

Glasgow Community Learning Strategy Partnership

Community Learning and Development in Glasgow Strategic Statement and Framework 2008/2010

April 2008



1. Introduction

Welcome to the strategic statement and framework for community learning and development (CLD) in Glasgow for 2008-2010. This partnership document builds on the previous CLD strategy for the city. It has been developed after a series of consultative exercises in 2007.

The focus of this statement is to improve the life chances of people living in Glasgow. It is part of arrangements being developed to take forward Glasgow's Community Planning Learning and Ambition Theme, driven by the ambition to extend excellence in Glasgow's learning services and to establish a positive culture of learning and development for people of all ages and circumstances.

CLD broadly covers learning and development opportunities in community based adult learning, youth work and community capacity building. CLD opportunities can engage those least likely to be involved in learning and support communities to be actively involved in improving public services and neighbourhood circumstances.

A key aim of this statement is to support planning arrangements that develop the quality, relevance and access to CLD services in Glasgow. It offers guidance to community planning partnerships and organisations with an interest in developing the impact of learning.

How to use this document

The document is laid out in the following sections:

- Section 2: The Principles, Practice and Values that Underpin CLD
- Section 3: Strategic Context for CLD
- Section 4: Strategic Outcomes for CLD in Glasgow 2008 – 2010.
- Section 5: Achieving CLD Outcomes – Suggested Indicators and Suggested Activities
- Section 6: Contributing to Scotland's National Outcomes and Glasgow's Local Outcomes
- Section 7: Strategic and Local Commitments to Achieving CLD outcomes
- Section 8: Measuring Impact and Assuring Quality
- App 1: Details of the Membership of the Glasgow Community Learning Strategy Partnership
- App 2: A list of useful references, publications and related strategies

It covers the nature and context for CLD services (Section 2 and 3), the CLD outcomes for Glasgow, indicators and actions to support the development of CLD action plans, and guidance on how CLD outcomes are contributing to national outcomes and Glasgow's local outcomes (section 4, 5 and 6), and the strategic and local commitments that are required to realise CLD outcomes.

CLD services work best when built around the interests, needs and circumstances of the people who will be using them. It is therefore important to include the views of learners and communities in the application of this guidance.

2. The Principles, Practice and Values that Underpin CLD

Principles

A key principle of CLD is that its learning and development opportunities are designed around people's different learning styles, circumstances and aspirations. Its focus is to support people to achieve a positive impact on their personal, family, community and working lives. It is a way of working with individuals and groups to strengthen their skills, develop their information, tackle issues of concern, express their views, and celebrate their achievements.

Practice

Youth work, community work and community-based adult learning activities are at the heart of CLD.

These CLD activities and approaches contribute to the broad policy areas of Lifelong Learning and Community Regeneration by:

- Targeting activity to work with excluded and disadvantaged groups
- Helping agencies and partnerships to work with communities as an important part of community planning and service planning
- Developing active citizenship
- Building stronger communities
- Supporting personal development across all age groups

Values

CLD practice is underpinned by the values of:

- **Empowerment:** increasing people's ability to influence their individual, family or community circumstances.
- **Participation:** supporting people's active involvement
- **Inclusion, equal opportunity and anti-discrimination:** overcoming the barriers which restrict opportunities and inclusion (see section 8.3 for further information on equalities)
- **Self-determination:** supporting people's right to make their own choices.
- **Partnership:** recognising different contributions and working together to be as effective as possible

CLD is an inclusive approach which can act as a stepping-stone to further learning, improved employment opportunities, greater community involvement and improved community wellbeing. It is an integral part of Glasgow's lifelong learning and social and economic renewal.

3. Strategic Context

3.1 CLD and National Priorities

The Scottish Government has set five strategic objectives and a series of national outcomes to focus its activities and that of the public sector as a whole. These strategic objectives seek to make Scotland: Smarter; Wealthier and Fairer; Healthier; Safer and Stronger; Greener.

From April 2008, each Local Authority will have developed a draft Single Outcome Agreement, based on the strategic objectives and national outcomes published¹. These agreements will include additional local outcomes identified by each Local Authority and all public services will have to show how they contribute to achieving these outcomes.

In Glasgow, the SOA is being developed around the Community Planning themes of: Healthy; Working; Vibrant; Learning; and Safe, with targets being developed from a range of key local Partnership documents. This includes the CLD Strategic Statement.

CLD services and activity in Glasgow form an important part of that contribution and its value will be measured against what it is doing to achieve the relevant outcomes set out in the Single Outcome Agreement.

It is intended that the new arrangements will reduce the number of separate planning and reporting activities, while improving the effectiveness of more streamlined working. To support this, CLD planning and reporting will fit within the broader Community Planning Learning theme and its contribution to the Single Outcome Agreement.

