workforce development 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 via delivery of the CLD plan priorities.
5. Inform and upskill the wider public and third sector workforce to recognise and value CLD approaches and utilise the National Community Engagement Standards.

Spotlight: 'THRIVE'

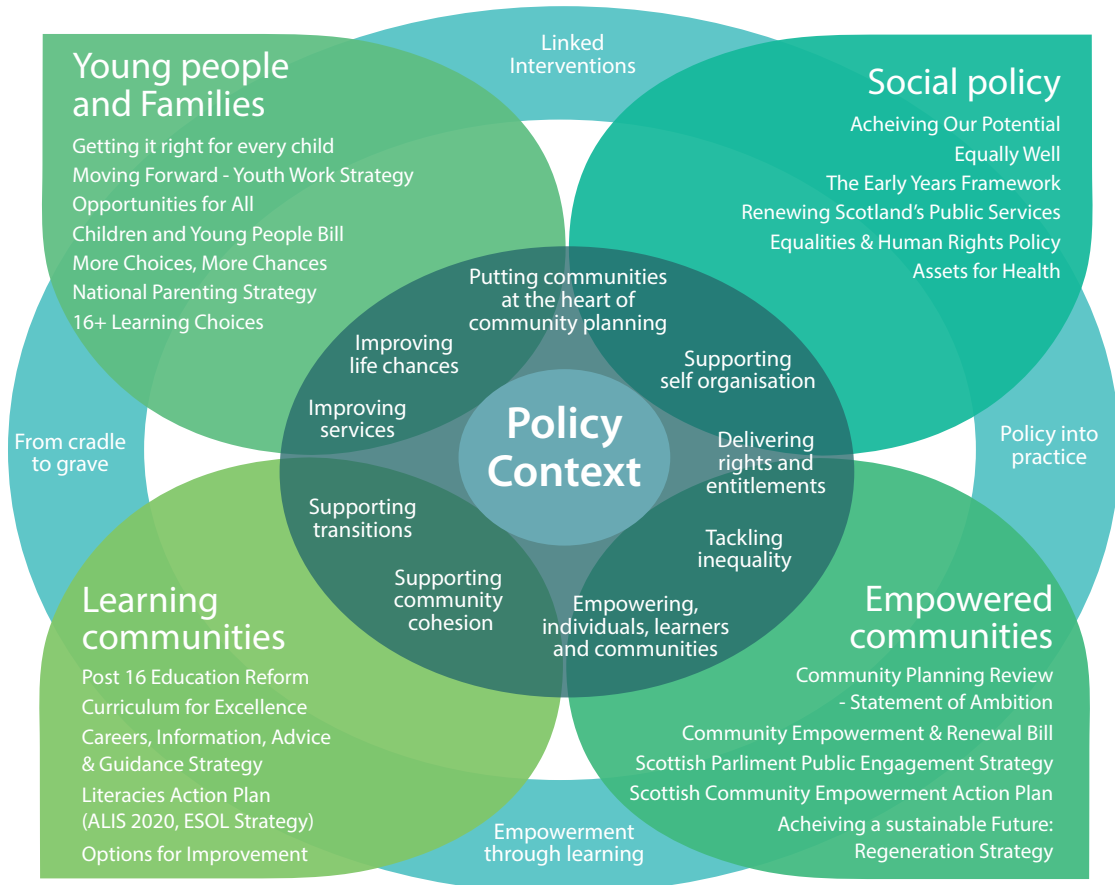
We can build on locally **effective examples of partnership planning** and delivery such as THRIVE.

THRIVE is a **partnership** between NHS Forth Valley Keep Well, Stirling Council Learning and Employability, Family Support and Inclusion support teams and the DWP. The project aims to **support participants to develop skills and confidence** within a person centred program. Delivered through a **16 week programme** the project focuses on change for a **healthier lifestyle**, promoting individuals to be **responsive to 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 to further education, volunteering or employment. The programme is also supporting participants to be more confident in **support their children's learning and development** which is vital in terms of raising attainment.

Partners worked together to identify **shared priorities** that would have **most impact** for participants and support **increased access to partnership services** improving outcomes for participants, their children and wider families and for communities.

Appendix 1

CLD Policy Context Schematic



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supplied in an alternative format
please call 01786 404040.

