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**Report to:**                **People Committee**

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**Date of Meeting:**    **30<sup>th</sup> January 2020**

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**Subject:**                **Community Learning and Development Partnership – Annual Report**

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**Report by:**            **Team Leader Education Community Learning and Development**

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**1.0    Purpose**

1.1    To present the Community Learning and Development Partnership Annual Report

**2.0    Recommendations**

2.1    It is recommended that the Committee note the key strengths and areas for improvement recorded within the report.

**3.0    Considerations**

3.1    The Clackmannanshire Community Learning and Development partnership developed their first three year plan for the period 2018 – 21(attached Annex A)

3.2    The plan set out three key priority areas, which partners have been working towards

- We will work in partnership to Provide Adult and Family learning programmes which raise aspirations for learning.
- We will develop and deliver training and support programmes that will Increase individual and group capacity to participate in local democracy and community life to address identified priorities.
- We will provide opportunities for Young People to develop skills, increase knowledge, confidence and health & wellbeing enabling them to make key transitions, in their lives

3.3    CLD work features in both the Local Outcomes Improvement Plan and the Council's Corporate Plan. Senior leaders set out a clear vision for CLD that is embraced by staff and partners.

3.4 Following the implementation of the plan there was an HMle inspection in January 2019, Key strengths within the CLD Partnership highlighted by the inspection team were:

- Improved leadership and direction of CLD
- Inclusive, skilled community organisations improving lives
- Well targeted bespoke provision for young people

3.5 The following areas for improvement were agreed with the inspectors:

- Improve shared self-evaluation and performance monitoring
- Include community voice in planning structures at all levels
- Build on plans to improve adult and family learning

#### 4.0 **The Report**

4.1 The CLD Partnership Annual Report brings together evidence of progress under the three key priority areas. This evidence will inform ongoing monitoring and review of the 2018 – 2021 plan (attached Annex B).

4.2 Evidence in the CLD Partnership Annual Report demonstrates:

- Improved partnership working
- Increase in family and adult learning programmes.
- 1320% increase in adults gaining accreditation
- Increase in ESOL learners attending college
- 48% increase in sustained volunteering in young people
- More staff within the sector are taking up development opportunities
- Increase in staff, adult and youth volunteers within the sector

4.3 Key actions agreed with stakeholders to be taken forward in 2020:

- Increase collaborative working across the partnership to develop family learning opportunities
- Development of awards and accreditation across the sector
- Develop partnerships with the schools to support NIF priority outcomes
- Develop and launch community action plan for Alloa South East Area

#### 5.0 **Financial Implications**

5.1 N/A

## 6.0 Sustainability Implications

6.1 The paper has no sustainability implications.

## 7.0 Resource Implications

7.1 N/A

## 8.0 Exempt Reports

8.1 Is the report exempt? No

## 9.0 Declarations

The recommendations contained within this report support or implement our Corporate Priorities and Council Policies.

(1) **Our Priorities** (Please double click on the check box ☒)

Clackmannanshire will be attractive to businesses & people and ensure fair opportunities for all

Our families; children and young people will have the best possible start in life ☒

Women and girls will be confident and aspirational, and achieve their full potential ☒

Our communities will be resilient and empowered so that they can thrive and flourish ☒

The Council is effective, efficient and recognised for excellence ☒

(2) **Council Policies** (Please detail)

Not applicable.

## 10.0 Equalities Impact

10.1 Have you undertaken the required equalities impact assessment to ensure that no groups are adversely affected by the recommendations?

No

## 11.00 Legality

10.1 It has been confirmed that in adopting the recommendations contained in this report, the council is acting within its legal powers.

Yes.

## 10.0 Appendices

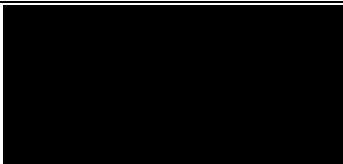
**11.0** Clackmannanshire Community Learning and Development Plan (2018-21) – Annex A  
Community Learning and Development Plan – Annual Report 2018-19 – Annex B

**12.0 Background Papers**

**Author(s)**

<b>NAME</b>	<b>DESIGNATION</b>	<b>TEL NO / EXTENSION</b>
Mary Fox	Team Leader, Education CLD	

**Approved by**

<b>NAME</b>	<b>DESIGNATION</b>	<b>SIGNATURE</b>
Lorraine Sanda	Chief Education Officer/Senior Manager (People)	



# A Community Learning & Development Plan For Clackmannanshire

2018 – 2021

## **Background**

The Community Learning and Development (CLD) Plan for Clackmannanshire for 2018 – 2021 meets the requirements of the Community Learning and Development (Scotland) Regulations 2013, made under the powers of the Education (Scotland) Act 1980 and provides the legislative basis for setting priorities and supporting the auditing of needs, strengths and opportunities with learners and communities.

The Strategic Guidance for: 'Community Learning and Development' (2011) to Community Planning Partnerships 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.

Community Learning and Development is delivered by a broad range of partners and covers youth work, community capacity building, adult learning, English for Speakers of Other Languages (ESOL), working with vulnerable and disadvantaged groups and supporting volunteers.

This plan has been developed after engagement with **194 individuals** (excluding the youth survey responses):

- ▶ **81** CLD survey responses
- ▶ **66** individuals attending the 'Participatory Planning Event'
- ▶ **34** young people directly involved in developing 'Have your Say Survey'
- ▶ **47** individuals have been involved in developing the priority actions
- ▶ **1300** young people responded to the 'Have Your Say Survey'
- ▶ **66** Individual learners
- ▶ **51** organisations were represented

The plan sets out the work that will be developed within Clackmannanshire by the Community Learning and Development Partnership who will report to the Clackmannanshire Alliance our community planning partners through the Community Wellbeing and Safety Partnership. The work has been identified to meet local needs and will be evaluated using agreed outcomes and measures.

### **Clackmannanshire Strategic Outcomes**

- Clackmannanshire will be attractive to business and people and ensure fair opportunities for all.
- Our families; children and young people will have the best possible start in life.
- Women and girls will be confident and aspirational, and achieve their full potential
- Our communities will be resilient and empowered so that they can thrive and flourish.