3.2 National CLD Policy

Working and Learning Together (WALT)

The national guidance to promote and develop CLD is set out in *Working and Learning Together (WALT) (2004)*. The national priorities for CLD are:

1. Achievement through learning for adults
2. Achievement through learning for young people
3. Achievement through building community capacity

WALT sets out the expectation that all Community Planning Partnerships should develop clear and measurable targets for each of the three national CLD priorities and should monitor progress against these.

It is expected that later in 2008, a national statement will be issued confirming the principles set out in *WALT* and updating this national guidance to reflect current circumstances.

Skills for Scotland

The national agenda for learning is encompassed in *Skills for Scotland – a Lifelong Skills Strategy (2007)*. The Strategy outlines the Scottish Government aims, ambitions and plans for making Scotland's improving skill base truly world class. It emphasises that all those involved in the delivery of

¹ Details of the Concordat between the Scottish Government and local authorities is available at: www.scotland.gov.uk/Publications/2007/11/13092240/Concordat

skills development are part of one lifelong learning system. CLD is seen as an integral part of that lifelong learning system. Its particular strength is recognised as offering learning opportunities that engage and enthuse those least likely to get involved in other forms of learning.

The Strategy particularly highlights the importance of engaging young people in learning to assist their progression to further education, employment or training as highlighted in *More Chances, More Choices* (2006). It also stresses the need for the personalisation of learning where services are developed around individual's needs, circumstances, aspirations and preferred learning styles.

Community Planning

Community Planning brings together the public sector, partners and communities to agree priorities on the planning and provision of services. Community Planning Partnerships have a key role to play in community regeneration.

The important role of CLD in community planning is highlighted in the national statutory guidance which supports the implementation of community planning legislation. Community engagement is at the heart of the Community Planning process. CLD has an important role to enable individuals and communities to gain the confidence and skills to participate in the design and delivery of public services and in decisions that affect them.

CLD Priorities

Other national statements provide specific guidance on aspects of CLD including:

- **Adult Learning** – *Adult Literacy in Scotland Report (2001)*(NB a consultation to refresh this statement will be conducted in 2008)
- **Youth Work** – *Moving Forward: A Strategy for Improving Young people's Chances Through Youth Work (2007)*; *More Chances, More Choices (2006)*.
- **Community Capacity Building** - *Building Community Capacity: Resources for Community Learning and Development Practice. (2007)*
- **CLD training** – The key issues were laid out in *Empowered to Practice - the future of community learning and development training in Scotland (2003)*. A Scottish *CLD Professional Body* was established in 2008.

3.3 The Glasgow Context

CLD and Community Planning

CLD activities and processes support Glasgow to develop as a Learning, Working, Healthy, Safe and Vibrant city.

Each local planning partnership will decide how the CLD guidance should be embedded within local arrangements to take forward the CP Learning Theme. In doing so, they will recognise the strong links CLD has to the other CP Themes. These arrangements will be developed to best suit local circumstances and aspirations and will determine what local priorities and actions will be. Each will also contribute to the overall achievement of Glasgow's Single Outcome Agreement.

An illustration of how CLD contributes to the five CPP themes is set out below:

- **Learning** theme - providing formal and informal learning opportunities that raise aspirations, improve literacy and numeracy, increase access to learning and progression routes, offer specific support to raise educational attainment for young people and adults; and support people to take an active role in their communities.
- **Working** theme – developing the essential skills required for employment including literacies, and creating the first step in the path towards work by engaging people in CLD opportunities that improve their confidence and skills.
- **Healthy** theme – contributing to improved health, particularly mental and emotional wellbeing, by engaging people who would not otherwise be involved; raising self-esteem and building people's sense that they can take control of their lives, and broaden their horizons²; and provides community focussed approaches that support healthy eating and drug prevention initiatives.
- **Safe** theme – supporting community action to improve the safety of the environment and reduce the fear of crime; and working with young people to help to address issues of territorialism.
- **Vibrant** theme – community based arts and cultural activities make a significant impact on the lives of young people and adults in some of Glasgow's most disadvantaged areas³; supporting volunteering and voluntary work that significantly increases skills and opportunities, and creates active, involved, vibrant communities.

Learning and Ambition

Learning in Glasgow is being championed through the Community Planning (CP) Learning theme which aims to provide a strategic framework for driving forward excellence in Glasgow's learning.

The Glasgow Community Learning Strategy Partnership (GCLSP) currently leads on the improvement of strategic CLD planning in the city on behalf of Glasgow Community Planning Partnership. It is responsible for establishing city-wide strategic guidance and supporting local community planning partnerships in the local application of this guidance. The GCLSP has taken on the role as key driver of the CP Learning theme, with the contribution of other constituent groups.

Community Engagement

Community engagement is effective when communities have the capacity to engage and when public services use approaches that encourage, support, and respond to community involvement. CLD approaches have a crucial role to play in engaging communities in community planning. Structures to support community engagement in community planning are being developed across the city⁴.

It is therefore important that Community Engagement Plans across the city include a strong commitment to support community capacity building outcomes.

² Research report prepared by Learning Connections, September 2006.

