

GLASGOW'S THREE-YEAR PLAN FOR COMMUNITY LEARNING AND DEVELOPMENT



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'The one really competitive skill is the skill of being able to learn.' Seymour Papert

Foreword

Welcome to our Community Learning and Development Plan for the city, 2015-2018. It sets out the context, the priorities and challenges as we move to implement the commitments in the Plan.

Community learning and development changes lives and supports strong and vibrant communities. We believe it improves the life chances of people of all ages, through learning, personal development and active citizenship. For individuals we know it boosts their skills and sense of wellbeing by making them feel more competent and confident. It matters for communities because community empowerment is reinforced through sharing and being able to learn and help each other. We also know it contributes to lower health care costs, lower criminal justice costs and increasing economic growth and social cohesion.

Our Community Learning and Development Plan 2015-2018 will help us to increase our understanding of what matters to people in making the most of their personal, family, community and working lives. Similarly we are committed to a future with strong, resilient, supportive, influential and inclusive communities, which is particularly important at a time when public sector finances remain under considerable scrutiny and strain.

People tell us they feel better and more in control when they have a say about what happens in their lives and communities. They tell us they are best placed to know what works well for them. Their views and ideas, along with those of other stakeholders, will continue to shape the plan as we move into the implementation phase and beyond.

Together we are committed to ensuring community learning and development providers offer good quality services which support Glasgow's communities and individuals to thrive.



Councillor Martin Rhodes
Chair of Glasgow Community Planning Partnership, Strategic Board

'Logic will get you from A to B. Imagination will take you everywhere.' **Albert Einstein**

Section 1: Introduction

This document sets out Glasgow’s plan for the provision of community learning and development (CLD). It is for the whole city and produced by Glasgow’s Learning Partnership on behalf of Glasgow City Council/Glasgow Community Planning Partnership.

Glasgow’s Learning Partnership is made up of public and third sector learning providers. It is the partnership’s responsibility to make sure members and their organisations contribute to this plan and its goals. It is hoped that this work will result in the involvement of more organisations and stakeholders over the lifetime of the plan.

The Plan describes the action to be taken to provide CLD for the period of the Plan from September 2015 -2018 and, importantly, states what actions will not be met over the period of the Plan.

The Learning Partnership is accountable for the delivery of a plan that makes a difference to people’s lives. In that spirit the Plan was developed in conjunction with individuals and organisations in a way that fulfils the requirements of the legislation. Their role in determining the content and purpose of the Plan was important as they are best placed to know what CLD services work well for them and their communities. Their views and ideas, along with those of other stakeholders, have shaped the process and content creation which will continue into the implementation phase of the Plan for Glasgow.

The partners who have particularly contributed to the development of the Plan so far include: the Third Sector Forum, Skills Development Scotland, Jobs and Business Glasgow, Volunteer Glasgow, NHS Greater Glasgow and Clyde, Glasgow Council for the Voluntary Sector, Glasgow City Council and Glasgow Life. Other organisations have given their time and shared their expertise and advice in the development of the specific themes contained in the document.

The Partnership has agreed that the Plan should be organised around 6 themes identified in the Strategic Guidance. There is of course a wealth of other related work undertaken by the city which complements these themes.

For more information on the legislative background and links to the Regulations for Community Learning and Development please click [CLD Regulations and Strategic Guidance](#).

‘Educational achievement matters – more now than at any time in the past. It matters for individuals, and it matters for society. For individuals, higher levels of education mean higher earnings, better health, and increased life span. For society, higher levels of education mean lower health care costs, lower criminal justice costs, and increased economic growth.’

Dylan William

Section 2: Setting the scene

The Requirements for Community Learning and Development Regulations 2013 and accompanying strategic guidance recognises Community Learning and Development as a central element of public services in Scotland. Our CLD Plan for Glasgow will impact upon a wide range of outcomes and influence a broad range of communities across the city, and not just those directly related to traditional learning and development. In recognition of this, Glasgow Community Planning Partnership (GCPP), which is represented by a broad range of public, voluntary and private sector bodies in the city, has overseen the overall development of the CLD Plan.

Remitted to develop the detail of the Plan, Glasgow's Learning Partnership has produced a wider series of priorities and high-level outcomes that will ensure a deep reach into many aspects of community life in Glasgow. The priorities and outcomes have been developed in conjunction with key stakeholders best placed to know what works well. A key element of the Plan is continued engagement to ensure that people and communities feel involved and empowered as part of the process, making the priorities and outcomes relevant and meaningful.

The activities reflected in our CLD Plan underpin a key principle of Community Planning which is to engage, empower and build the capacity of communities. The Plan will support local residents with the skills, confidence and resilience to articulate local needs and priorities and to work with agencies to plan and evaluate services.

Our Plan also recognises the continuing inequality across Scotland and Glasgow, both between geographic communities and also between different groups of residents differentiated by factors including their ethnicity, age, race, gender, religion, sexuality, or their physical and mental health and wellbeing. We recognise that inequality can reinforce the sense of vulnerability for many so we will target much of our activity and resources at vulnerable groups and disadvantaged communities in order to support equality of opportunity and access to all residents across the city.

Current demographic trends in Glasgow are:

- Increasingly ethnically diverse and faith-based communities
- Population growth driven by over 65s and 25 to 44-year-olds
- Local neighbourhoods with their own characteristics and changing dynamics
- Increasing single person households
- City centre housing growth
- High levels of households with no earners
- High level of households with 2 earners
- Ageing population but less so than neighbouring local authorities
- More wide-spread deprivation
- Inequalities (health, income, digital access, literacies)

Our initial 3-year Plan will deliver against a number of important ambitions for Glasgow, including the Council Strategic Plan, the City's Economic Leadership and the CPP Single Outcome Agreement (SOA) for Glasgow.

It will contribute to the economic growth priority of the city by supporting the skills base of Glaswegians which in turn will create a more confident and competitive workforce in the city. It will support our learning city priority by underpinning a high quality learning infrastructure across the city. Also, it will help promote our world class city ambition by supporting the development of strong and resilient neighbourhoods and communities.

There is considerable synergy between the priorities and outcomes of our Plan and those of the SOA, which sets out the joint ambition for all Community Planning Partners to 2024. The activities outlined in our Plan will impact on specific SOA priorities:

- **Youth employment**

Each of our six themes will impact on the youth employment outcomes of the SOA. In particular, they include supporting young people to aspire and achieve. For example, our Volunteering development outcomes will support all residents, with a focus on young people, to maximise the potential that volunteering experiences can bring to personal development.

- **In-work poverty**

The Plan will enhance the delivery of the city's in-work poverty priority by providing support and guidance to learners, including those already in work, to advance their qualifications and skills further. This support will be delivered in locations and in formats that offer the flexibility to workers to continue with their learning and work simultaneously.

- **Vulnerable people**

The Plan will also contribute to the vulnerable people priority by assisting with initiatives which help build confidence and resilience. Building the capacity of communities will contribute to the CPP Thriving Places initiative by supporting community groups and individuals to work alongside service providers in the planning of services and also by assisting residents through the process of articulating local needs and priorities to service providers.

- **Thriving Places**

The Thriving Places approach centres on partners working collaboratively with one another and with specific communities to make better use of existing resources and assets, such as buildings, services and the skills and knowledge of residents. This is often referred to as an 'asset-based' approach. We will work in partnership with residents to plan and deliver services. Partners will also seek to engage and support individuals, groups and communities who would not normally participate in such activity.

- **Prevention**

Prevention and a shift to early intervention activity is currently a key driver in shaping public policy and service development in Glasgow and across Scotland. A major challenge facing public bodies and third sector partners is how to design and deliver services that cost less and use less resource but achieve better outcomes for residents and service users.

CLD approaches can play a significant role in contributing to this agenda by bringing service providers and end users together to jointly identify and shape service development. Our Plan will build on our understanding of people's needs, strengths and aspirations through sustained dialogue to:

- identify issues and solutions at an early stage
- identify barriers to participation and strategies for overcoming these
- mobilise and support direct participation in planning and service design
- enable community organisations to develop their infrastructure.

Activities are designed with individuals and communities as active partners, in ways that focus on reducing the longer term reliance on public services.

We have involved a broad and diverse range of partners in order to maximise available resources and assets and to extend the sense of ownership of our Plan. We have worked with the full range of Community Planning partners and beyond, engaging with public bodies, learning agencies, voluntary organisations and community groups, families and individuals along the way.