## Community Learning and Development (CLD)

### **Wee County Men's Shed**

Wee County Men's Shed became a Scottish Charitable (SCIO) in 2015, today they have 72 members with 25 attending each day. The organisation promotes men's health and wellbeing amongst men in the Clackmannanshire area.

Members of the Wee County Men's Sheds come from all walks of life; the bond that unites them is that they are men with time on their hands and would like something meaningful to do with that time.

The group have developed a safe and happy environment where men are welcome to work on community projects, specific Men's Shed projects or a project of their choice in their own time.

The Men's Shed movement has now become one of the most powerful tools in addressing health and wellbeing and helping men to once again become valued and productive members of our community.

CLD is seen by the Scottish Government as 'empowering people, individually and collectively, to make positive changes in their lives and in their communities, through learning'. Clackmannanshire Council 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 developing:

Improved life chances for people of all ages, through learning, personal development and active citizenship  
Stronger, more resilient, supportive, influential and inclusive communities

The Plan reflects both national and local strategic priorities and outcomes and has been aligned to the Clackmannanshire Local Outcomes Improvement Plan (LOIP).

The CLD Plan 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, Place, Performance and Partnerships.

Clackmannanshire Alliance has 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 identified within other Plans.

Ongoing engagement with learners and stakeholders will ensure that individuals, families and communities reach their potential through lifelong learning, mutual self-help and community organisation.

## **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. 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.

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

### **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. We will target our resources more effectively at specific individuals and groups with greatest need. We believe that by addressing inequality we will have a greater contribution to societal impact than trying to provide something for all.

### **Sauchie Active 8**

Sauchie Active 8 a local charity run by volunteers have developed a programme that addresses the health and well-being needs to local residents young and old.

With programmes ranging from baby groups to older adults exercise programmes. The volunteers provide a food bank, holiday programmes, a community gala day, adult learning groups and weekly youth groups.

With partnership work with Education CLD, local schools and nursery the group are embarking on food programmes to promote healthy eating in a hope to tackle food poverty in the local area.

## **Context for Clackmannanshire**

Clackmannanshire has a population of 51,360; there are 13 distinct settlements, with three learning communities, these being Alloa, Alva and Lornhill. 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.

- 17.2% of Clackmannanshire's data zones fall in the 15% of most deprived areas in Scotland
- 39% of Clackmannanshire pupils living in the top three most deprived areas
- 15% of pupils live in workless households
- 26% of children live in poverty
- 28% of adults across Clackmannanshire have low or no qualifications
- 86.9% (430) of school leavers in 2016/17 were in a Positive Destination upon leaving school.

Health inequalities across Clackmannanshire are 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.

Overall, the impact of the economy along with public sector reform, cuts in public expenditure and welfare reform is having 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.

Teachers Professional Judgement in 2016/17 for primary 7 pupils reported that they were achieving in reading and listening/talking at 6% points below the Scottish average; writing 20% points below and numeracy 16% points below.

2016/17 attainments at SCQF level 4 for our secondary school pupils in third year in reading was 15% below the Scottish average; 13% below in writing; 12% below in listening and talking and 30% below the Scottish average in numeracy.

### Have Your Say 2018 youth survey

1300 responses

- 63% were interested in gaining awards / accreditation out with the school environment.
- 55% (723) pupils were interested in volunteering in the school and wider community.
- 612 respondents were in the senior phase - (74%) stated that they did not feel that school prepared them for life.

#### Youth Engagement

- 239 respondents said that they would like to get involved in the Clacks 100.
- 375 stating that they would like to participate in on-line surveys.
- 175 would like to see focus groups (a group set up on short term basis to look at an area of work)
- 160 would like to see a youth assembly meeting twice per year to explore areas for development / campaigning.

### Purpose of the Plan

This plan will detail how organisations and community groups will provide, monitor and evaluate community learning and development opportunities which will improve learning, increase life chances and promote and secure wellbeing. The quality of services and provision will be improved by working together with partners committed to the following values of CLD that will underpin our work:

#### Core values of CLD are:

- ▶ Self-determination - respecting the individual and valuing the right of people to make their own choices
- ▶ Inclusion - valuing equality of both opportunity and outcome, and challenging discriminatory practice
- ▶ Empowerment - increasing the ability of individuals and groups to influence issues that affect them and their communities through individual and/or collective action
- ▶ Working collaboratively - maximising collaborative working relationships with the many agencies which contribute to CLD and/or which CLD contributes to, including collaborative work with participants, learners and communities.
- ▶ Promotion of learning as a lifelong activity - ensuring that individuals are aware of a range of learning opportunities and are able to access relevant options at any stage of their life.

## Local Priorities

Underpinning the strategic outcomes and reflecting on the groups that have been identified as being in particular need in Clackmannanshire three Locality Priorities areas were identified:

Improving Outcomes  
for Children and  
Young People living in  
Poverty

- Early Years and Family Support and Intervention for young people and families who are vulnerable.
- Attainment and transition from Education for young people facing disadvantage.
- Support and advice for workless and low income families.

Improving Outcomes  
for Women and Girls  
living in  
Clackmannanshire

- Provide support for women and girls experiencing gender based violence and abuse.
- Provide targeted support for women to help them access employment and support for life long learning.
- Provide advice and support for women and girls to improve their health and wellbeing.

Improving Outcomes  
for people living in  
Alloa South and East

- Reduce the level and impact of poverty in Alloa and South East

### **Community Learning and Development contributes to the following local key plans and policies?**

- National Improvement Framework for Education 2017/18
- The Scottish Attainment Challenge – Clackmannanshire Programme 2018-19
- Clackmannanshire Children's Services Plan 2017 – 2020
- Local Employability Partnership Plan
- Clackmannanshire Young Carers Strategy (Currently Being Developed)
- Food Poverty Strategy
- Sport and Active Living Framework

### **CLD contributes to Local Community Plans;**

- Alva Action Plan
- Bowmar Area Action Plan
- Clackmannan Action Plan
- Dollar Action Plan
- Menstrie Action Plan
- Tullibody Action Plan
- Tillicoultry, Coalsnaughton and Devonside

## **National Strategic Drivers for Community Learning and Development**

The Community Empowerment (Scotland) Act 2015 will help to empower community bodies through the ownership or control of land and buildings, and by strengthening their voices in decisions about public services.

Participation with communities lies at the heart of community planning. Community Planning Partnerships (CPPs) must support community bodies to participate in all parts of the process, in the development, design and delivery of plans and in review, revision and reporting of progress.

