

Glasgow Community Learning Strategy Partnership

**ADULT LITERACY AND NUMERACY (ALN)
STRATEGIC PLAN 2008-11**



GLASGOW COMMUNITY LEARNING STRATEGY PARTNERSHIP ADULT LITERACY AND NUMERACY (ALN) STRATEGIC PLAN 2008-11

1. INTRODUCTION

Welcome to the Glasgow Adult Literacy and Numeracy (ALN) Strategic Plan for 2008-2011. This is a partnership plan which builds on previous ALN planning. It provides further detail of how the adult literacies ambitions set out in the Glasgow Community Learning and Development (CLD) Strategic Statement will be developed. These are:

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

Literacy and numeracy (often referred to together as literacies) skills support people to fully participate and thrive in their personal, family, community and working lives.

Literacies improvement in Glasgow is a key part of the learning agenda for all ages. This strategy provides a specific focus for adults, including young adults aged 16 and over. It complements the work being done in schools and through other literacies learning and development opportunities for children and young people.

This Plan will contribute to the achievement of Glasgow's Single Outcome Agreement with particular reference to reporting against **Indicator 30: *Reduce number of working age people with severe literacy and numeracy problems.***

It includes the following information:

- **The strategic outcomes and key actions for adult literacies in Glasgow for 2008/2011.** These provide detail for developing the adult literacies outcomes set out in the CLD Strategic Statement.
- **Key messages for the implementation** of this plan
- **Citywide strategic support** for implementing this guidance
- **The Strategic Context for adult literacies in Scotland**

2. STRATEGIC OUTCOMES 2008-11

Following wide consultation with learners, practitioners and other interest groups, the following strategic outcomes and key actions for adult literacies in Glasgow have been established:

- **Adult literacies is embedded in the strategic approaches and actions being developed through Community Planning to improve the impact of learning in Glasgow.**

- Embed the adult literacies elements of the CLD Strategy within the Community Planning Learning theme and in its local implementation and development
 - Embed the contribution of adult literacies in the other Community Planning themes through local planning and other key initiatives
 - Incorporate the needs and aspirations of communities in the planning, evaluation and ongoing development of adult literacies services
- **Adults are engaged in accessible literacies services that develop their reading, writing and number skills and improve the quality of their lives.**
 - Meet the needs, aspirations, learning styles, and circumstances of priority groups through the development of services
 - Support learner engagement and progression through marketing, communication and awareness raising activities and services
 - Evidence ALN skills development and other learning outcomes
- **Adults are supported and encouraged throughout their learning journey to set achievable goals, identify progress made, access further opportunities and apply their skills in ways which are appropriate to their circumstances and interests.**
 - Support learners to set achievable goals and access progression opportunities through the development of guidance activities
 - Develop learning planning processes which engage and are relevant to adult learners
 - Develop transitional services to support learner progression
 - Promote opportunities for progression through the local learning partnerships
- **The quality of adult literacies in Glasgow is subject to continual improvement and assurance.**
 - Conduct activities to evaluate, assure and improve the quality and effectiveness of ALN
 - Develop quality in specific fields e.g. numeracy and work with young people
 - Involve learners in assessing and contributing to the improvement of services through a range of activities
 - Share effective practice and celebrate success
- **The adult literacies initiative is using and developing its capacities effectively to provide services that meet people’s needs, aspirations, circumstances and preferred learning styles.**
 - Allocate funds to provision and services which support ALN learning programmes for target groups
 - Contribute other resources to sustain capacity development
 - Monitor and evaluate the implementation of the Strategic Plan and its impact

- Support staff development opportunities that raise skills to ensure the capacity of staff to deliver on the City’s ALN priorities, including targeted service delivery

These outcomes are guided by the four key areas that underpin adult literacies developments in Glasgow. These are engagement, progression, developing effective links and building capacity. Specific actions support the improvement and assurance of quality in each of these areas.

3. KEY MESSAGES FOR IMPLEMENTATION

3.1 Placing the Learner at the Centre of the Strategy

Effective adult literacies provision is built around the aspirations of the learner and is provided in a way that meets their different needs and circumstances. A specific strategy for adult literacies allows learning to be tailored around the different learning styles of adults, the competing priorities they face in their daily lives and the motivations they have for wanting to improve their literacies.

Learners are at the heart of this Strategy. National guidance endorses the social practices context for ALN which ensures learning is relevant to learners and supports them to use their acquired skills in their personal, family, working and community lives.

3.2 Meeting Diverse Learning Needs

As the ALN initiative consolidates its approach to and delivery of literacies services, a comprehensive range of learning programmes and support services will continue to be developed to engage approximately 13,000 learners annually.