Principles underpinning the plan

People feel better when they have a say about what happens in their communities and their lives. They are best placed to know what will work for them. A key principle of CLD is that learning and development opportunities are designed around people's different learning styles, circumstances and aspirations. The focus of this CLD plan is to support people to achieve a positive impact in their personal, family, community and working lives.

The principles that underpin practice are:

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

These principles are embodied in the competences and ethics for CLD practice as set out by the CLD Standards Council for Scotland.

Governance

Glasgow's Community Planning Partnership (GCPP) remitted the responsibility to produce the CLD Plan to the Glasgow's Learning Partnership. The GCPP's Executive will now oversee the implementation phase of the Plan through the Glasgow's Learning Partnership and our citywide and local structures. The GCPP Senior Officers locality groups will ensure that there is continued engagement in the implementation of the Plan at a local level. The Plan will sit within Glasgow City Council's existing scrutiny arrangements for bodies such as Education Scotland, set out in Glasgow City Council's Local Scrutiny Plan for 2015-16.

The implementation phase will specify the monitoring and reporting arrangements against agreed measures. This information will be scrutinised by the Glasgow's Learning Partnership and reported to the GCPP Executive. The Learning Partnership is empowered to develop the work through needs assessment and prioritisation, implementing changes as required and making recommendations to the GCPP as appropriate.

Section 3: Implementing the Glasgow Community Learning and Development Plan 2015-2018

The 6 high-level themes set out in the next section provide a framework for the implementation phase of the Plan.

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THEME: Community-based adult learning

The [Glasgow's Learning Partnership Adult Learning Action Plan 2014-17](#) outlines the priorities and actions for community-based adult learning in the city. It places learners at the centre of planning and review, in accordance with the social practice approach, and reflecting the core principles of the national Adult Learning Statement of Ambition. Our services aim to support adults to be successful learners, confident individuals, effective contributors and volunteers and responsible citizens. The key priorities for adult learning in the city are adult literacies, ESOL, digital learning, family learning, Gaelic and other community-based adult learning programmes which support community involvement, enhance employability and promote health and well-being. Learning takes place in the heart of communities – in libraries, local projects, colleges, community centres and workplaces – helping individuals maximise their potential and empowering them to contribute to their communities through learning. Learning is delivered in group settings, with families, young people, workers and community groups, and occasionally as one-to-one tuition.

Identification of need and barriers

The city's strategic Adult Learning Group (ALG) and local partnerships bring together a comprehensive range of adult learning providers and referral and advice agencies to identify need and promote equality of access to services to reduce barriers to engagement. We plan our adult learning provision with reference to city, neighbourhood and adult learning-specific data and draw on national policy and research. The ALG aims to maximise the contribution adult learning makes to related city priorities by taking account of these through ongoing planning and developing further links and representation with strategic groups progressing the city's SOA priorities. We aim to address inequalities in Glasgow's society through inclusive adult learning, however challenges remain. Key barriers identified by adult learners include access to clear information on adult learning provision; travel costs; suitability and accessibility of some learning venues; limited digital skills; territorial issues; having the confidence to access learning; social isolation; childcare; the impacts of welfare reform; assessment of additional support needs and the ability of providers to address these; and sufficient levels of English to access learning other than ESOL.

Targeting individuals and groups

A key challenge for adult learning in Glasgow is reaching isolated adults and families to engage where there is apprehension, embarrassment, perceived stigma and lack of confidence. Steps have been taken to identify areas of highest need for adult literacies support through SOA Thriving Places work and hot spot analysis of data. Community-based adult literacies learning is offered up to and including SCQF level 4. A number of learning providers target specific groups and communities and tailor provision to reflect their needs and circumstances. For

example, some focus on specific themes such as criminal justice, welfare reform, supporting dyslexic learners, and family learning. Data sharing agreements exist between certain partners and for specific projects. ESOL providers have a co-ordinated approach to initial assessment and the allocation of ESOL funding. Following initial ESOL assessment and levelling, learners are referred into appropriate provision across the Partnership. In addition to provision which mainly targets adults with low level language skills (Access 2 and 3), specific ESOL programmes are delivered including employability, bespoke workplace and family programmes. This provision targets ESOL refugees and new migrants, young adults, asylum seekers and parents. Job Centre skills assessments can result in a referral into community-based digital, literacies or ESOL learning.

Workforce development

We support adult learning staff, both paid and unpaid, through joint training, workshops, networking, professional dialogue and practice-sharing opportunities. Activities reflect relevant national strategies and frameworks. Workforce development opportunities are broadening to reflect organisational restructure and the widening of some staff and volunteer remits. We will continue to support staff to reflect on their skills and to develop and evidence their CLD competencies. It is recognised that staff need ongoing skills development to support digital inclusion and learning, including the use of new technologies in adult learning. Volunteers continue to make a valuable contribution to adult learning in Glasgow and are supported through workforce development, including the SCQF credit-rated Glasgow Life *First Steps in Adult Literacies Tutoring* introductory course, now delivered by a number of adult learning providers in the city.

Early intervention

Community-based adult learning contributes to early intervention and prevention by building resilience, encouraging positive life choices and aims to provide support before problems arise. The threat of harm and the opportunities to make positive changes often arise in response to triggers and transitions in people's lives. A number of learning programmes are responding to these circumstances including provision of learning support for care leavers; youth access programmes for school leavers; targeted family literacies and learning programmes and employability transitions support.

Outcome 1: There is effective communication about the provision of adult learning opportunities and appropriate support to increase access and participation and improve quality.

Current provision:

[Glasgow’s Learning website](#), dedicated helpline, promotional materials and awareness raising activities support partnership working and adult learning referrals. We promote ESOL provision through the city’s ESOL Partnership Map and refer learners into provision across the Partnership following initial ESOL assessment and levelling.

Adult learning providers promote a range of learning opportunities locally, including community-based college provision, digital learning, Gaelic and creative writing. There are some opportunities for adult learners to promote the benefits of adult learning.

There is some cross-sector information sharing and networking taking place. For example, [Glasgow’s Advice and Information Network \(GAIN\) website](#) provides information to support access to digital learning.

Gaps	Actions and timescales	Measures of success
<p>Community-based adult learning marketing and awareness-raising activities do not comprehensively promote all types of adult learning across communities in Glasgow.</p> <p>Adult learners have a limited role in promoting and championing learning.</p> <p>Not all community hubs – geographical and thematic – are fully engaged in information sharing and promoting adult learning in the city.</p> <p>Data sharing issues are a barrier to some organisations in terms of access to sufficient referral information and learning plans.</p>	<p>We will build on effective practice to broaden use of the Glasgow’s Learning branding and further develop a comprehensive, contemporary approach to awareness raising and marketing to reach a range of audiences, including increased involvement of adult learners. Year 2</p> <p>All adult learning staff and tutors will be encouraged and supported to both access and generate adult learning information and resources. Year 1</p> <p>Partners will further explore data sharing arrangements and protocols relevant to adult learning. Year 1</p>	<p>Glasgow’s Learning has become a recognised brand for community-based adult learning and has been used to increase learner engagement through effective promotion and marketing activities.</p> <p>An increased number of adult learners are involved in championing and promoting adult learning.</p> <p>Data sharing is improved and supports referrals and progression.</p>

Outcome 2: The range and mode of delivery of community-based adult learning reflects the city's priorities and learner needs and is regularly reviewed to support initial engagement, participation and progression.

Current provision:

Adult learning providers deliver a range of learning programmes that reflect community and individual needs. The range of options support learners to achieve outcomes relevant to their lives and circumstances and increased confidence to progress. Learners can access both accredited and non-accredited learning. Some learning programmes are specifically tailored to meet the learning outcomes of particular target groups.

Community-based adult learning is mainly delivered in small group settings, with some limited one to one opportunities for adult literacies learners. We also support access through more flexible, informal learning including tasters, drop-ins and peer learning.

Adult learning supports digital inclusion through access to the internet and computers, laptops and tablets in venues including libraries, community projects and centres, colleges and housing associations. This is being further developed through the roll-out of WiFi access in libraries and community facilities. We are developing digital skills through a range of digital learning programmes, including employability-related courses, and digital support embedded in other learning programmes.

Adult learning provision is funded through organisations' core funding and through a range of local, national and European funding. Some organisations access funding and work in partnership to support learners' costs such as travel and childcare. Learning Accounts (ILAs) and course fees help fund some provision, including ECDL.