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

**Community Learning and Development contributes to the following National policies and Priority Areas?**

**Community Empowerment Act 2015**

**English for Speakers of Other Languages Strategy 2015 – 2020**

**Adult Learning Statement of Ambition for Scotland 2014 - 19**

**National Performance Framework**

**National Youth Work Strategy 2014 - 19**

**Curriculum for Excellence**

**Getting it Right for Every Child – Wellbeing Indicators  
Equality Act 2010**

**Regeneration Strategy 2011**

**Social Enterprise Strategy 2016**

**The Scottish Attainment Challenge**

**National Improvement Framework**

**Developing Young Workforce**

**The New Scots Integration Strategy 2018**

**Family Learning Framework 2018**

## Our Key Priorities and Outcomes for Community Learning and Development

The following key priorities were agreed by the partnership taking into account our stakeholder engagement, local and national priorities. The partners agreed that following the end of shared service with Stirling Council that in the first year of this new plan we gain information to establish a baseline whilst addressing the priorities and identified needs. We will build in an ongoing monitoring and reviewing process of the plan (appendix b)

### Key Priority One

We will work in partnership to Provide Adult and Family learning programmes which raise aspirations for learning.

#### *Outcomes for Adult and Family Learning*

- *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 apply their skills, knowledge and understanding across the four areas of life e.g. Work, Personal, Family and Community.*



Mum has serious mental health issues, a history of substance misuse. Mum's oldest child resides with her maternal grandmother. Mum's mental health took a severe dip last year and due to this starting abusing street drugs, mum disengaged with all services and her youngest child was voluntarily placed with her parental grandparents.

As an agency we supported mum to attend mental health appointments and kept in frequent contact with mum, trust started to build and mum began to engage with Home-Start. During this time mum's relationship with her oldest child suffered but with our help building mum's self-esteem and confidence the relationship between them got better.

Mum attends our morning group and her relationship with her youngest child is fantastic to see, she is now out the black place but still has a way to go but is now looking forward to the future. With our help mum has enrolled her daughter into nursery. Home-Start is opening a shop, mum is volunteering to help as she sees it as a stepping stone in her life, she would like to start collage next year.

## Key Priority Two

**We will develop and deliver training and support programmes that will increase individual and group capacity to participate in local democracy and community life to address identified priorities.**

### *Outcomes for Community Capacity Building*

- *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 perspectives are broadened through new and diverse experiences and connections.*

### **Support Digital Inclusion**

Following the full service roll out of Universal Credit in Clackmannanshire, assisted digital support is provided weekly at seven venues by Clackmannanshire Third Sector Interface (CTSI). On assessing the difficulties some people were having with basic IT skills, it was felt that setting up a sustainable volunteer digital inclusion service would help support people with ongoing issues.

A team of Digital Champion Volunteers are being trained and are delivering four sessions in the week in Tullibody and Alloa.

It is planned expand the team of volunteers to target areas of need including the more rural and remote settings. They will provide 1-2-1 support and small group training blocks.

### **Wimpy Park Community Group**

In May 2017 we held a community consultation with over 500 local residents attending. The consultation identified the need to redevelop this waste ground back into a community park.

With 193 members, 30 volunteers and 10 trustees and 708 followers on our Facebook account, we have been able to develop a community garden, linking in with local schools, community groups and businesses. In addition we have held 5 community events over the last year ensuring we maintain links and provide updates to local residents.

Our aim is to negotiate a long term lease with the local authority to allow us to progress our plans for the park, supported by the education CLD team and the Bowmar Development Worker (Aspiring Communities) we have developed a business plan which will enable us to take forward the aspirations of the group and the wider community.



### Key Priority Three

We will provide opportunities for Young People to develop skills, increase knowledge, confidence and health & wellbeing enabling them to make key transitions, in their lives.

#### Outcomes for Young People

- Young people are confident, resilient and optimistic for the future.
- Young people express their voice and demonstrate social commitment.
- Young people broaden their perspectives through new experiences and thinking.



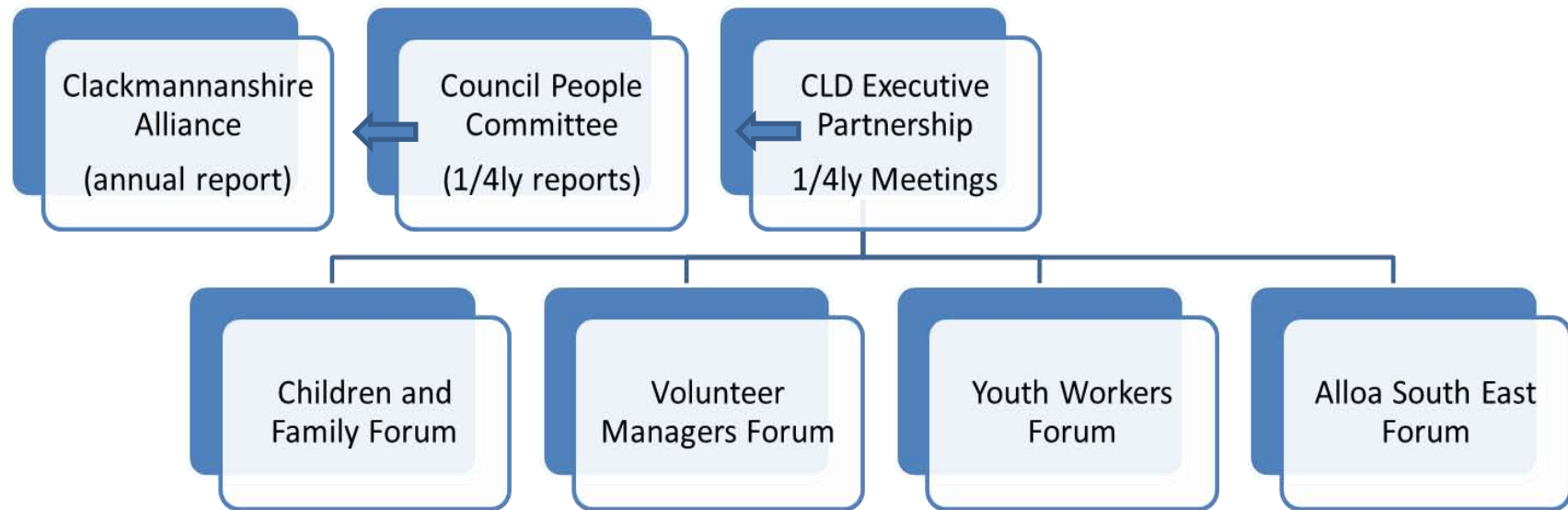
#### 2018 Year of Young People

34 young people came together to develop the 'Have Your Say' youth survey. They engaged schools and community sector to carry out the survey and 1311 young people responded. Findings have been included in the priorities / activities in the CLD plan, Education NIF 18/19 plan and Youth Council Manifesto