³ A range of case studies feature in the Scottish Arts publication '*Firing the Imagination 2*'.

⁴ Details at: www.glasgowcpp.org.uk/communityengagement.aspx

3.3.1 Related Strategic Work contributing to the implementation of CLD outcomes

The following areas of strategic work are either carried out by the CLD partnership to support the development of specific CLD outcomes, or is work that partners are involved in that shares common outcomes with CLD. This list is not exhaustive.

Glasgow's Adult Literacy and Numeracy (ALN) Strategic Plan

The partnership has developed a strategic plan for adult literacy and numeracy improvements and delivery of services over 2008/2011. This provides specific detail of the actions to support the CLD outcomes detailed in section 4, particularly outcomes 3 and 5. A copy of this plan is available at www.glasgowlearning.org.uk

The Strategic Youth Partnership

A Strategic Youth Partnership (SYP) has been established to strengthen and develop the strategic and operational delivery standards of services to young people. This involves development of partnerships across the statutory and voluntary sectors to produce and manage an overarching Citywide Youth Plan taking account of planning issues from the Children's Services Plan, national guidance and the outcomes set out in this Strategic Statement for CLD. The Citywide Youth Plan will be delivered through Local Area Forums in each of the Local Community Planning Partnership areas in the city. These forums are a key element of local planning and should be active contributors to determine how the CLD guidance will be applied locally.

Building Community Capacity in Glasgow

The importance of community capacity building is highlighted in a range of public policies in Scotland. However there is recognition across the country that it is the least understood and developed of the three CLD national priorities. The community capacity building outcomes of CLD can strengthen the skills, abilities and confidence of people and community groups to take effective action in their communities. Community capacity building is distinct from community engagement, which is essentially about the relationship between communities and public bodies, but it contributes to making sure that meaningful and sustained community engagement can take place⁵.

The GCLSP is committed to developing an Action Plan for the city that will give guidance and support to community planning partners to develop community capacity building work.

The Strategic Volunteering Framework

Volunteering activity has a positive impact on individuals, organisations and the wider community. Many CLD activities in Glasgow benefit greatly from, or are dependent on, the dedication and commitment of volunteer tutors, youth workers or community activists. In turn, CLD providers recruit, support and develop volunteers of all ages. This framework aims to enhance the positive contribution of volunteering by assisting organisations, and other stakeholders that support volunteering, to adopt an effective, efficient and consistent approach across the city.

⁵ For more information on this area see: *Building Community Capacity: Resources for CLD Practice: An Introductory Guide*. SCDC (2007) pages 2-3.

4. Strategic Outcomes for CLD in Glasgow 2008 – 2010

The strategic outcomes for community learning and development services in Glasgow are set out below.

ADULT LEARNING

Outcome 1: Adults are accessing relevant learning in their communities and are making informed choices about their progression into further learning, community involvement and/or employment.

Outcome 2: Young adults are engaged in learning and have suitable opportunities to pursue successful pathways to further education, employment, self-employment or training.

Outcome 3: People are engaged in accessible learning services that develop their reading, writing and number skills and improve the quality of their personal, family community and working lives.

Outcome 4: People are engaged in accessible ESOL learning services that develop their language skills in their personal, family, community and working lives.

YOUTH WORK

Outcome 5: Young people in Glasgow are confident and literate in their personal, family, working and community lives.

Outcome 6: Young people in Glasgow are involved in activities that promote their well-being and personal and social development.

Outcome 7: Young people in Glasgow have a greater voice, influence and place in society.

Outcome 8: There is a vibrant youth work sector in the city that meets the needs of all Glasgow's young people.

COMMUNITY CAPACITY BUILDING

Outcome 9: People in Glasgow are confident, skilled and active members of their communities.

Outcome 10: Community organisations and groups are supported to build their capacity and influence.

Outcome 11: Public services engage effectively with communities and support community capacity building.

5. Achieving CLD Outcomes – Suggested Indicators and Activities

City wide Key Performance Indicators for the CLD outcomes will be developed over 2008/09. These will incorporate both priorities within Glasgow's Single Outcome Agreement and feedback from partners. To support this process, this section suggests a range of indicators that could be used to demonstrate progress towards achieving the CLD outcomes described at section 4. It is set out as follows:

- o Under each of the CLD learning themes of adult learning, youth work and community capacity building, there are two tables.
- o The first table maps the outcomes for each theme to suggested outcome indicators. A reference number for each outcome is set out in column to the left, and corresponds to the outcome numbers in section 4.
- o The second table provides a list of suggested activities to support partners consider local action. **Please note that this is not a comprehensive list, but a range of suggestions.**

5.1 ADULT LEARNING

Suggested Outcome Indicators	Outcome
Increased number of adult literacy learners reporting positive impact on quality of their life in their personal, family, community and working lives	3, 2
Increased number of people reporting improved skills, knowledge and confidence to manage their finances.	1, 3
Increased number of adult in CLD programmes reporting positive impacts in their working lives and employability	1, 2
Increased number of ESOL learners reporting a positive impact on their personal, family, community and working lives	4
Increased % of <i>excellent</i> , <i>very good</i> or <i>good</i> feedback on learning for adults from HMIE inspections in the city.	1,2,3,4