We consult adult learners using individual and group learning plans, reviews, evaluations and project and an area learners' forum. Learners participate in more formal consultation to inform city planning and national strategies.

Gaps	Actions and timescales	Measures of success
<p>As information on the range of community-based adult learning is fragmented and mapped in different formats, there is no single access point to get an overview of provision.</p> <p>Adult learning programmes are not always flexible enough to respond to diverse needs as they emerge, and to fully support the co-production of services with learners.</p>	<p>The city's strategic ALG and local partnerships will work together to map the community-based adult learning offer which will be accessed through the Glasgow's Learning website and related links. Year 2</p> <p>Learning providers will carry out ongoing reviews of their services to ensure they reflect city and community needs, especially additional learning needs linked to welfare reform such as financial literacies. Ongoing</p>	<p>Providers and learners are accessing information on adult learning programmes which reflect city and community needs.</p> <p>Learner engagement increases.</p>

<p>It is a challenge to engage isolated learners and those lacking confidence to take up learning.</p> <p>We do not have comprehensive arrangements across adult learning partnerships to support all adult learners who wish to access accredited and certificated learning.</p> <p>We do not have a comprehensive picture of the different modes of delivery, where these support progression and the gaps.</p> <p>Opportunities for adults to move into groups that offer peer support or more social activities are limited.</p> <p>We need to improve access to and use of WiFi in community libraries and increase the stock of mobile devices/laptops in community centres to support adult learning.</p>	<p>Learning providers will support increased learner engagement through targeted and innovative work appropriate to the needs and circumstances of learners. Year 2</p> <p>We will promote and further develop accredited and certificated learning opportunities for adult learners, while still valuing non-accredited learning, including supporting the roll-out of the new Adult Achievement Award. Year 3</p> <p>Building on effective practice and identified gaps, we will reshape modes of adult learning to reflect learner needs. This may include the further development of drop-ins; tasters; intensive learning programmes; increased evening/weekend provision; skills exchanges and peer learning. Year 2</p> <p>Learning providers will explore opportunities to work with groups of learners who wish to form community groups to facilitate peer learning or social activities. Year 3</p> <p>We will continue to develop work in line with <i>The Digital Glasgow Vision</i> to support adult learning providers develop and benefit from the roll-out of the digital infrastructure in the city. Ongoing</p>	<p>Learners are overcoming apprehension, embarrassment and stigma to engage with adult learning and achieve positive outcomes.</p> <p>Learners receive accreditation, awards and other appropriate means of recognising their achievements.</p> <p>Learners are accessing opportunities shaped to reflect their needs and support progression.</p> <p>Adult learners develop the skills, knowledge and understanding required to access the opportunities that digital has to offer in line with Scotland’s Digital Participation Charter.</p>
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<p>Not all learning providers are fully using new technologies in adult learning delivery.</p> <p>Current levels of funding do not meet all the costs associated with developing good quality adult learning provision. For some providers, short-term funding and specific funding criteria can act as a barrier to flexibility in provision.</p> <p>Adult learners do not always have easy access to information on available bursaries and other funding to support equality of access.</p> <p>Opportunities for learners to contribute to area-based and city adult learning planning, evaluation and design are currently limited.</p> <p>Approaches to support learners to have a voice through consultation are not yet fully comprehensive; for example, the use of new technologies for this purpose is limited.</p>	<p>Through workforce training, sharing practice and resources and partnership working we will develop digital learning and the use of new technologies across adult learning. Year 2</p> <p>We will seek funding and develop partnership arrangements to address barriers to access, participation and retention, including learner travel costs, childcare and workforce development. Year 2</p> <p>We will improve access to information on available bursaries, student grants and other sources of funding. Year 1</p> <p>We will involve learners through a range of approaches in the planning, evaluation, design and co-production of learning programmes, through local and city partnerships. Year 2</p> <p>We will develop formal recognition of achievement for learners involved in group, area-based and community consultation through awards, where appropriate. Year 2</p>	<p>Learners and providers are accessing funding to address key barriers.</p> <p>Learners are involved in shaping adult learning provision through ongoing consultation and engagement with the planning process.</p> <p>Adult learning provision reflects the contribution of learners in the planning and delivery process.</p>
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Outcome 3: There is meaningful evidence on the impact of adult learning services through agreed approaches to robust performance management and quality assurance processes.		
<p>Current provision: Partners measure and report the impact of adult learning on individuals and, to some extent, on the wider community. This includes gathering learner feedback, self-evaluations, reporting back to funders and as part of college and Learning Community inspections. Organisations in receipt of grants capture impacts through required reporting and monitoring. For adult literacies, the Learning Outcome Tracking Information System (LOTIS) and Glasgow Life’s GLOES provide qualitative measures of impact, reported annually. Glasgow’s Learning website promotes case studies and reports with positive impacts. A recent study on how well we are capturing impacts has highlighted examples of good practice and identified training needs.</p>		
Gaps	Actions and timescales	Measures of success
<p>There are examples of good practice to share but the understanding of outcome-focused approaches is variable across the partnership. The use of case studies has not been systematically developed.</p>	<p>Building on the recent Measuring Impacts study, we will provide workforce development opportunities and explore joint self-evaluation based on shared learning outcomes. Year 1</p> <p>We will share an increased number of case studies which demonstrate the impacts of learning, through the city’s Adult Learning Group, area partnerships and nationally. Year 2</p>	<p>Learning providers can better demonstrate the impact of adult learning through self-evaluation and case studies.</p>

Policy links and strategic context
Glasgow's Learning Partnership Adult Learning Action Plan 2014-17 Putting Learners at the Centre – Delivering our Ambitions for Post-16 Education Adult Learning in Scotland: Statement of Ambition Adult Literacies in Scotland 2020 Welcoming Our Learners: Scotland's ESOL Strategy 2015 – 2020 Glasgow's ESOL Providers - English for Speakers of Other Languages (ESOL) in Glasgow: Research to help increase engagement Scotland's Digital Participation Charter Digital Glasgow Road Map 2014 National Gaelic Language Plan 2012-2017 Glasgow's Gaelic Language Plan 2013-2017 Early Intervention and Prevention – the role of Adult Learning A Social Practice Model for Adult Learning within a CLD Context

Involved/consulted	Evidence
Adult learners	Adult Learning Action Plan 2014-17; learner consultation event, Jan 2014 report CLD Plan adult learner consultation focus groups (x2), Feb 2015 report CLD Plan consultation survey, Feb/March 2015 report
Adult learning tutors and delivery staff	Adult Learning Action Plan 2014-17 service provider consultation event, Jan 2013 report CLD Plan tutor and delivery staff consultation at GCVS Providers' Network meeting: Feb 2015 notes
Adult learning strategic and management staff	Adult Learning Action Plan 2014-17 service provider consultation event, Jan 2013 report CLD Plan strategic consultation focus groups (x2), Feb 2015 report Adult Learning Group (ongoing) minutes, papers etc.
Referral and support staff/agencies	Adult Learning Action Plan 2014-17, service provider survey, Feb/March 2015 report

Not in plan	Rationale
To develop a comprehensive range of community-based adult leisure classes.	Not in line with city priorities – SOA

THEME: Learning for vulnerable and disadvantaged groups and individuals

Identification of need and barriers

Expanding access to learning opportunities and social connections for all is one of the great challenges for Glasgow. It is a challenge which is becoming more urgent because of the pace of social, economic and technological change. Amid these changes, the divides in wealth and health inequalities, digital inclusion, participation and access for vulnerable and disadvantaged groups is widening. We know that individuals transform their lives by engaging in learning and going onto higher levels of education to earn more and live longer healthier lives. In the longer term for society this means improved health and wellbeing, reductions in crime, anti-social behaviour and inequalities and increased economic growth and social inclusion.

Glasgow is committed to championing new thinking and exploring how best to provide inclusive learning support and opportunities for vulnerable and disadvantaged groups and individuals. For example, Glasgow Community Justice Authority brings together a wide range of agencies to co-ordinate services for offenders and their families at a local level; Glasgow Disability Alliance (GDA) is implementing the city's Independent Living Strategy; the Poverty Leadership Panel has set goals to significantly reduce poverty and exclusion over the next decade; the Public Social Partnership 'The Life I Want' is leading work on the redesign of services for adult with learning disabilities; Age Friendly Glasgow is the city's approach to supporting older people and is based on the principles of equality and inclusion; Glasgow Equality Forum which brings together equalities groups with public sector providers 4 times a year; Macmillan@Glasgow Libraries provides a network of support for people affected by cancer. We want to ensure everyone can participate fully in all aspects of life in the city. The work of this theme is based on information available at a city and neighbourhood level. Data from the Census, Household Survey, GCC and partners' service information and national research will ensure the learning and development offer reflects the city's demographics, supports skill levels, and community and individual needs.