#### Areas for development across Clackmannanshire-

- ✓ 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 CLD providers, schools and partners to support and develop performance
- ✓ Improved arrangements for the planning and delivery of CLD across learning communities

## Community Learning and Development Partnership GOVERNANCE



Note: Written or oral updates would be provided as appropriate to Outcome Improvement Groups and other Strategic partnership Groups

## Community Learning and Development Executive Partnership

*Partners will work together as follows:*

- The partnership will be co-ordinated by a nominated Person through the Local Authority
- Involve key stakeholders in the development of a framework that will enable joint planning, delivery of the plan, monitoring, self-evaluation and improvement of the CLD Plan
- Provide key stakeholders/partnerships with strategic support in implementing the CLD Regulations/Guidance
- Identify and address issues through the Clackmannanshire Alliance Groupings
- Develop partnership working approaches to community engagement, community capacity building and co-production
- Develop clear pathways to support learner accreditation and progression from CLD service provision into volunteering, training, education and employment
- Identify and address CLD Workforce Development Needs
- Increase the profile of CLD in Clackmannanshire and promote the important role it has to play in early intervention and prevention and the future delivery of services
- Prepare quarterly reports for the Clackmannanshire Council People Committee
- Prepare annual reports for Clackmannanshire Alliance

### **Community Learning and Development Stakeholder Forums**

The CLD Executive Partnership will undertake to ensure that support is provided to deliver on the identified outcomes.

- The partnership Forums will be co-ordinated by an individual nominated by the executive
- The forums will comprise of representatives of partners who deliver/support learning and community capacity building within a given area

*Partners will work together to:*

- Ensure that an annual cycle is implemented which will assess the need for learning
- Plan joint work that addresses the identified need, deliver and monitor targeted learning, evaluate the effectiveness of the plan and plan for improvement.
- Develop joint planning which utilising existing planning and quality improvement frameworks
- Support the participation/contribution of all stakeholders including learners

Key Priority 1		We will work in partnership to Provide Adult and Family learning programmes which raise aspirations for learning.				
Intervention		Strategic Outcome (LOIP)	Key Actions	Accountability	Measure	Timescale
1.1	Early Intervention and targeted programmes to support families at key transition periods in their child's developments.	Our families, children and young people will have the best possible start in life.	Mapping of current Family Learning programmes	Education CLD	Directory of programmes	March 19
			Host partnership information sharing forums	CTSi ECLD	3 forums per annum 1 Information sharing event	Aug 18 – 21
			Agree programmes which address identified gaps in provision  Pop Up Shops / information events	CLD partnership	Number of new programmes  Number of adults / families participating	Aug 19 – June 21
1.2	Engage with Families to develop skills for learning, life and work	Our families, children and young people will have the best possible start in life.  Women and Girls will be confident and aspirational, and achieve their full potential	Develop partnerships with schools and CLD sector to develop Family engagement programmes  Engage families in the development of programmes to meet their needs.	Edu CLD Schools Identify partners per individual programme	Number of programmes implemented  Number of families engaged in programme	June 19
1.3	Develop and implement individual / group work sessions for adults to increase their skills for learning, life and work	Our families, children and young people will have the best possible start in life	Map current adult learning opportunities / accreditation within the CLD sector	Edu CLD	Directory of adult learning opportunities	March 19
			Increase adult learning opportunities within the sector	CLD Partners	% increase of opportunities  Number of adults attending learning programmes	July 19 – June 21
			Increase opportunities for adults to gain accreditation within the CLD Sector.	CLD Partners	% increase of accreditation opportunities  Number of adults gaining accreditation	Sept 18 – June 21

Key Priority 1		We will work in partnership to Provide Adult and Family learning programmes which raise aspirations for learning.				
Intervention		Strategic Outcome (LOIP)	Key Actions	Accountability	Measure	Timescale
1.4	Provide English for Speakers of Other Languages	Our families, children and young people will have the best possible start in life	Provide 8 hours per week of ESOL classes per individual adult Syrian Refugee	Edu CLD FVC	Number of hours of ESOL provision provided  Number of learning hours attended  Progression rates of learners	Aug 18 – 19  Aug 18 – 19  Aug 18 - 21
			Provide 4 hours ESOL classes within the wider community that meets learners needs.	Edu CLD FV College	Number of hours of ESOL provision provided  Number of learning hours attended	Aug 18 – 19  Aug 18 - June 19
1.5	Develop on-line information and resources for adults and Families	Our communities will be resilient and empowered so that they can thrive and flourish	Map and Promote on-line learning opportunities that are currently being used within the sector.  Create on-line information and resource bank for sector.	Edu CLD	Web site developed and implemented	Jan 20
			Registration of practitioners with the Standards Council	Edu CLD	Baseline  % Increase of registered practitioners	Dec 18  June 19