Suggested activities that can be used to develop and shape actions to achieve the outcomes above.
▪ Improve the range of accessible entry points and pathways that support people engage in relevant learning
▪ Increase the level of flexible and personalised learning support (tuition, information, advice, accessibility, guidance, childcare) in community settings.
▪ Increase number of people aged 60+ taking part in CLD activities
▪ Increase awareness of young adults, and school leavers, of the range of options available to them that meet their interests, aspirations and needs and that will help them recognise and develop their core skills.
▪ Improve the engagement of people from across groups identified in the equalities framework
▪ Increase % of people involved in learning or development activities.
▪ Increase % of people leaving prison engaged in literacies development
▪ Increase % of people progressing from informal learning to education, training or employment
▪ Increase number of ESOL learning places in community and work related settings
▪ Increase number of parents/carers taking part in family learning programmes
▪ Increase range and number of CLD opportunities for adults.
▪ Improve referral systems that support learner progression
▪ Ensure provision of ALN services include: day and evening provision; group, family and individual learning; youth literacies; literacies support for ESOL; and literacies programmes for people with different accessibility or support needs.
▪ Ensure provision of local ESOL offers sufficient places at a suitable entry level and supports progression.

5.2 YOUTH WORK

Suggested Outcome Indicators	CLD Outcome
Increased % of young people reporting that their CLD experiences are contributing to them becoming: successful learners, confident individuals, responsible citizens and effective contributors.	5, 6, 7
Increased number of young people, living in data zones among the 15% most deprived neighbourhoods in Scotland, ⁶ reporting that their CLD experiences are contributing to them becoming: successful learners, confident individuals, responsible citizens and effective contributors.	5, 6, 7
Increased number of young adult (16-19 years) literacy learners reporting positive impact on quality of their life in their personal, family, community and working lives	5
Take-up of youth work services that give young people opportunities to: <ul style="list-style-type: none"> ▪ relate to their peers and others ▪ encourage creativity ▪ promote emotional and physical development ▪ develop a range of positive interests 	6, 8
Increased % of <i>excellent</i> , <i>very good</i> or <i>good</i> feedback on learning for young people from HMIe inspections in the city.	5,6,7,8

Suggested activities that can be used to develop and shape actions to achieve the outcomes above.
Increase number of young people accessing informal youth work activities to develop their interests and life skills
Increase number of young people, living in data zones among the 15% most deprived neighbourhoods in Scotland, accessing informal youth work activities to develop their interests and life skills
Increase range of youth work services to involve those young people most likely to feel impoverished, disadvantaged, disillusioned and disenfranchised.
Evidence that use of <i>Glasgow's Learning about Equality</i> is helping to shape youth work provision.
Increase number of young people in representative bodies such as Youth Forums, Pupil Councils, Community Planning Partnerships, etc
Increase number of young people participating in accredited learning programmes in non-formal settings e.g. Duke of Edinburgh's Award, Youth Achievement Awards
Increase number of young people involved in volunteering.
Increase range of youth work that allows young people to develop their skills : <ul style="list-style-type: none"> - skills in reading, writing and number use - life-skills e.g. use of money, relating to others, effectively expressing views and positively influencing others
Increase range of youth work that supports young people to ensure that their views influence community planning and other decision making structures.
Evidence of the impact of young people's participation in community planning and other decision-making structures.
Provide support for young people to engage in volunteering
Promote the positive contribution and achievements of young people in communities.
Engage youth work staff from all sectors in development of their professional skills
Involve youth work providers in partnership work and planning at all levels in the city.

⁶ As defined by the Scottish Index of Multiple Deprivation (SIMD)

5.3 COMMUNITY CAPACITY BUILDING

Suggested Outcome Indicators	CLD Outcome (sect. 4)
Increase in residents who believe they can influence decisions that affect their local neighbourhood .	9, 11
Increase in residents who feel involved in their local community	9,10
Increase in volunteering levels in the city .	9
Increase effectiveness of support for new and existing community groups and organisations to develop their skills, knowledge, resources and networks.	10
Increased % of excellent, very good or good feedback from HMle inspections in the city relating to Community capacity building	9,10,11

Suggested activities that can be used to develop and shape actions to achieve the outcomes above.
Increase the number of organisations using the National Community Engagement standards.
Increase the range and extent of community capacity building support provided by public services.
Increase in residents involved in a community group in last 12 months.
Increase number of community members involved in partnership structures ⁷ .
Increase number of staff involved in CCB staff development opportunities.
Develop effective points of contact within partner organisations for people to access information on community involvement.
Develop cohesive, well understood and well promoted opportunities for community members to access capacity building support.
Develop an effective range of work with community organisations to develop the skills, knowledge and confidence of members.
Provide capacity building work with young people
Support people's involvement on partnership structures so that their views and experiences influence and help shape services.
Assist community organisations to pursue their priorities and help shape community priorities, both independently, and through partnership working.
Work with community organisations to contribute to the wider priorities of their communities on a sustainable basis.
Implement and support a community capacity building skills development programme for staff in all sectors.
Develop an accurate picture of resources supporting community capacity building, identification of gaps in community capacity building support and action taken and resources to address identified gaps.