Targeting individuals and groups

We know that the most vulnerable young people and adults are statistically less likely to achieve in the city. Research indicates children of prisoners have a greater likelihood of performing less well in education and suffering greater health disadvantages. Asset-based approaches will ensure vulnerable people and groups, including the elderly, those affected by disability and financial challenges, are effectively engaged in service improvement and joint planning of services with partners. We will be concerned with bringing together individuals and communities to achieve positive change using their own knowledge, skills and real experiences around the issues they encounter in their own lives. Having

more robust data on vulnerable and disadvantaged groups and individuals will help inform decision-making. More comprehensive and relevant data needs to be gathered on longer-term social risks. More innovative priority-setting processes, frameworks and criteria will help with effective decision-making and protect disadvantaged and vulnerable groups. Mitigating risk by using social risk impact assessments (SRIA) will help us to move from a 'service-based' to a 'needs-based' approach.

Workforce development

City partners want to see a strong commitment to growing the skills of the workforce (along with volunteers and carers) through networking and practice-sharing which reflect relevant frameworks and strategies. We will support staff to reflect on their skills and to develop and evidence their CLD competencies recognising the impact this has on increasing motivation, developing skills and improving services for vulnerable individuals, families and communities. It is recognised that training programmes such as Outcome-Based Support Planning, Asset-Based Community Development will support the values and principles expressed in the CLD plan.

Early intervention

We will support those at risk of vulnerability and disadvantage through appropriate learning and development opportunities to build resilience, encourage positive life choices and provide support before problems arise.

Outcome 1: We have learning services which address the needs and support the goals of vulnerable and disadvantaged individuals and groups.		
Current provision:		
<p>Vulnerable and disadvantaged people in the city are often less likely to achieve. There is a good level of knowledge within the city on the needs of people who could be described as being vulnerable or disadvantaged. However, the extent to which this knowledge is understood and acted upon by some partners is not clear. Organisations express the view that many of them are competing in market conditions and the focus needs to shift to a more collaborative approach with service users at the centre.</p>		
Gaps	Actions and timescales	Measures of success
Some learning providers have a limited understanding of the needs of this target group.	We will involve the expertise available through relevant anchor organisations to develop our understanding of the needs and requirements of vulnerable and disadvantaged groups. Year 1	Learning services meet the needs of this target group.
The learning offer within the city for this target group is unclear.	We will create a structure to ensure information is shared across partners on the learning and development needs, provision and resources requirements. Year 2	Learning opportunities for vulnerable and disadvantaged individuals are effectively communicated.
There is a lack of collaboration between organisations to highlight and address the specific needs of vulnerable and disadvantaged groups and individuals.	We will capture and share the experiences of vulnerable individuals, families and communities in accessing learning to ensure providers effectively respond to their needs. Year 2	Information and communication is effective and engages this target group.

Outcome 2: Vulnerable individuals and groups are engaged through effective co-ordination and joint planning.		
Current provision:		
<p>A number of provider organisations work collaboratively and offer a range of programmes. For example, the establishment of a public and social partnership (PSP) called ‘The Life I Want’ combines existing expertise and promotes the transfer of knowledge to analyse, design and pilot social care support for individuals who have learning disabilities, and family carers. However the involvement of vulnerable and disadvantaged people in the design and shape of the services they access is not carried out in a systematic and coherent way.</p>		
Gaps	Actions and timescales	Measures of success
<p>There is no clear collaboration for the planning and delivery of this work. There is a lack of opportunity for organisations supporting vulnerable and disadvantaged individuals to collaborate, share practice and agree priorities.</p> <p>There is a lack of consistency in engaging vulnerable and disadvantaged groups and individuals, and the organisations which support them, in planning and shaping learning services.</p>	<p>We will build on existing collaboration between partners and strategic alliances in the city to effectively plan and evaluate the impact of services for this group. Year 1</p> <p>We will provide targeted support to partners to help them implement approaches which ensure the views and experiences of vulnerable and disadvantaged individuals and groups help shape learning and development opportunities. Year 1</p>	<p>Partner organisations can demonstrate planning and delivery of services in consultation with each other and the learners they are working with.</p> <p>Vulnerable and disadvantaged groups and individuals can articulate their learning journey, the goals they are achieving and the impact it has on their lives.</p> <p>The needs and views of vulnerable and disadvantaged groups and individuals are recorded, with evidence on how services have been shaped to address those needs.</p>

Outcome 3: Vulnerable and disadvantaged individuals and families are able to access amenities and participate in the social, cultural and learning life of the city.		
Current provision:		
<p>There are 9 designated ‘Thriving Places’ across the city with additional resources to improve access to services in those areas. Barriers exist for this target group in accessing amenities and participating in the social, cultural and learning life of the city.</p>		
Gaps	Actions and timescales	Measures of success
<p>Links and relationships with organisations and within communities could be improved.</p>	<p>We will ensure that anchor organisations are supported and provide accessible information</p>	<p>People are taking up opportunities and accessing activities.</p>

<p>Some organisations concentrate on identifying progression opportunities only within the subject area in which learners are currently involved. This can limit access to wider activities which could enhance people's lives.</p>	<p>about the learning offer and progression pathways. Year 1</p> <p>We will introduce referral processes to ensure vulnerable and disadvantaged individuals and their families have access to a range of opportunities and services which address wider needs. Year 2</p>	<p>Partners are more aware, effective at engaging and value the contributions of people with different vulnerabilities, including ages, backgrounds and abilities.</p> <p>There is evidence that individuals are not only involved in lifelong learning but access 'life wide' opportunities relevant to their needs and aspirations.</p>
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Policy links and strategic context
<p>www.cldstandardscouncil.org.uk/the_competences/Competences for Community Learning and Development</p> <p>www.povertyleadershippanel.org.uk</p> <p>www.enable.org.uk/services/Pages/The-Life-I-Want.aspx</p> <p>www.agefriendlyworld.org/en/property/glasgow/</p> <p>www.jrf.org.uk/sites/files/jrf/public-spending-cuts-scotland-summary.pdf</p> <p>www.gcph.co.uk/assets/0000/3433/GCPHCS10forweb_1_.pdf</p> <p>www.glasgowcja.org.uk/CHttpHandler.ashx?id=19648&p=0</p> <p>www.gdaonline.co.uk/fileuploads/gdamanifesto2012-6346.pdf</p> <p>www.glasgowlife.org.uk/libraries/macmillan-at-glasgow-libraries/pages/default.aspx</p> <p>http://enf.org.uk/blog/?page_id=3736</p> <p>http://www.glasgowlife.org.uk/libraries/welfare-reform/Pages/default.aspx</p>

Involved/consulted	Evidence
<p>Consultation event held February 2015; 50 attendees from a range of organisations</p>	<p>Consultation report produced.</p>
<p>Individual meetings</p>	<p>Note of meetings</p>

THEME: Volunteer Development

Identification of need and barriers

Glasgow's Strategic Volunteering Framework (SVF) was adopted by the Community Planning Partnership in 2009 following a thorough process of research, stakeholder engagement and local consultation events. These processes and the subsequent activity of SVF partners has had a considerable impact in in:

- a. Raising general public awareness of volunteering and its benefits.
- b. Demonstrating and delivering effective models of inclusive volunteering that provide accessible opportunities for diverse groups of people.

The city has also achieved a moderate increase in the availability of volunteering opportunities overall, but as a result we have seen a widening gap in the ratio of people interested in volunteering to people required by advertised opportunities:

In 2011-12, 39,825 users of [Volunteer Glasgow](#) website versus 3,683 people required by opportunities or 'vacancies' (11:1 ratio).

In 2013-14, 66,896 users of Volunteer Glasgow website versus 4,390 people required by opportunities or 'vacancies' (15:1 ratio).

The consequence of this, albeit in the context of a reduction in overall public sector spending and a range of other factors, appears to be that the rate of volunteering across the city has not increased: the rate of 'formal' volunteering measured by the Scottish Household Survey between 2007 and 2013 is unchanged. The results of the 2015 Glasgow Household Survey will provide a measure of 'informal' volunteering which, together with the results of the 2014 NHS Greater Glasgow and Clyde Health and Wellbeing Survey, will provide a more comprehensive understanding of progress.