Key Priority 2		We will develop and deliver training and support programmes that will increase individual and group capacity to participate in local democracy and community life to address identified priorities.				
Activity		Strategic Outcome (LOIP)	Key Actions	Lead(s)	Measures	Timescale
2.1	Upskilling Staff and volunteers to enable them to deliver on local priorities	Our communities will be resilient and empowered so that they can thrive and flourish	Map training provision for the period April 17 – March 18  Promote training events and upskilling opportunities across CLD network  Register Practitioners with Standards Council	CTSi CRT Edu CLD	Baseline established  Training opportunities are offered  Number of staff / volunteers participating  % registered practitioners	December 18  Sept 18 – June 19  Review annually
2.2	Provide support for local communities to engage with Community Planning Partnerships and local democracy	Our communities will be resilient and empowered so that they can thrive and flourish	Develop Forums inline with LOIP  Host Community Breakfasts which support the sector  Support the development of Local Community Action Plans	CTSi Lesley Bailey  CTSi  CLD partners	Number of forum meetings Number of participants  Number of community breakfasts Number of participants  Satisfaction rate of local communities with the support	Sept – June 19  Review annually  Review Annually
2.3	Provide support and opportunities for communities to take on a leading role in the Community Learning and Development Plan	Our communities will be resilient and empowered so that they can thrive and flourish	We will work with local partners to ensure that mechanisms are in place to engage with local communities in particular Alloa South and East  Place standard tool kit to develop baseline for Alloa South East Area and set targets and measures	Edu CLD Bowmar Action Group Hawkhill Community Gaberston Residents CWSP	Development targets and measures established for communities within the Alloa South East area  Number of organisations / individuals participating in the community assessment	Aug 19  Roll out to other communities 2019/20
2.4	Review advice and information provision	Our communities will be resilient and empowered so that they can thrive and flourish	Develop on-line resources for community learning and development  Understanding of barriers to accessing services within local communities	Edu CLD  CWSP	Web site developed and implemented  Place Standard carried out	Jan 20  August 19

Key Priority 3		We will provide opportunities for Young People to develop skills, increase knowledge, confidence and health & wellbeing enabling them to make key transitions, in their lives.				
Activity		Strategic Outcome (LOIP)	Key Actions	Lead(s)	Measures	Timescale
3.1	Support organisations to develop learning and training opportunities for young people in the senior phase e.g. S4 – 19 years	Communities will be attractive to businesses and people and ensure fair opportunities for all.	Develop Good Practice Guidelines for young people on work experience placements within CLD settings	DYW Edu CLD Third Sector Org	Guidelines written	Dec 18
			Develop / Promote and Support a range of work experience opportunities across CLD sector.	CTSi DYW	Guidelines adopted	March 19
					17/18 Baseline	Dec 18
			Support Third Sector organisations to create employment opportunities including Community Job Scotland	CTSi Edu Ops for All Clacks Works	10% Increase	June 19
3.2	Engage Young People in the development of services that will meet their needs	Our communities will be resilient and empowered so that they can thrive and flourish	In partnership with young people develop 'Good Practice Guidelines for Youth Engagement'	Children & Young Peoples Strategic Partnership Avar – LGBT Youth Council	Guidelines agreed and adopted by CPP partners	Dec 18
			In partnership with Young People develop 'Clacks Youth Voice'	Edu CLD LGBT Hawkhill CA	Launch Clacks Youth Voice	Nov18
			Support Clackmannanshire Youth Council with implementation of their Manifesto	Youth Council	100 Young People involved	Nov 19
					Launch of Manifesto	Oct18
					Annual Review	Oct 19

Key Priority 3		We will provide opportunities for Young People to develop skills, increase knowledge, confidence and health & wellbeing enabling them to make key transitions, in their lives.				
Activity		Strategic Outcome (LOIP)	Key Actions	Lead(s)	Measures	Timescale
3.3	Develop opportunities for young people to volunteer both within their school and wider community	Our communities will be resilient and empowered so that they can thrive and flourish	Produce 'Youth Volunteering Standards' to be implemented across the sector.	Play Alloo OYCi CTSi Edu CLD	Standards Endorsed by CLD partnership  Number of partners who have implemented standards  Baseline of number of young people volunteering 17/18  Number of young people volunteering	March 19  June 19  Dec 18  Aug19
			Provide volunteering opportunities for Duke of Edinburgh Participants within the sector	CTSi School Rep Edu CLD	2017 / 18 Baseline  18/19 increase in opportunities	Dec 18  May 19
3.4	Provide opportunities for accreditation / awards in the local community	Our families, children and young people will have the best possible start in life	Develop accreditation / awards for children and young people within the school and wider community	Sports, Uniformed orgs, DofE Edu CLD	17/18 baseline of awards achieved by young people  Number of awards started  Number of awards completed	Dec 18  July19  July 19
			Implement systems to share community achievements of children and young people with schools.	Edu CLD / schools	Agreed information sharing platform  Number of schools involved	March 19  June 19
			Celebrate young people's achievements	Edu CLD LGBT Youth Council CTSi	Calendar of celebration events  Number of children and young people attending  No. recognised in school	June 19  June 19  June 19

Key Priority 3		We will provide opportunities for Young People to develop skills, increase knowledge, confidence and health & wellbeing enabling them to make key transitions, in their lives.				
Activity		Strategic Outcome (LOIP)	Key Actions	Lead(s)	Measures	Timescales
3.5	Provide training opportunities for staff & volunteers to develop their skills in Youth Work	Our families, children and young people will have the best possible start in life	Provide upskilling opportunities for staff/volunteers to support accreditation / awards within school and wider community.	Edu CLD	Number of staff attending training	June 19
			Provide a range of training opportunities for staff and volunteers to develop their skills and knowledge	CTSi CRT Edu CLD	Number of training opportunities  Number of staff attending training opportunities	June 19  June 19
			Reflective feedback at three months after training to measure impact	CLD partners	Number of staff demonstrating that they have used the training  Number reporting positive impact on their work	June 19  June 19
3.6	Develop on-line information and resources for young people	Our communities will be resilient and empowered so that they can thrive and flourish	Map and Promote on-line learning opportunities that are currently being used within the sector.  Create on-line information and resource bank for sector	Edu CLD	Web site developed and implemented	Jan 20
			Register Practitioners with the Standards Council	Edu CLD	Baseline  % Increase registered practitioners	Dec 18  Aug 19

### **Appendix 1 –Community Learning and Development Partners involved in Developing this Plan**

Education Community Learning and Development	Clackmannanshire Learners International	C-Mee	Early Years (Council)
Tullibody Health Living	Wimpy Park Community Group	Coalfields Regeneration Trust	Young Parents Project
St Bernadettes Pupil Council	Sports Development	Home Start	Women's Aid
Tullibody Community Garden	Menstrie Youth Group	Police Scotland	Hawkhill Community Association
Play Alloa	Clackmannanshire Third Sector Interface	Resonate	Alloa Academy
Addiction Support & Counselling FV	Scottish Fire and Rescue Service	Council Growing Spaces	Alva Academy
Skills Development Scotland	Bowmar Development Worker	Community House	Lorsnhill Academy
C-Mee	Alloa Community Council	The Gate	Secondary School Support Services
Action for Children	Sauchie Active 8	Alva Development Trust	Dollar Community Dev. Trust
University of Stirling	Delf Pond Forum	LGBT Scotland	Gartmorn Dam Development Trust
Dementia Support	Tullibody Development Trust	LGBT Clacks	Way Ahead Club
Clackmannan Development Trust	Sauchie & Fishcross Community Council	Education	NHS – Health promotion
Clackmannanshire Youth Council	Ochil Youth Community Improvement	Clacks Works	