The focus of planning and developing effective, relevant learner services will be on learning that:

- reflects the diverse needs of individuals, local communities and communities of interest by being accessible, promoting equalities and inclusion, and supporting participation in learning for all.
- is delivered in a variety of settings including community venues, colleges, workplaces and other locations people regularly use, e.g. health care settings, libraries, sports facilities, etc.
- can accommodate one to one learning, group learning, and literacies that is integrated into other learning or community activity to best meet the needs and preferences of learners.
- embeds the teaching of literacies in learners' everyday practices where they are meaningful and will be applied in areas of life such as family, work or community.
- can meet specific literacies interests e.g. numeracy, financial inclusion, literacy that supports ESOL, accessible computer based learning.
- is supported through effective information and guidance services that support progression and choice.
- improves young people’s literacies development and progression and supports successful transitions in their family, community and working lives, and as lifelong learners.
- is actively involved in improving and assuring the quality of its services.

In particular the scope of literacies provision will ensure inclusion of different communities and individuals, including those:

- improving their qualifications, employment opportunities, community involvement, or ability to pursue other interests
- developing their literacies to support their family lives
- whose learning is affected by ill health or disability
- whose learning is affected by discrimination, poverty and other disadvantage
- who are involved in the criminal justice system

3.3 Working in Partnership

The GCLSP and its ALN initiative involves a wide range of partners from key sectors including Glasgow City Council, Culture and Sport Glasgow, Glasgow Community Planning Partnership, and the Voluntary, Further Education, Higher Education, Health and Social Enterprise sectors.

It draws on the perspective, skills and resources of the sectors to successfully build on and drive forward the development and delivery of ALN services. A particular strength is the breadth of approach it has developed to engage a diverse range of literacies learners.

These stakeholders should work together to promote lifelong learning and support learners to progress in their literacies learning and onto other learning, training, employment and volunteering opportunities. Literacies learning provision can be one of several support and development services adult learners are accessing and so partnership working, both within and between organisations, can help to ensure it fits appropriately and seamlessly.

Local implementation should also reflect a relevant range of partners who can provide the skills, resources and perspectives that lead to successful literacies learning. It should include those with expertise in working with the people who will be involved as learners and those with an expertise in the range of literacies learning and teaching approaches that are effective, attractive and accessible to the learners being targeted.

The initiative also contributes to national ALN developments and shares practice and resources with other ALN partnerships. By working in partnership with national bodies and negotiating support from national agencies, the Glasgow ALN initiative builds on the contribution of partners in the city.

4. CITYWIDE STRATEGIC SUPPORT

4.1 Supporting partners

Through effective and committed partnership working, the ALN initiative aims to stimulate the hopes, dreams, aspirations and achievements of young people and adult learners in Glasgow.

Co-ordinating and delivering learning programmes to enable a wide range of adults in Glasgow to develop and make use of their reading, writing and number skills is

both complex and challenging. The GCLSP is committed to supporting all partners in their endeavours to achieve the ambitions set out in this statement.

4.2 Learner Involvement

The diverse voices, experiences and insights of learners will be placed at the heart of planning, development and evaluation of ALN services. Approaches and resources which increase learner participation include: Glasgow's Learning website www.glasgowlearning.org.uk, consultation activities, information sharing, promotion of services by learners and events that celebrate learning and achievements.

The Partnership will ensure that the involvement of learners in engagement and consultation activities is in keeping with community engagement standards and will support partners to evidence the methods, standards and outcomes of learner involvement.

4.3 Staff Involvement and Development

A range of accessible information and staff development opportunities will be offered which support adult literacies practitioners to shape and deliver quality ALN services. Opportunities to involve practitioners will be made available at citywide and sectoral levels and will include their participation in quality assurance activities.

Organisations will also be encouraged to provide a variety of opportunities to engage their staff, especially paid and unpaid part time tutors, in the planning, evaluation and development of literacies services.

The City's staff development programme will build on an analysis of training needs and quality assurance activities, in consultation with partners and providers. It will also link to the CLD strategic staff development framework to maximise relevant development opportunities, and provide wider integrated literacies staff development.

The Partnership will also contribute to the shaping of national ALN staff development opportunities to ensure that the needs of Glasgow's ALN providers and learners are met.

4.4 Communication

Communication is key to ensuring the profile and relevance of ALN learning opportunities. It helps link people with learning opportunities and can improve the awareness of literacies within other strategic planning. This helps embed literacies in an increasing range of learning, training, employment and community involvement opportunities.

Strategic communication supports increased learner engagement, achievement and progression and contributes to improvements in the quality of provision. Partnership working and capacity building are enhanced through effective and ongoing two-way communication involving key agencies and sectors.