5.4 Partners may also find it useful to refer to *Delivering Change: Understanding the Outcomes of Community Learning and Development, (Learning Connections, 2007)*, a useful reference guide that illustrates a wide range of outcomes to which CLD contributes.

⁷ Including: CPPs, CHCPs, CRGs, PPFs, Community Councils

6. Contributing to Scotland's National Outcomes and Glasgow's Local Outcomes.

As indicated in section 3, Glasgow's CLD activities will contribute to achieving the outcomes in its Single Outcome Agreement. The potential for this is illustrated below by a suggested mapping of the CLD outcomes (set out in Section 4) with Scotland's National Outcomes.

National Outcomes	CLD Outcomes	
2. We realise our full economic potential with more and better employment opportunities for our people.	Adult Learning	1,2,3,4
	Youth Work	5
3. We are better educated, more skilled and more successful, renowned for our research and innovation.	Adult Learning	1, 3, 4
4. Our young people are successful learners, confident individuals, effective contributors and responsible citizens.	Youth Work	5,6,7
	Community Capacity Building	9
5. Our children have the best start in life and are ready to succeed.	Adult Learning	3, 4
7. We have tackled the significant inequalities in Scottish society.	Adult Learning	3, 4
	Youth Work	5,6,7
8. We have improved the life chances for children, young people & families at risk	Adult Learning	3, 4
	Youth Work	5,6,7
9. We live our lives safe from crime, disorder and danger.	Youth Work	6,7,8
10. We live in well-designed, sustainable places where we are able to access the amenities and services we need.	Community Capacity Building	10,11
11. We have strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others	Adult Learning	1,3
	Youth Work	6,7
	Community Capacity Building	9, 10
15. Our public services are high quality, continually improving, efficient and responsive to local people's needs.	Adult Learning	1
	Youth Work	7,8
	Community Capacity Building	11

As Glasgow's SOA develops, it will become evident that some CLD outcomes and indicators will contribute directly e.g. the specific targets and indicators for adult literacies, while others will contribute less directly but will be an essential part in the journey to achieve these outcomes e.g. informal adult learning or youth work activity that leads to employment for those who may not otherwise have had sufficient confidence or range of skills.

Updated guidance will be produced at suitable points in the development of the SOA to support partners develop planning around the Learning Theme and CLD activities.

7. Strategic and Local Commitments to Achieving CLD Outcomes

7.1 Strategic Commitments

Strategic Commitments	Lead Role	Timescales
CLD Planning		
1. Establish a CLD outcome framework for Glasgow, with guidance for partners and city planning areas: <ul style="list-style-type: none"> • Produce written guidance for CPPs • Hold an annual conference to discuss lifelong learning developments in Glasgow and implementation of the guidance in local planning areas. • Establish city wide Key Performance Indicators 	GCLSP	April 2008 Annually from May 2008 June 2009
2. Agree arrangements to drive progress on each of the three CLD themes of Adult Learning, Youth Work and Community Capacity Building	GCLSP	August 2008
3. Establish local CLD planning outcomes in each of the planning areas from the City's Strategic CLD Plan	Area CP Partnerships	September 2008
4. Contribute to Glasgow's Single Outcome Agreement: <ul style="list-style-type: none"> • Feedback views on draft SOA and confirm CLD contribution. • Support ongoing development and implementation of Glasgow's SOA • Support development of CLD outcomes as part of the next Community Plan for Glasgow 		June 2008 Ongoing 2009/2010
5. Annually monitor and evaluate progress towards meeting CLD outcomes using agreed indicators and the HMle <i>How Good is our CLD?</i> evaluation framework.	GCLSP	Annually from June 2009
6. Support CLD providers to focus on equalities: <ul style="list-style-type: none"> • Support the implementation of a CLD equality framework. • Gather evidence of who is using CLD services across the city. 	Equalities Sub group	Ongoing Annually
7. Develop a staff development framework that supports the development of quality CLD services, effective local planning and meaningful community engagement.	GCLSP	September 2008
Adult Learning		
8. Develop and implement a strategic plan and citywide action plan for adult literacy and numeracy for the period 2008-11.	ALN Sub group	April 2008
9. Develop a citywide ESOL strategy for 2008-10	GCLSP	Autumn 2008
Youth Work		
10. Develop a strategic youth work plan for the city within the context of the Children's Services planning.	Glasgow Strategic Youth Partnership	2008/09
Community Capacity Building		
11. Develop a citywide action plan to support community capacity building.	Education & Social Work services	June 2008
12. Develop a strategic volunteering framework for Glasgow.	Culture and Sport Glasgow	June 2008

7.2 Guidance for CLD Partners and Community Planning Partnerships (CPPs)

The following section acts as a guide to local Community Planning Partnerships to support the arrangements they will develop to improve CLD services in their area.