## **Appendix 2 – Monitoring and Reporting Milestones**

<b><i>Community Learning and Development Partnership meetings</i></b>	<b><i>Stakeholder Engagement</i></b>	<b><i>Community Well Being Safety Partnership Meetings</i></b>	<b><i>Alliance Meetings</i></b>	<b><i>Quarterly Reporting Period</i></b>
October	Ongoing engagement through community forums and community breakfasts. With one CLD event per annum	October 2018	September	July – Sept
January				Oct – Dec
April				Jan – March
July				April – June



For further information and to get involved in the implementation, monitoring and evaluation of the plan please contact

Education Community Learning and Development

Clackmannanshire Council

Kilncraigs

Greenside Street

Alloa

Clackmannanshire

FK10 1EB

Telephone: 01259 450000

Email: [education@clacks.gov.uk](mailto:education@clacks.gov.uk)



## Clackmannanshire Community Learning and Development Partnership

### Annual Report

July 2018 – June 2019



## Introduction

Welcome to the first annual report of the Clackmannanshire Community Learning and Development Plan. The plan was agreed by Clackmannanshire Alliance in September 2018. The plan is written for a period of three years and identified three key priority areas, which partners have been working towards

- We will work in partnership to Provide Adult and Family learning programmes which raise aspirations for learning.
- We will develop and deliver training and support programmes that will Increase individual and group capacity to participate in local democracy and community life to address identified priorities.
- We will provide opportunities for Young People to develop skills, increase knowledge, confidence and health & wellbeing enabling them to make key transitions, in their lives

With regular monitoring and an annual review there will be updates on the delivery of the plan and therefore there may be actions/priorities which will change.

## Background

Community Learning and Development (CLD) is delivered by a broad range of partners and covers youth work, community capacity building, adult learning, English for Speakers of Other Languages (ESOL), working with vulnerable and disadvantaged groups and supporting volunteers.

The CLD Partners (listed in appendix a) are committed to supporting the provision of universal CLD services and this was reflected within the plan. In order to achieve this aim, we worked with communities to ensure that they had the capacity to deliver CLD opportunities. We worked with individuals, groups and communities to develop and enhance their skills, knowledge and experiences to develop more innovative and effective CLD opportunities across Clackmannanshire.

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

Partners attend and contribute to other strategic community planning partnerships to ensure work is targeted and aligned to key priorities through the alliance.

In addition to the development of the local CLD partnership and links within the strategic partnerships we have been working closely with colleagues from Falkirk, Stirling and West Lothian to develop the Forth Valley / West Lothian CLD Regional Improvement Collaborative (RIC) which aligns with the Education RIC.

### Clackmannanshire Strategic Outcomes

- Clackmannanshire will be attractive to business and people and ensure fair opportunities for all.
- Our families; children and young people will have the best possible start in life.
- Women and girls will be confident and aspirational, and achieve their full potential
- Our communities will be resilient and empowered so that they can thrive and flourish.

In January 2019 we had an HMle inspection the following key strengths were identified

- Improved leadership and direction of CLD
- Inclusive, skilled community organisations improving lives
- Well targeted bespoke provision for young people

Inspectors discussed with partners how we might continue to improve our work, areas agreed were :

- Improve shared self-evaluation and performance monitoring
- Include community voice in planning structures at all levels
- Build on plans to improve adult and family learning

In addition to the HMle inspection partners have been monitoring and evaluating the plan. We have carried out at a review of the governance and reporting of the plan to ensure that we were working towards maximising resources and impacting on individuals and communities.

A stakeholder's event was held in June 2019 with the following key priority areas/ actions agreed to be taken forward in 2019/20 delivery plan.

#### **Key Priority - Provision of adult and family learning**

- Engage families in the development of diverse projects and approaches that would meet their needs
- Collaborative working with all partners to ensure appropriate family learning opportunities are available for our most vulnerable families
- Promotion of formal learning in an informal setting, providing volunteering opportunities, qualification and clear pathways for learners through the partnership.
- Develop networking café events to share information and partnership working

#### **Key Priority - Increase individual and group capacity to participate in local democracy and engage in community life to address identified priorities**

- Support community based organisations to develop capacity to recruit and support volunteers
- Develop skills in digital learning and social media
- Support projects/programmes to address the impact of child and adverse poverty
- Launch Alloa South East Action Plan
- Develop Alloa South East Community Forum

#### **Key Priority - Provide opportunities for Young People to develop skills, increase knowledge, confidence and health & wellbeing enabling them to make key transitions, in their lives.**

- Continue to develop partnership working with the schools to address NIF priorities
- Develop the Clacks 100 Youth Voices
- Develop on line resources and digital learning platforms
- Increase capacity of volunteering and work experience in the sector

We will work in partnership to Provide Adult and Family learning programmes which raise aspirations for learning.

### Key Priority: Outcomes for Adult and Family Learning

- 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 apply their skills, knowledge and understanding across the four areas of life e.g. Work, Personal, Family and Community.

## Evidence

### Family Learning programmes

2017/18	2018/19
93	122

### Families participating

2017/ 18	2018/19
141	144



### Adult learning programmes delivered

2017/18	2018/19
85	125

### Adults involved

2017/18	2018/19
136	135



### Adults gaining accreditation

2017/ 18	2018/19
5	71

### ESOL Learners

2017/ 18	2018/19
39	39

### % accessing college

2017/ 18	2018/19
34%	49%

### English Second Other Language

19 of the 39 Syrian ESOL learners are engaged in additional programmes in the community, 8 learners are engaged in volunteering, whilst 4 learners are in full / part time employment and 3 learners have opened their own business.

6 learners have passed their driving test, with another 15 learners working towards their driving licence, 7 have passed their driving theory test.