Targeting individuals and groups

The SVF and Poverty Leadership Panel approaches include a number of initiatives to target sections of the adult population where barriers have been identified or where groups are under-represented in volunteering. This includes working with the members, service users and officers of a wide variety of organisations such as the Scottish Refugee Council, Glasgow Disability Alliance, Jobcentre Plus and many others to address specific barriers.

SVF partners have, since 2013, also taken a 'sector approach' to working with organisations to develop and increase volunteering opportunities. This included a variety of sector-specific initiatives that were able to attract some additional resources, such as Voluntary Arts Scotland's short-term collaborative Legacy 2014/Spirit of 2012 'Casting On' project. SVF partners have recently developed a Volunteering Charter for Glasgow, which will be launched in 2015, to deliver a step-change in the effectiveness of this approach to increase opportunities across all sectors.

Workforce development

Volunteer Glasgow's advice, guidance and training services on volunteer management are well-used and rated very highly by users. They have evolved to include alternative approaches in the context of public service reform and the shared Legacy 2014 ambitions. Other partners have been able to collaborate and provide sector-specific guidance and training (for example, Glasgow Sport's 'Clubmark' programme).

Early intervention

Curriculum for Excellence provides an even greater obligation for partners to work together with schools to provide wider achievement opportunities for all young people. Volunteer Glasgow continues to promote and administer the Scottish Government's [Saltire Awards](#) for young people volunteering (12-25 year olds) and to promote volunteering by young people in a range of other ways, for example the Young Scot REWARD points system, Duke of Edinburgh's Awards, and Sports Leadership Awards. The importance of this work for SVF partners cannot be underestimated: in its work for Scotland's Volunteering Strategy 2004-09, Volunteer Scotland found that people were significantly more likely to get involved in volunteering as adults if they are involved as young people before the age at which they leave school. The Developing the Young Workforce initiative and the drive to develop skills for learning, work and life, emphasise the important role volunteering plays in the 3-18 education experience particularly.

Outcome 1: We have meaningful evidence that individuals are supported to access and maintain volunteering opportunities which enhance life chances.

Current provision:

Glasgow City Council and Glasgow Life have developed volunteering policies to support consistent volunteer management practice. Volunteer Glasgow offers a range of services to Volunteer Involving Organisations (VIOs) including: advice at the point of VIOs advertising opportunities; Volunteer Friendly Award support and assessment; 'Complete Volunteer Manager' and 'Beyond Excellence' workshops; and Networking Mornings.

Volunteer Scotland provides training and is the licensee for Investing in Volunteers Award.

Glasgow Sport offer sports clubs the 'Clubmark' Awards.

Volunteer Glasgow is currently required by Scottish Government to use the MILO2 IT platform but some flexibility is now allowed. Volunteer Glasgow and Glasgow Life also use the Scottish Government-sponsored Volunteering Zone and Glasgow Sport is currently piloting an independent system, Volunteer Kinetic, which has better reporting capabilities.

Gaps	Actions and timescales	Measures of success
<p>We do not currently have a single, consistent and simple-to-use IT platform for advertising, finding/matching people to opportunities and effective reporting for volunteering, within the city.</p> <p>The standard of volunteer management practice varies across VIOs.</p>	<p>Through the development of a Glasgow Volunteer Charter, partners will adopt a single, co-ordinated approach to promoting and marketing volunteer opportunities. Year 2</p> <p>SVF partners will launch the Volunteer Charter for Glasgow and CP partners will become signatories. Year 1</p> <p>We will support VIOs to apply for relevant quality standards. Year 1 onwards.</p> <p>We will adopt a citywide approach which recognises and celebrates the contribution and impact volunteers make to the city. Year 1</p>	<p>Information on volunteering and volunteer opportunities will be shared across partner organisations, increasing the range of options available to individuals.</p> <p>Glasgow Sport and Volunteer Glasgow will appraise IT platform options and make recommendations to SVF Governance Group.</p> <p>There is evidence that volunteering opportunities are provided in line with the principles of the Volunteer Charter for Glasgow.</p> <p>There is an increase in the number of VIOs holding Volunteer Friendly events or Investing in Volunteers or Clubmark Awards.</p>

<p>Opportunities for volunteers to provide feedback on their experiences are limited.</p>	<p>We will provide a comprehensive range of options, including via social media, through which individuals can record their volunteering experiences and the impact these have made. Year 2</p>	<p>There is evidence of VIOs providing events and initiatives which publicly recognise the contribution of volunteers to the city.</p> <p>There is evidence that the views of volunteers are used to enhance our volunteering offer.</p>
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<p>Outcome 2: The number and range of volunteering opportunities increases.</p>		
<p>Current provision: MILO2 and Volunteer Zone publish opportunity adverts to multiple websites including the following to maximise their exposure to target audiences: www.volunteerscotland.net, www.volunteerglasgow.org, www.aliss.org , www.myworldofwork.co.uk; ‘Reach Out’ mobile app. There is an increasing focus on Wider Achievement opportunities for children, young people and adults through volunteering. There are multiple partners and providers involved, such as Volunteer Glasgow (through ‘Volunteering Works’, adult literacies support for volunteers), colleges, schools, universities and Duke of Edinburgh award scheme.</p>		
<p>Gaps</p>	<p>Actions and timescales</p>	<p>Measures of success</p>
<p>The availability of national data on the ‘volunteering marketplace’ for providing detailed analysis of the interests of potential volunteers (supply) versus the needs of VIOs (demand) has been severely curtailed.</p>	<p>We will introduce a standard process to ensure the systematic gathering of data which informs the availability and impact of volunteering within the city. Year 2/3.</p> <p>We will work with Volunteer Scotland and the Scottish Government to press for national data to be collated and use it as a benchmark to assess the success of Glasgow’s volunteering offer and allow us to accurately gauge increases in the number of people volunteer opportunities. Year 2/3.</p>	<p>Year-on-year growth in volunteering opportunities is captured through Annual census reporting of Glasgow Volunteer Charter monitoring framework and wider Scottish and Glasgow Household Surveys.</p>

	<p>We will improve monitoring systems for volunteering within Glasgow schools and engage with developments in digital Open Badges for future strategic KPIs. Year 2</p> <p>We will work with CP partners and VIOs in the city to develop additional volunteering opportunities. Year 2/3</p>	<p>We will maintain the 2014-15 number of 12-25 year olds receiving Scottish Government Saltire Awards through their involvement in volunteering.</p> <p>There is an increase in the number of volunteering opportunities.</p>
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Outcome 3: The profile of volunteers reflects the city’s demographic trends.

Current provision:

Host City Volunteers programme, delivered as part of the Glasgow 2014 Commonwealth Games, identified elements of best practice in encouraging involvement of diverse and under-represented groups.

The Poverty Leadership Panel Volunteering Group has been working on the relevant elements of its Action Plan for Change since late 2013. Volunteer Glasgow convenes a regular SVF Partners Communications sub-group to plan and co-ordinate headline communication activities relevant to SVF objectives.

Gaps	Actions and timescales	Measures of success
<p>Information on the city’s demographic profile is not well used to inform the recruitment of volunteers.</p> <p>Many VIOs do not currently collect equality monitoring data.</p>	<p>We will develop a range of materials to promote volunteering to targeted groups and individuals, for example those who are digitally excluded, require language support or have other additional support needs. Year 1 ongoing.</p> <p>We will support VIOs to develop appropriate equality monitoring data systems.</p> <p>We will share the learning from the evaluation of the Host City Volunteers programme with partners and VIOs. Year 1/2</p>	<p>There is an increase in the rate of volunteering in those localities in the bottom 15% of the SIMD.</p> <p>There is an increase in the number of unique visitors to www.volunteerglasgow.org.</p> <p>There is increased diversity in characteristics of volunteers (subject to availability of data from Volunteer Charter signatories and the Glasgow Household Survey).</p>