Embedding in Local Planning

1. CLD planning should be embedded in local community planning and regeneration arrangements in each city planning area.
2. CLD is a key element of the Learning theme of the Community Plan and should be a significant element of the work of CPP thematic learning partnerships.

It also contributes to the other CP themes (see section 3.3). Local planning arrangements will therefore decide how the CLD outcomes will be included within work around each of the community planning themes.

3. Community capacity building is one of the three CLD themes and contributes to building effective community engagement. CPPs should therefore ensure there are strong links between CLD planning and community engagement strategies.
4. As with all aspects of community planning, the views of local people and communities are essential in shaping and evaluating services. Arrangements for contributing to the CLD outcomes should consider how best to involve adult learners, young people and community organisations or groups in developing, implementing and evaluating local CLD priorities.
5. Although all CPP partners have a responsibility to support this process, it is helpful to identify local leadership for CLD planning. Leadership arrangements should ensure that local partnerships develop, implement and evaluate local CLD priorities effectively.

Developing CLD Priorities

6. Planning will take into account local circumstances, existing priorities and partnership arrangements developed to address these. CLD action planning can be adopted to suit each area and can take the form of stand alone CLD action plans or the CLD outcomes, and actions to achieve these, can be incorporated into other local partnership plans.
7. CPPs are asked to develop local draft CLD priorities for adult learning, youth work and community capacity building by **September 2008**. These should be finalised by **June 2009**. Local CLD priorities should:
 - o Be based on local needs and planning priorities and should contribute to the *Strategic Outcomes* outlined in section 4.
 - o Include local indicators established to demonstrate progress (see section 5 for examples)
 - o Emphasise those priorities that require a co-ordinated approach.
 - o Provide information on evidence or measurements that will illustrate how indicators are met. This might involve using existing baseline information or developing information that will provide a starting point e.g. what are the current views of young people on their existing youth

services? This will be necessary to evaluate the progress being made, and should include quantitative and qualitative evidence.

- Indicate the resources (mainline budgets, external funding and staff time) that will be committed to local CLD priorities.
8. As the Single Outcome Agreement takes shape, the contribution of local planning to the SOA will also develop, and will include specific local commitments. This will be reflected in all aspects of local planning including those relating to CLD.
 9. Planning should consider the staff and capacity development needed to deliver CLD priorities and should include appropriate partnership actions.

Measuring and Reporting Progress

10. CPPs will have, or will be developing, arrangements to report back to, and engage with, local communities on the progress being made towards achieving CLD outcomes.
11. CPPs are asked to communicate regularly with the City Partnership (which meets quarterly) to report support issues, share good practice and contribute to the ongoing development of CLD across the city.
12. An annual report of progress in achieving CLD outcomes will be developed from June 2009. CPPs are asked to contribute to this by reporting their progress to the City Partnership on an annual basis from June 2009. This will help develop an overview of activities in the City and share effective practice.
13. To be able to carry out and contribute the points above, CPPs will ensure that local arrangements are in place to monitor and evaluate progress towards CLD priorities. Arrangements should be based on the local indicators of progress and take account of the self-evaluation process outlined in *How Good is Our CLD?(HMle)*
14. CPPs should include equalities monitoring information, based on the *Glasgow's Learning... about Equality* framework, in local reporting to help ensure:
 - a. an equality of approach in planning CLD services,
 - b. the take-up of services fairly reflects local people and communities.

8. Measuring Impact and Assuring Quality

A key element of this strategy will be measuring the impact of CLD activity on the lives of young people, adults and communities and assuring the quality of CLD provision in Glasgow. The GCLSP will seek to do this at a city level and CPPs are asked to do the same at a local level.

8.1 Making the links between CLD and wider outcomes

CLD providers and local Community Planning Partnerships should seek to demonstrate the contribution of CLD activity to the Scottish Government's national outcomes and indicators⁸ and the Single Outcome Agreement (SOA) for Glasgow. As the SOA develops, more information on this will be made available through the Community Planning Partnership and through further information from the Glasgow Community Learning Strategy Partnership.

To help report against the SOA and shape future outcomes of the CLD, credible sources of evidence need to be developed to demonstrate the value and impact of CLD services. This is an area to be considered across the City and will form part of discussions in the ongoing development of CLD.