### Scottish Fire and Rescue Service

Introduced home/personal safety programmes to targeted groups in the area. Highlighting dangers of unsafe cooking and home practices to reduce minor/serious injuries or death in fire related incidents. Providing free resources such as heat and smoke detectors, safety advice and leaflets.

### Education CLD launched their Family Learning in Clackmannanshire (FLIC) programme

27 adults / carers participated in the programme with 10 participating in the leadership programme which has been developed in partnership with Columba 1400.

13 families participated in more than one programme. The parents/carers who have participated in programmes have gone on to develop their identified individual goals e.g. volunteering, training, engaging in community activities.

### Sauchie Mini Cluster

Partnership working with Craigbank Primary, Deepark Primary, Fishcorss Primary, Sauchie Nursery, Sauchie Active 8 and Education CLD has enabled the development of Family work in the area with Bed Time stories programme being held at the nursery; Health and Wellbeing event; Cant Cook Wont Cook programmes and Family Book Club event being held.

### Launch of the Clax 1400 Community Café

4 parents/carers were supported to develop the Clax 1400 community café and drop in for other parents / carers at the Bowmar Centre, with 50 + individuals attending weekly. Partners meet at the café enabling them to engage with the community and provide advice, support and help with Homestart and Paragon being regular attenders.

## Digital Skills

Learner **X** was struggling with his laptop & Ipad went to one of our volunteer drop ins at the Speirs Centre in Alloa. Initially he received help from our volunteer Digital Champion Jane on the basics of using an Ipad and laptop as well as explanations of the various IT terms. **X** is a keen musician and needed help with accessing & downloading music on his devices and various file formats associated with this. In total he attended 7 of the drop in sessions, slowly building up his confidence. He then signed up for a 6 week Basic IT course run by our IT & Employability Trainer and assisted by one of our other Digital Champions Andy.

**X** progressed in class which covered pc basics, internet, email, attachments, files and folders as well as revision session. **X** felt the course was very beneficial and felt that his skills had improved, making him feel more confident using both his Ipad & laptop.

**X** and other learners expressed an interest in taking the next step in learning so we began trialling a short intermediate class which he attended. The subject matter in this course was student led & we looked at advanced internet skills & some pc maintenance/customization as well as learner's individual queries/help with their devices. After the course **X** felt that he was much more confident with using his pc & tablet for downloading/listening to music, using the internet and personalizing his device.



## My THRIVE to Keep Well Journey

The participant attended THRIVE to Keep Well in to June 2019 at Alloa Family Centre. Following the birth of her third child, she had put on a lot of weight which led to low self-esteem and confidence resulting in depression and social isolation.

She was referred to THRIVE following attendance at a Young Mum's Group at the Family Centre. The participant reports she had heard it was a good programme from a previous participant but still felt very anxious on the first day as she felt she was the only one feeling so depressed, stressed and anxious. She was pleased to hear that others felt the same and felt at ease very quickly.

The participant states that before attending THRIVE to Keep Well, she felt isolated, did not attend appointments, could not keep up with housework and often stayed out of the house to avoid it. She had lost all her friends after having children and was struggling to make new ones. During the programme, she began making lifestyle changes and has since continued. She has gone from dress size 22 to 14, cooks homemade meals for her family, has the children in a regular routine and keeps on top of the housework. She is still in contact with the friends she made at the group and has made friends in her community.

She has joined the Parent Council at her children's school and is volunteering with Home-Start as a befriender. She also supports the THRIVE to Keep Well Programme Co-ordinator by telling her THRIVE story at Taster Sessions & events for professionals and helping to set up the THRIVE to Keep Well monthly drop-in which will start in January 2020 for all participants who have completed the programme. The participant says her experience on the THRIVE to Keep Well programme has given her purpose and direction, she would like to work towards a career in Family Psychology, and has the confidence to pursue it.

**We will develop and deliver training and support programmes that will increase individual and group capacity to participate in local democracy and community life to address identified priorities.**

## Key Priority : Outcomes for Community Capacity Building

- *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.*

## Evidence

### Number of training opportunities provided

2017/18    **26**    2018/19    **200**

### Number of staff and volunteers taking part

2017/18    **17**    2018/19    **62**

### Number of staff & volunteers taking part in external training

2017/18    **32**    2018/19    **62**

### Peer Evaluation

6 staff from across the partnership participated in the Forth Valley/West Lothian CLD Regional Improvement Collaborative Peer Evaluation Training which was facilitated by HMIE inspectors. This will be an annual training and peer evaluation event.

### Strengths identified:

Use of accredited learning opportunities offered to staff and volunteers  
Range of opportunities being offered to upskill learners seeking employment

	Forums	Community Breakfasts
2017/18	<b>34</b>	<b>10</b>
2018/19	<b>22</b>	<b>11</b>
	Participants	Participants
2017/18	<b>204</b>	<b>207</b>
2018/19	<b>250</b>	<b>262</b>



### Number of community groups / organisations being supported

2017/18    **137**    2018/19    **439**

	Staff	Adult Vols	Youth Vols
2017/18	<b>44</b>	<b>95</b>	<b>78</b>
2018/19	<b>60</b>	<b>180</b>	<b>82</b>

### Volunteering/The Sector

Formal volunteering increased to 32% locally

Volunteer survey found that the average number of volunteering hours a week is 12.6 – contributing an economic value of £98 million locally.

Value of the third sector locally - £77 million (£68.7 million from charitable organisations trading, and £8.3 million from social enterprises)

Social enterprises account for 4.3% of the business sector locally

Hawkhill Community Association achieved their Volunteer Friendly Award

### Sandy's Choice

Muriel (pictured right) gets involved in anything to improve her community, and gives her heart to each and every project she gets involved with. Whether they are dressing up as a mascot for a fun day, or volunteering with the Altman Theatre, there is no end to this person's enthusiasm, talents, and humorous stories! They have been involved with groups such as CTSI, The Stroke Association, The Delph Pond Forum, and much more! No task is too much, or too lowly for Muriel. She perfectly personifies our Sandy's Choice Award, as a true hero in the community, and so was our 2019 winner of Sandy's Choice.



Muriel said: "Volunteering allows me to meet so many different people, from different places, and get to know them. It is rewarding to know the impact giving your time can have in the community".