<p>There is a lack of clear and consistent guidance on the impact of volunteering on eligibility for receipt of benefits.</p> <p>There is a lack of clear and consistent guidance on eligibility of asylum seekers to take part in volunteering.</p>	<p>We will promote examples to VIOs of successful engagement of people in poverty into volunteering. Year 2</p> <p>We will work with DWP Jobcentre Plus to update guidance on volunteering for benefits claimants and promote opportunities to increase numbers of claimants accessing volunteering. Year 1</p> <p>We will work with the Home Office to clarify guidance and raise awareness of rules around volunteering by asylum seekers. Year 1/2</p>	<p>There is an increase in the number of people from minority and disadvantaged groups taking up volunteering opportunities.</p>
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<p>Policy links and strategic context</p>
<p>Glasgow’s Strategic Volunteering Framework</p> <p>Glasgow’s Single Outcome Agreement, in particular priorities of Youth Employment and Vulnerable People, and ‘Thriving Places’ approach. Poverty Leadership Panel, Glasgow’s Action Plan for Change, Work and Worth – the CPP and SVF partners’ commitment to inclusive volunteering contributes to developing individuals’ skills, giving people confidence to feel valued and more connected with each other and their communities.</p> <p>Community Empowerment Bill – participation in civil society, sustainable communities, and strengthening the social fabric of the city</p> <p>Public Service Reform – investing in skills, community involvement and co-production.</p> <p>Health improvement and wellbeing – social determinants of health and the recognised benefits of volunteering.</p> <p>People Make Glasgow – increased opportunities for civic participation and pride.</p>

The following information reflects the consultation undertaken during the development of the Glasgow Strategic Volunteering Framework which has also informed this work stream.	
Involved/consulted	Evidence
2006-15: Community Planning Partnership - partner agencies	The SVF Governance Group involves a range of partners including Glasgow Life, Volunteer Glasgow, NHS, GCVS, Glasgow Kelvin College, Glasgow City Council, Jobs & Business Glasgow, Clyde Gateway, Glasgow Chamber of Commerce. The Group has been consulted on the content of this SVF implementation plan for inclusion in Glasgow's CLD Plan.
2009: Local groups, organisations, charities, public sector services; Community Planning Partnership; people volunteering in a wide range of activities; people facing a range of barriers to volunteering.	Glasgow's Strategic Volunteering Framework (SVF) was adopted in full by the Community Planning Partnership in 2009 following a very thorough process of <u>creating an evidence base</u> which included: <ul style="list-style-type: none"> - <u>Primary</u> research - A review of secondary research, - Survey of organisations conducted by GCVS - Extensive engagement with a wide range of stakeholders at well-attended local events and focus groups held for different communities of interest and equalities groups.
2013: Public information events	Jan/Feb: 3 community information events held in each of the 3 sectors to promote Glasgow 2014 Clydesider, and many other ongoing, volunteering opportunities in the context of the Legacy 2014 Framework, with a Q&A process, and information stalls/Clydesider-supported online application desks.
2013-15: Glasgow's Poverty Leadership Panel (PLP)	In 2013 the Panel agreed a goal of, ' <i>Volunteering is recognised as having value in itself</i> [not just as a means to improved employability] <i>and people living in poverty can access volunteering opportunities</i> ' should be included in its Action Plan For Change. A range of partners and people living in poverty shaped the relevant action plans and they continue to deliver and manage these.
2015: Vulnerable and disadvantaged groups in the community	Glasgow Life/Learning Partnership's CLD Plan consultation event (Feb): <ul style="list-style-type: none"> - Financial requirements of people volunteering if need childcare, or disability access/modifications. - More opportunities for recognition certification. - Appropriate training for volunteers for every role. - Updated and clear guidance from DWP Jobcentre Plus. - Accessible/inclusive volunteer recruitment processes.
2015: SVF, PLP, CPP, GCC and Glasgow Legacy Board	Various one-to-one conversations, facilitated workshop, presentations, meetings; development of a volunteering Charter for Glasgow, scoping the nature of the proposed Charter and developing an implementation plan.

Not in plan	Rationale
Development of a city-wide approach to supporting the growth of more member-led, community-based time credit schemes and an associated strategic credit redemption scheme.	Can only be moved forward if SVF partners can develop/provide support and if development resources can be identified in the context of relevant policy priorities and community facilitation processes.

THEME: Early intervention with children, young people and families

Identification of need and barriers

We are increasing our focus on prevention, early intervention for children, families, young people and in the city's youth work and will continue to assess progress in CLD partners' contribution to Curriculum for Excellence including transitions. Levels of need in relation to children, young people and families will draw on data from the Census, Household Survey, GCC and partners' service information as well as national research. This will ensure our offer reflects the city's demographics, skills levels and community and individual needs.

Within the city there is a Children's Services Executive charged with overseeing the priorities for the delivery of all children's services. There is also a current focus on vulnerable and early years through the One Glasgow initiative and the national Early Years Collaborative. This plan sits within these priorities and is specific to learning in the community.

Workforce development

To support the learning journeys of children, young people and their parents, we need to have a shared understanding of this area of work. The workforce should have the opportunity to build experience and expertise through shared knowledge, joint planning and priority setting.

Targeting individuals and groups

Learning is important throughout life however there are key stages and transitions at which good learning opportunities can support an individual to develop. This can mean at a key age, for example, early years or transition to adulthood or at a key stage, such as becoming a parent. This section considers the learning priorities for children, families and young people, with specific reference to youth work as a field of CLD.

Outcome 1: Learners influence decisions on the availability and delivery of opportunities.		
Current provision:		
<p>Within the city there is a strong emphasis on early intervention and the early years in particular. The Children’s Services Executive is a high level multi-agency partnership and its sub-group, the Early Childhood Extended Services group (ECES), brings partners together to look at family provision and 0-8 years. Feeding into the national picture and attached to the ECES group is One Glasgow (Early Intervention in the Early Years) work stream. This is the city’s response to the Scottish Government’s Early Years Collaborative. There is also a strategic Parenting group which oversees the delivery of parenting programmes such as Triple P. For young people, there are local youth networks and in February 2015 a citywide youth network was established. There is also a Glasgow Youth Council, supported by Glasgow Life. Education Services co-ordinates local learning fora which partners feed into. Other networks support young people in vulnerable circumstances, such as the Looked After Core group, Youth Justice Forum and the Young People’s Financial Inclusion group. The Listening to Children group works to improve and share practice around youth engagement. The challenge for all of these networks is to evidence the ongoing engagement of learners to shape service delivery.</p>		
Gaps	Actions and timescales	Measures of success
<p>The approach to learner engagement is inconsistent and it is not always clear how this translates to service planning, particularly at a strategic level.</p> <p>There is a complex offer, but no clear overview or shared priorities.</p> <p>There is a lack of planning between services and organisations resulting in duplication, inconsistency and less impact.</p>	<p>We will have an integrated approach to the delivery of Curriculum for Excellence and GIRFEC. Year 2</p> <p>Learner voices will influence the range and approaches of providers through established participation models which feed into local and city networks. Year 1</p> <p>There are systems in place for learner feedback gathered within organisations to be heard at a local and a city level. Year 2</p> <p>We will review existing structures to evidence learner influence, for example, in Learning Communities. Year 1</p> <p>Learners will be supported to articulate their learner journey, evidencing their progression</p>	<p>There is evidence of a planned approach to the delivery of programmes by all organisations in schools.</p> <p>Stakeholders and partners are working effectively with Education Services in continuing to promote and act on learner voice..</p> <p>There is evidence that partners in citywide networks can articulate what learners say about services.</p> <p>Impact of third sector programmes is evaluated and shared consistently across the city.</p> <p>There is evidence that the impact on learners has been reviewed at local networks.</p>

<p>There is a lack of connection between the Learning Partnership in the city and the Children’s Services Plan.</p>	<p>and achievements across a range of interactions (for example, in school and in the community). Year 3</p> <p>We will establish links and agree priorities between the Children’s Services Executive and the Community Learning and Development Plan. Year 1</p>	<p>There is a system in place to evidence impact across these networks.</p>
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<p>Outcome 2: Through developmental youth work activities, young people are supported to aspire and achieve positive outcomes.</p>		
<p>Current provision: Youth work in the city is delivered through a range of organisations and in partnership with Education Services at a local level. Youth organisations provide informal and accredited learning opportunities, assisting young people to achieve. Some work takes place in schools and there is some co-delivery with Education Services staff. A range of accredited awards are delivered through Wider Achievement in a variety of settings. The main ones are Duke of Edinburgh, Youth Achievement Awards, Princes Trust XL, John Muir Award and Sports Leadership Awards. Young people can also access support from youth workers for issues that affect them. There are organisations and networks in place to support vulnerable young people through the Poverty Leadership Panel, Youth Justice Forum, Looked After Core Group and Alcohol and Drug partnership. Outcomes in this section of the plan are for all young people. Outcomes for vulnerable young people are incorporated into the Vulnerable Groups and Individuals theme.</p>		
<p>Gaps</p>	<p>Actions and timescales</p>	<p>Measures of success</p>
<p>There is a lack of opportunity for youth organisations to share practice, agree priorities and collaborate.</p>	<p>The city youth network and local partnerships will feed into local area planning and set strategic direction for the city. Year 1</p>	<p>There is evidence that collaborative working has had a positive impact on young learners attending local youth provision.</p>
<p>Staff/volunteer training is inconsistent across the sector.</p>	<p>We will deliver a co-ordinated workforce development programme. Year 2/3</p>	<p>Staff learning is influencing the delivery of youth work.</p>
<p>Learner achievements are not always well</p>	<p>We will promote young people’s</p>	<p>Employers will have increased awareness of</p>