8.2 Using *How Good Is Our Community Learning and Development?* HM Inspectorate of Education (HMIE)

This is an important tool for assuring and improving quality in CLD. It provides a framework of quality and performance indicators that focus on quality assurance and improvement. It has been designed to be used as a self-evaluation tool. It is also used by HMIE to inspect how well CLD practice in a geographical or thematic area of work is impacting on the lives of local people. It aims to encourage those providing CLD services to consider the quality of their work in relation to six high-level questions set out below:

1. What key outcomes have we achieved?
2. How well do we meet the needs of our stakeholders?
3. How good is our delivery of key processes?
4. How good is our management?
5. How good is our leadership?
6. What is our capacity for improvement?

HMIE Inspections

HMIE regularly carries out inspections of CLD activities in Glasgow. These can be either on the impact of services in a neighbourhood or a thematic area of work, and offer a valuable external evaluation of progress and recommended action. Recent inspections of CLD in Glasgow have taken place in Greater Easterhouse (2003) and Pollok and Pollokshaws (2006).

HMIE also carries out regular inspections of schools; education authorities; colleges; and national voluntary organisations. Feedback on CLD from these inspections is also valuable to improving CLD services in the city.

The GCLSP will include feedback that is relevant to CLD from all HMIE inspections taking place in the city in its annual reporting of progress.

⁸ Refer to <http://www.scotland.gov.uk/Resource/Doc/933/0054671.pdf>

8.3 Equalities

Everyone should have the opportunity to use CLD services in their communities, and CLD providers should meet legal and best practice standards on equalities. For this to happen it is essential to understand which individuals and groups within communities are using services and identify gaps or inequalities.

Equalities information should be gathered by partnerships and providers across the city to determine who is using CLD services and who is reporting successful impacts. To assist with this process the GCLSP has developed an equalities framework, *Glasgow's Learning...about Equality*. A copy of the framework is available at <http://www.csghlasgow.org/NR/rdonlyres/64451BB7-433C-4098-9736-75163BAC7D0D/0/CLDFinalPackJune2007.pdf>

The GCLSP will support and monitor the implementation of the equalities framework through its Equalities Sub group.

8.4 Reporting on progress

Community Planning Partnerships are asked to make arrangements locally to tell communities about progress being made and to involve them in the assessment of that progress.

In addition to local reporting, the GCLSP will produce an annual evaluation report on progress towards meeting the outcomes in this statement. This will include:

- An evaluation of progress being made on the strategic commitments outlined in Section 7.1
- Feedback from local city planning areas on progress being made on delivering CLD outcomes.
- An evaluation of the contribution of CLD to Glasgow's SOA
- Feedback on CLD from all HMIE inspections in the city.
- Feedback on equalities monitoring across the city.

The first of these reports will be delivered in June 2009.

APPENDIX 1: THE COMMUNITY LEARNING STRATEGY PARTNERSHIP

Cllr Archie Graham (Chair)	Glasgow City Council (GCC)
Margaret Doran	GCC, Education and Social Work Services
Jill Miller	Culture and Sport Glasgow
Dawn Corbett	GCC, Corporate Policy
Jane Edgar	Culture and Sport Glasgow
Fiona Andrews	Glasgow University
Sylvia Cowan	Careers Scotland
Norma Greenwood	Greater Glasgow and Clyde NHS Board
Joyce Connon	Workers' Educational Association (WEA)
Helen Macneil	Glasgow Council for the Voluntary Sector
Graeme Hyslop	Langside College
Stephanie Young	Scottish Enterprise Glasgow
Declan Jones	Glasgow Caledonian University
Alex Rodden	Culture and Sport Glasgow
Patricia McCrossan	Glasgow Community Planning Ltd
Heather Voisey	Glasgow Housing Association