### Wimpy Park Community Group

Members of the group have worked in partnership with schools, community groups, boxing club and The Conservation Volunteers to develop the park.

With regular community events held at the park supported by local businesses and 500+ local residents the park is becoming a community focus point.

Supported by partners they are in the process of securing a long term lease to develop this community resource.

### Community Consultation

Partners were involved in community consultations using the Place Standard Tool:

- Alloa South and East
- Town Centre
- Community Justice Partnership

The 'Place Standard' consultations engaged with over 500 local residents, an action plan for the Alloa South East community will be developed from these results and launched in 2020

### Development Trusts

Colin Melville has joined the CTSI team, funded by the National Lottery Community Fund, to support the ongoing development of five local development trusts – Menstrie Action Group; Tullibody Community Development Trust; Dollar Development Trust; Clackmannan Town Hall Trust; and Alva Development Trust. He will also be working with any other groups interested in community asset transfer. For example, he has recently started engaging with Coalsnaughton in regard to their Hall.

A joint Development Trust forum has also been created, for the trusts to come together quarterly, to share best practice, resources, discuss topical issues, and have relevant guest speakers (for example DTAS, CIS etc)

We will provide opportunities for Young People to develop skills, increase knowledge, confidence and health & wellbeing enabling them to make key transitions, in their lives.

## Key Priority : Outcomes for Young People

- *Young people are confident, resilient and optimistic for the future.*
- *Young people express their voice and demonstrate social commitment.*

## Evidence

### Work experience opportunities within the CLD sector

2017/18	2018/19
8	9

### Youth Employment opportunities within the CLD sector

2017/18	2018/19
30	38

375 (29%) young people would like to participate in online surveys  
239 (18%) would like to see Clacks Youth 100 developed  
175 (13%) would like to see Focus Groups introduced to develop services  
160 (12%) would like to see an annual Youth Assembly

### Clacks youth voice

Youth council have developed a model to take this forward and will launch at Youth Assembly 2019



### Clackmannanshire Youth Council

Members developed the 'Standards for Children and Young Peoples Engagement and Participation' which they presented to the people's committee in January and was duly endorsed and adopted by the council.

Following the 'Have Your Say?' survey carried out with secondary school pupils in August 2018 with 1311 (48%) responses members launched their manifesto; developed and hosted the first Youth Assembly the Power House in November '18 and agreed key actions.

Members have:

- ✓ Participated in the council budget consultation, engaging other young people in focus groups and promoting youth involvement through the online survey.

- ✓ Held regular meetings with senior management and elected members

- ✓ Hosted the Scottish Youth Parliament sitting in June 19 with 300 young people from across the country enjoying the hospitality of Clackmannanshire

### Youth accreditation / awards started

2017/18	2018/19
116	213

### Young People gaining accreditation

2017/18	2018/19
95	157

### Youth Volunteer hours

48% increase in sustained volunteering in young people  
(increase in those achieving up to and beyond the 100 hour award)



### Saltire Ambassadors/Youth Volunteering

8 new Saltire Ambassadors recruited, trained, and started their ambassador roles.

3 Alloa Academy

2 Alva Academy

2 Lornhill Academy

1 Secondary School Support

3 in St Moden's

81.2% of young people say they feel more confident after volunteering – National figure from Youth Volunteer Innovation Project (YVIP)

Education CLD and CTSi worked in partnership to develop the Clacks Youth Volunteering programme. The programme engages young people on an Activity Agreement in supported volunteer placements.

4 young people signed up for the initial programme with 3 successfully completing and the other young person gaining a college placement.

All three gained their level 3 SQA in Volunteering Skills, and achieved their 50 hour Saltire award.

1 young person continues to volunteering  
1 has a part time job  
1 is actively volunteering and has part time employment.

T began his volunteering journey in February 2019 when he joined the Clacks Youth Volunteering Project. His knowledge and interest in IT, coupled with his enthusiasm to help others, made him the perfect candidate for the Digital Champion Volunteer role with CTSi's digital support programmes. He very quickly settled into the role and became an integral part of the Digital Champion Team – even taking the lead on a new Digital Drop-In in Sauchie!

He achieved his SQA Award in Volunteering Skills at Level 3, and has taken an active role in other local community projects, such as the Sound

Space music studio at the Bowmar and supporting Connect Alloa a new youth group in St Mungos church. The valuable skills he has developed through volunteering, alongside his hardworking and dedicated attitude has also led him to find part-time employment.

“Volunteering has had an amazing and spectacular impact on me as a person. It has changed me, my mind-set and my life in a way I will never forget. I was able to learn new skills and have existing skills/knowledge challenged in a way that helped me understand and learn more than I would have learned in a classroom.”



Young people involved in the OYCI have had a great year, launching 'Our Space' at the Ben Cleuch Centre in May 18. Developing a Drama Club at Alva Academy - S1 - S6 learn drama skills, communication skills, confidence, have formed a positive social network; supporting young people to attend the Power House Youth Assembly in Alloa Town Hall, the Youth Scotland Big Ideas Weekend and the Young Place Changers

P7 Community Passports project -worked with P7's across the Hillfoots area on an emotional wellbeing and community involvement project through out the 18-19 academic year, This resulted in 134 young people gaining their Hi5 award - SCQF level 2 accreditation

Network Rail - partnership with network Rail, British Transport Police and Alva Academy around rail safety - 10 young people involved working with the partner organisations and professional drama artists to develop a performance with key rail safety messages

**Thanks to the following for supporting the plan and contributing to the report**

Education Community Learning and Development  
Clackmannanshire Third Sector Interface (CTSi)  
Home Start  
Tullibody Community Development Trust  
Scottish Fire and Rescue Service  
THRIVE for Well Being  
Hawkhill Community Association  
Sauchie Active 8  
Wimpy Park Community Group  
Ochil Youth Community Improvement (OYCI)

**And thanks to the following partners who have supported the development of the plan in 2018/19**

Play Alloa  
Womens Aid  
Resonate Together  
NHS Forth Valley  
Forth Valley College  
Sports Development  
Action for Children  
Connect Alloa  
Clackmannanshire Youth Council  
Tillicoultry Baptist Church  
Clackmannanshire School Support Services  
Scottish Police Service  
Clackmannanshire Women's Aid  
Men Shed  
Clacks 1400  
Clackmannanshire Youth Council