<p>understood by employers (for example, Youth Achievement Awards).</p> <p>There is a lack of co-ordinated opportunities for young people to demonstrate their learning achievements in the wider community.</p> <p>There is a lack of co-ordination of youth work's contribution to Wider Achievement.</p>	<p>achievements to the business sector through Glasgow's employability networks. Year 1</p> <p>We will celebrate learner achievements in a planned and co-ordinated way. Ongoing</p> <p>We will co-ordinate wider achievement learning opportunities to ensure one learner journey. Year 3</p> <p>We will review current practice and delivery arrangements to create a more effective, planned programme that meets learner needs. Year 1</p>	<p>the value and effort required for accredited courses.</p> <p>Young people can describe their achievements and articulate their learning journey.</p> <p>A clear and consistent framework is in place to allow young people to have greater opportunities for wider achievement.</p>
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<p>Outcome 3: We have a strategy that ensures parents are actively engaged in their children's learning.</p>		
<p>Current provision: Parent engagement takes place at a local level through early education and school establishments and parent fora. Parents are engaged with through the Early Years Collaborative and One Glasgow (0-8 years). Consultation on individual services takes place on an ad hoc basis. Glasgow Family Information Service provides an online tool for finding out about childcare provision and relevant activities.</p>		
<p>Gaps</p>	<p>Actions and timescales</p>	<p>Measures of success</p>
<p>Parent voice for learning is inconsistent at a strategic level.</p> <p>There is a lack of understanding on how parents/carers influence service delivery.</p>	<p>The Learning Partnership will establish ongoing communication with parents or parent representatives. Year 1</p> <p>Feedback from parents will be shared across networks. Year 2</p>	<p>Service providers can evidence positive engagement with parents.</p>

<p>There is a lack of opportunities for parents and children to participate in learning together.</p>	<p>We will increase provision for parents and children to take part in learning activities together. Year 3</p>	<p>Parents know how to access learning services for themselves. Parents access learning opportunities and describe a positive impact.</p>
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<p>Outcome 4: Play opportunities support children’s health, wellbeing and development.</p>		
<p>Current provision: The National Play Strategy and city Play Strategy both exist with associated action plans. There are a number of play providers in the city. In recent years the focus on the benefits of play has been better understood and articulated. We now have a national strategy and action plan and the city strategy is being refreshed to ensure that play remains a priority, delivering on its own and city objectives.</p>		
<p>Gaps</p>	<p>Actions and timescales</p>	<p>Measures of success</p>
<p>There is a lack of play opportunities.</p>	<p>We will produce and implement a Play strategy action plan for Glasgow. Year 1</p>	<p>Partners deliver on agreed actions.</p>
<p>There is a lack of play training opportunities.</p>	<p>We will coordinate and deliver a range of play training opportunities for workers and volunteers. Year 2</p>	<p>Organised play activity is high quality.</p>
<p>There is a lack of co-ordinated planning for play activity at a local level.</p>	<p>We will put mechanisms in place to plan local play delivery and to establish priorities for play development. Year 2/3</p>	<p>Play activity is planned in response to local need.</p>
<p>There is some historical information available about what children and their parents think about play opportunities but there is a lack of direct consultation with regards to the city’s new action plan and Play Strategy refresh.</p>	<p>We will consult with children and parents to inform local delivery. Year 1</p>	<p>Children and parents can articulate their play experience.</p>

Policy links and strategic context
National Youth Work Strategy National Play Strategy Playing For Real – Glasgow’s Play Strategy Early Years Collaborative Children’s Services Executive IGF Outcomes for young people Getting It Right For Every Child - GIRFEC

Involved/consulted	Evidence
Third sector providers	Focus group
Youth organisations	Focus group
Play organisations	Focus group – Play Get Togethers
Education Services	Existing networks – Children’s Services Executive
Social Work	Existing networks – Looked After Core Group, Corporate Parenting Consultation
NHS	Focus group

Not in plan	Rationale
Formal school education	This plan looks at community learning, in which Education Services is a crucial partner. Education Services is responsible for the statutory element of learning however and this is governed elsewhere.

Theme: Learning support and guidance in the community

Identification of need and barriers

We want to provide support and guidance for every learner which reflects the principles and entitlements of community learning and development (CLD). Learning is lifelong and life wide and we want to ensure that the resources available in the city support learners to progress continuously. There needs to be breadth and depth of opportunity, as defined by the individual learner's aspirations. Many organisations and providers are currently delivering learning across the city but they will need to take a more holistic and collaborative approach to ensure that services are less provider-dependent and more learner-centred.

Targeting individuals and groups

Learning support and guidance should be universally available to all learners. There is no specific target group. However, the provision of learning in the community for specific individuals and groups will be addressed under the theme of other work streams, for example, Vulnerable and disadvantaged groups and Early intervention with children, young people and families.

Workforce development

City partners are strongly committed to adopting an integrated approach to the provision of a high quality and continuous professional and personal development for staff. We also aim to increase knowledge within the workforce of local and national CLD policy context. We will encourage increased use of existing initiatives like the CLD Standards Council for Scotland's [i-develop](#) framework to provide a focus for developing a learning culture across the sector.

Early intervention

Support and guidance for learners in the community must help prevent problems from emerging. It should focus on early intervention through the effective and ongoing analysis of learner needs as a result of sustained dialogue. This will lead to the creation of a portable learning plan for every learner that includes clear learning pathways and is accessible to all providers.

Outcome 1: All learners have a clearly identified and progressive learning pathway.		
Current provision: Many organisations and providers are offering learner support and guidance across the city. This is usually within a specifically defined field and is currently inconsistent and disjointed.		
Gaps	Actions and timescales	Measures of success
<p>There is no clear and consistent approach to learning support and guidance across the city and among providers.</p> <p>There is a lack of available and accessible information regarding progression and pathways for learners.</p> <p>There is no clear structure for capturing wider learner needs.</p> <p>There is a lack of opportunity for learners to access, if needed, additional mentor or advocacy support, if needed.</p>	<p>We will create a consistent approach to support and guidance for learners in the community that is learner centred. Year 2</p> <p>We will provide accurate, up to date and accessible information to all providers regarding progression and learner pathways. Year 1</p> <p>We will create a structure for effectively capturing and sharing, where appropriate, learner needs. Year 2</p> <p>All partners will work to ensure that learners are referred to partners who can provide relevant additional support when required. Year 3</p> <p>Partners will agree a 'Glasgow Learner Entitlement' vision statement for the city. Year 1</p>	<p>Providers and learners can access clear and accurate information regarding progression and learning pathways.</p> <p>All learners have access to a mentor or advocate, if required/requested.</p> <p>All partners have signed up to the 'Glasgow Learner Entitlement' vision statement.</p>

Outcome 2: Every learner has a universal and portable learning plan with data shared by all partners.		
Current provision:		
The current situation is not well understood but some individual providers may create learner plans.		
Gaps	Actions and timescales	Measures of success
There is not a consistent approach to providing learners with individual and portable learning plans.	Partners will adopt a consistent approach to creating learner plans. Year 1	By the end of Year 3, all learners will have their own portable learning plan which is accessible to all providers.
There is an inconsistent approach to sharing data regarding learners' previous achievements, current learning or identified progression pathways.	We will create a system for recording and sharing data on learner achievements and planned progression routes. Year 2/3	

Outcome 3: We have a knowledgeable and confident workforce offering effective guidance and support to learners.		
Current provision:		
A number of cross-provider training events, meetings and/or groups exist already but these are not co-ordinated to ensure maximum impact to frontline workers.		
Gaps	Actions and timescales	Measures of success
The approach to providing CPD and training for staff is not co-ordinated.	Partners will adopt a consistent approach to providing joint CPD opportunities and training for staff. Year 2	All staff can access appropriate training opportunities aligned to an agreed CPD framework for the city.
An inconsistent level of knowledge exists regarding CLD principles and competences.	We will create an accessible 'essential skills toolkit' for all CLD staff. Year 3	
There is not a consistent understanding within the workforce of the city's Single Outcome Agreement (SOA) and wider CLD policy context.	We will use common language to ensure that all staff understand their role in achieving the SOA and wider CLD policy objectives. Year 1	Learning Support and Guidance services are aligned to the SOA and wider CLD policy context.