Appendix 2: Relevant Strategies and Useful Web links

National

- The Scottish Government's national outcomes and indicators are outlined in the Concordat with local government:
<http://www.scotland.gov.uk/Publications/2007/11/13092240/concordat>
- *Working and Learning Together to Build Stronger Communities*, Scottish Executive, February 2004
<http://www.scotland.gov.uk/Publications/2004/02/18793/32157>
- *Skills for Scotland: A Lifelong Skills Strategy*, Scottish Government, September 2007. <http://www.scotland.gov.uk/Publications/2007/09/06091114/0>
- *How Good Is Our Community Learning and Development?*, (version 2), Scottish Executive, 2006, <http://www.hmie.gov.uk/documents/publication/hgio2cld.pdf>
- *Delivering Change: Understanding the outcomes of community learning and development*, Learning Connections, Scottish Executive, January 2007
<http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/LearningConnections/research/deliveringchange>
- *Moving Forward: A Strategy for Improving Young People's Chances Through Youth Work* (2007)
<http://www.youthlink.co.uk/publications>
- *More Choices, More Chances: A Strategy to Reduce the Proportion of Young people not in Education, Employment or Training in Scotland (NEET Strategy)*, Scottish Executive, June 2006
<http://www.scotland.gov.uk/Resource/Doc/129456/0030812.pdf>
- *A Curriculum for Excellence*, Scottish Executive, 2004
<http://www.scotland.gov.uk/Publications/2004/11/20178/45862>
- *Engaging Children and Young People in Community Planning*. Scottish Executive (November 2006) Online at:
www.scotland.gov.uk/Publications/2006/11/09140609/0
- *Adult Literacy and Numeracy In Scotland (ALNIS)*, Scottish Executive, 2001 (The consultation on the Refresh is expected in Spring 2008)
<http://www.scotland.gov.uk/Publications/2001/07/9471/File-1>
- *Learning, Evaluation and Planning (LEAP)*, Scottish Community Development Centre, 2007 <http://leap.scdc.org.uk/>
- *Clarity for a Change: A guide to key terms and ideas in Community Development* SCDN (2007) <http://www.scdc.org.uk>
- *Building Community Capacity: resources for CLD practice*, Learning Connections, December 2007 <http://www.scotland.gov.uk/Publications/2007/12/10132433/25>
- *Better Community Engagement: A Framework for Learning*, Learning Connections, Scottish Executive, 2007
http://www.communitiesscotland.gov.uk/stellent/groups/public/documents/webpages/CS_019548.hcsp?PrintView=1
- *National Standards for Community Engagement*, Scottish Executive, 2003
<http://www.scdc.org.uk/national-standards-community-engagement/>
- *The Big Picture*, www.thebigpic.org.uk
- *Same Difference: A guide to working with equalities groups in community learning and development*, 2006, Learning Connections
<http://www.scotland.gov.uk/Topics/Education/Life-Long-Learning/LearningConnections/samedifference>
- *Scottish Executive Volunteering Strategy 2004-2009*
<http://www.scotland.gov.uk/Publications/2004/05/19348/36999>
- *Scottish Credit Qualification Framework* www.scqf.org.uk

- CLD National Standards Council www.scotland.gov.uk/cldstandardscouncil.
- *firing the imagination 2 – arts and community learning and development* (November 2007), Scottish Arts Council
<http://www.scottisharts.org.uk/1/information/publications/1005040.aspx>
- *Step It Up* Toolkit <http://www.youthlink.co.uk/practicedevelopment/stepitup>
- *Firm Foundations: The Government's Framework for Community Capacity Building*, Home Office (2004).
<http://www.communities.gov.uk/publications/communities/firmfoundations>
- Digital Inclusion in Partnership, Digital Inclusion Strategy, 2006, Scottish Executive
<http://www.scotland.gov.uk/Resource/Doc/161911/0043984.pdf>
- *Creating a Learning Landscape: a Skills Framework for Community Regeneration*, Scottish Centre for Regeneration, 2004
http://www.scr.communitiesscotland.gov.uk/stellent/groups/public/documents/web_pages/scrcs_006559.pdf
- *Learning in Regeneration: Identifying and Meeting Learning Needs in Community Regeneration*, Scottish Centre for Regeneration 2004
http://www.scr.communitiesscotland.gov.uk/stellent/groups/public/documents/web_pages/scrcs_006637.hcsp
- Cultural Commission <http://www.culturalcommission.org.uk>

Glasgow

- Glasgow Community Plan: "Our Vision for Glasgow - A Community Plan 2005 – 2010" <http://www.glasgow.gov.uk/NR/rdonlyres/0C1D4ABA-BCE2-4C2F-9685-F09A734339A9/0/CommunityPlan.pdf>
- *Glasgow's learning ... about equality!* A framework for equality in community learning and development in Glasgow, September 2007
<http://www.csghlasgow.org/services/learning/InYourCommunity/CommLearningDev/>
- Glasgow's Cultural Strategy, Glasgow City Council, 2006
http://www.glasgow.gov.uk/en/YourCouncil/PolicyPlanning_Strategy/ServiceDepartments/Cultural_Leisure/
- Glasgow Community Guidance Action Plan (Careers Scotland)
www.careers-scotland.org.uk/nmsruntime/saveasdialog.asp?IID=7056&slD=836
- Glasgow City Council Education and Social Work Services: Local Improvement Plan Priorities for Education 2007 – 2010. (summary)
<http://www.glasgow.gov.uk/NR/rdonlyres/843A09C8-E2DA-458B-A17B-6798D48D2F30/0/LocalImprovementPlan27DEC.doc>
Standards and Quality Report (2007)
<http://www.glasgow.gov.uk/NR/rdonlyres/C720E457-E268-4A9D-8CE5-3D38E6EE305F/0/SandQExecutiveSummary2007.pdf>
- Local implementation should make use of the ENGAGE database of community groups. www.engageglasgow.org
- Commonwealth Games Bid, <http://www.glasgow2014.com>
- Glasgow Equal Access Statement, Equal Access to Employment Partnership, September 2006 www.equalaccessglasgow.com
- Glasgow City Plan <http://www.glasgow.gov.uk/en/Business/City+Plan>
- 'Let Glasgow Flourish' Centre For Population Health, April 2006
<http://www.gcph.co.uk/content/view/85/72/>
- Glasgow New Economic Strategy, Glasgow Economic Forum, 2006
www.glasgoweconomicfacts.com/strategy