Policy links and strategic context
Renewing Scotland's Public Services Post 16 Education Reform Bill GIRFEC Curriculum for Excellence Career Information, Advice and Guidance Strategy Community Empowerment Bill

Involved/consulted	Evidence
Skills Development Scotland	Focus group attendance Consultation event feedback
Glasgow Colleges	Focus group attendance
GCC Education Services	Focus group attendance Consultation event feedback
Glasgow Life	Focus group attendance Consultation event feedback
Glasgow Council for the Voluntary Sector (GCVS)	Focus Group attendance Consultation event feedback

THEME: Building the capacity of communities to meet their own needs, engaging with and influencing decision-making

Identification of need and barriers

Glasgow has a strong ethos and history of local people working together to help develop and improve their communities and there is evidence to suggest that their endeavours have resulted in positive impacts and outcomes. Support for local community groups is available through various statutory, voluntary and third sector organisations who offer targeted advice designed to develop the confidence and capacity of community activists. Access to this support is not always clear however and the approaches and methods of delivery are not always consistent. We want to ensure that local communities are empowered to work alongside service providers to develop practical solutions that make best use of all the available resources. We want to build the potential for individuals, families and communities to help shape the development and delivery of services as opposed to priorities being dictated by organisational structures and boundaries. Equally we want public service providers to systematically involve communities, as equal partners, in identifying and addressing local needs. The structure and support mechanisms required to achieve this goal must operate within a consistent, sustainable and agreed framework. Finally, we will promote Community Learning and Development approaches as being core to improving public services with clearly identified outcomes placed at the centre. We will effectively link this together to achieve the impact that the city seeks.

Targeting individuals and groups

In the context of this work stream, communities are defined as being either geographical, covering a specific area of the city, or as a community of interest, based on a group of people who collaborate around a specific subject or theme. The opportunity for communities to have a voice in determining the type and range of services available to them should be viewed as an entitlement to which all our public services should ascribe. We need to understand the link between engaging people in reshaping their services within their locale or within their area of interest, and the support they will require to build their capacity to effectively contribute to this process. One of the principles behind the CLD legislation is that individuals should be able to ask for and receive appropriate CLD support. It is incumbent on organisations to work together to satisfy those demands. The areas identified under the Thriving Places agenda could offer an opportunity for targeted approaches which link with existing developments.

Workforce development

Although there are people within public service organisations with the relevant skills to engage and build the capacity of community groups and individuals, it is recognised that for some the requirements of the legislation will require different approaches and new ways of working. It will be essential to build an understanding of the principles and values of CLD across the wider workforce to develop levels of competence while work to promote the use of The National Standards for Community Engagement will help provide a consistent approach.

Early intervention

Research tells us that people feel better when they have a say about what happens in their lives and communities because they are best placed to know what works well for them. We want planning processes in Glasgow to recognise this and aim to prevent problems from emerging by increasing the opportunities for individuals, families and communities to shape their own lives and the services they want. To this end we will make full use of CLD's ability to build an in-depth understanding of people's needs, strengths and aspirations through sustained dialogue; identify issues and solutions at an early stage; identify barriers to participation and strategies for overcoming these; mobilise and support direct participation in planning and service design; and enable community organisations to develop their infrastructure. Working with communities to realise and build on their own strengths or assets is crucial. We will design activities with individuals and communities as active partners, in ways which focus on reducing the longer term need for input by public services.

Outcome 1: Community groups and individuals have the opportunity to be fully engaged in planning and evaluation of services.		
Current provision:		
We have introduced a number of initiatives with the aim of engaging communities however, despite the arrangements currently in place, it is apparent that community-based organisations feel relevant information needs to be communicated much more robustly and consistently.		
Gaps	Actions and timescales	Measures of success
<p>Communication between service providers and communities is limited and there is a lack of evidence to suggest that engagement and consultation with communities is carried out in a consistent way.</p> <p>There is a lack of opportunity for community organisations to share knowledge and experiences.</p>	<p>We will promote the use of the National Standards for Community Engagement and provide support for stakeholders to understand and implement the guidelines. Year 1</p> <p>We will develop and implement a framework for individuals, groups and organisations to highlight what they are doing and share information on the availability of resources and the support they receive. Year 2</p> <p>We will consult local communities and communities of interest to agree a process for effective and sustainable engagement relevant to their requirements. Year 2</p> <p>We will support community anchor organisations to collaborate and share details on the information they hold and how it is disseminated. Year 1</p> <p>Partners will adopt a systematic approach to ensure that groups and individuals play an integral role in assessing the effectiveness and impact of their services. Year 2</p>	<p>Communities will have a clear understanding of how organisations engage and consult with them.</p> <p>Local people can articulate the principles of the National Standards and hold services to account on their implementation.</p> <p>A framework is in place which supports the free flow of information within and between communities.</p> <p>Processes which support effective and sustainable engagement are in place and used by organisations to inform targeted approaches.</p> <p>Systems for appropriate data sharing exist.</p> <p>Systems are in place to measure community involvement in the planning, delivery and evaluation of services.</p>

	<p>We will gather qualitative evidence to ensure community groups and individuals can demonstrate influence through participation in decision-making structures. Ongoing from Year 2</p> <p>We will support community representatives to understand and be actively involved in participatory budgeting. Year 3</p>	<p>Community representatives are equipped to deal with devolved budgeting.</p>
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<p>Outcome 2: Service development and delivery reflects local needs and priorities.</p>		
<p>Current provision: There is a wealth of information within the city which provides a breakdown of the demography and its trends over time. Details of this information are broken down to specific areas and are freely available and accessible to the public. The extent to which this information is used to determine the nature and delivery of services is not clear. Equally, processes which tap into the knowledge and skills available within the community are not consistent.</p>		
<p>Gaps</p>	<p>Actions and timescales</p>	<p>Measures of success</p>
<p>Services do not always address the needs and aspirations of community groups and individuals.</p>	<p>We will ensure that processes designed to determine local priorities meet the needs of communities and community-based organisations and outlines how decisions on service provision have been made. Year 2</p> <p>Partners will use and share geographical profiling to inform their priorities for service development. Year 1</p>	<p>There is a clear correlation between the needs and aspirations of communities and service provision.</p>

<p>There are indications that some stakeholders feel too far removed from key decision-making processes and as a result many feel they do not have the necessary skills or opportunity to be involved at a meaningful level.</p>	<p>Partners will incorporate local views in determining how and when services will be delivered. Year 2</p> <p>We will establish a structure for the ongoing assessment of community needs and strengths and introduce a process to continually assess the degree to which needs are being met. Ongoing from Year 2</p> <p>We will introduce a rolling programme of learning and development opportunities which address identified need and grow the capacity of local people to enhance their commitment to the delivery of services. Ongoing from Year 2</p>	<p>The knowledge and skills which stakeholders require to fully participate in decision-making processes are recorded on an annual basis.</p> <p>Learning opportunities which address the expressed needs of communities are delivered.</p>
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Policy links and strategic context

[Community Learning and Development \(Scotland\) Regulations 2013 \(CLD Regulations\) and Strategic Guidance](#)
[Community Empowerment Bill](#)
[Commission on the Future Delivery of Public Services](#)
[Renewing Scotland's Public Services - Priorities for reform in response to the Christie Commission](#)
[National Standards for Community Engagement](#)

Involved/consulted	Evidence
Focus group of Community Council representatives and Housing Associations	Notes of workshops produced
Community and voluntary organisation involved in other workstream consultation events.	Reports on consultation

Not in plan	Rationale
Proposals to create a one-door approach within communities for the provision of information and support.	Historic neighbourhood boundaries and the demographic breakdown within some areas of the city do not always lend themselves to people accessing a single venue when seeking information and support. As local people become more involved in their areas and community cohesion increases this may be an issue which we can look to address in the next three-year plan.