The ALN initiative supports communication approaches that target its messages to key audiences. These include:

- Glasgow's Learning website www.glasgowlearning.org.uk
- Glasgow's Learning Helpline 0800 027 6402
- Glasgow's Learning E-Newsletter (copies available from the web-site)
- development of promotional and awareness raising activities and resources
- links to national Big Plus campaigns
- involvement in other related strategic planning and groups e.g. local community planning, work with Glasgow Community Justice Authority
- Networking and sharing of practice. This includes:
 - Sectoral literacies networks that provide an opportunity for staff to share experiences and effective practice, address common issues and facilitate peer support.
 - Thematic groups such as the Numeracy Focus Group and the Awareness Raising Group that encourage staff to access support and provide a forum to share best practice and challenges.
 - Area-based approaches to ALN networking and staff development

4.5 Sector Support

Support is provided to key sectors responsible for developing adult literacies practice and reaching literacies learners. This includes: the Voluntary Sector, Colleges, Health, Culture and Sport Glasgow, Glasgow City Council and work related sectors. It includes action research, area-based and thematic activities, performance reporting, and quality improvement and assurance activities.

This support helps partners at all levels engage with the purpose and aims of the ALN initiative, realise the potential of their contributions to it, and supports the ongoing development of the initiative.

4.6 Data Collection, Research and Evidencing Outcomes

Achieving a positive impact on people's lives through adult literacies is paramount. To know what impact is being achieved, organisations are supported to develop their performance reporting and evaluation to evidence the outcomes of ALN services. This includes both quantitative and qualitative management information and research. Participatory evaluation involving all stakeholders remains a prominent feature.

The Learner Outcome Tracking Information System (LOTIS) has been developed to determine whether provision is meeting the needs of the City's target groups and includes equalities information. LOTIS enables learners to provide information on their own learning outcomes and is designed to capture information from a learner perspective on the outcomes of ALN on the four key areas of life, their ALN skill development and progression. It is anticipated that the full implementation of LOTIS over the next 3 year period will provide extremely useful information on the impact of the adult literacies work on learners' lives.

In addition to LOTIS, the Partnership will continue to demonstrate the acquisition and application of ALN skills development and other learning outcomes through a range of formal and informal methods including:

- Diagnostic assessment
- SCQF accreditation and levelling
- SQA certification

- Portfolios
- Learning plan reviews
- Research
- Quality assurance activities

Approaches to gathering information on all adult literacies will continue to be developed to produce a robust picture of ALN provision and its outcomes. Contributions to research, both through participation and membership of advisory boards, will continue to develop practice and understanding.

4.7 Quality and Performance

Quality improvement and assurance will be a key focus to ensure learners have a positive learning experience, which helps them to set and achieve short and long term goals and, where appropriate, have their literacies learning certified. The following frameworks, standards and strategies will underpin the quality of work in the ALN Initiative:

- *The Good Practice Framework (GPF) from the Literacies in the Community (LIC)*
- *How Good is Our Community Learning and Development 2? (HMle)*
- The ALN Curriculum Framework for Scotland
- Glasgow's CLD Strategy Statement
- Better Community Engagement Framework and the National Standards for Community Engagement
- Adult Literacy and Numeracy In Scotland Report (ALNIS)

The GPF from the LIC will continue to be used as the primary framework for evaluating the quality of adult literacies programmes, along with the 6 key questions set out in *How Good is Our community Learning and Development 2?* Providers will continue to be supported to self evaluate using the GPF and will be supported to ensure that all paid and unpaid tutors are embedding the ALN Curriculum Framework within their practice. The involvement in quality evaluation of a range of stakeholders should be demonstrated and should include learners, staff at different levels and other partners.

The number and diversity of organisations contributing to the ALN initiative in Glasgow is considerable and it is recognised that a variety of quality frameworks are being used by providers to meet organisational requirements. The ALN initiative will support and assess the use of other organisational frameworks. To support this the Partnership has established an Adult Literacies Quality Task Group (QTG) that will provide cross-sectoral expertise to assure, evidence and achieve a consistent understanding of quality levels and to identify quality improvement priorities and actions.

4.8 Funding

It is expected that the Partnership will continue to fund a range of learning opportunities and strategic support to achieve effective adult literacies services. This will include the targeting of resources to support ALN programmes which address inequality and disadvantage.

Partners are encouraged to draw on appropriate funds and other resources to build capacity and support sustained ALN learning in the city.

Information on funding levels is announced through the Glasgow's Learning e-newsletter and website and through ALN networks in the city.

5. THE STRATEGIC CONTEXT FOR ADULT LITERACIES IN SCOTLAND.

5.1 National

Nationally, *Skills for Scotland* is the key strategic statement for learning. It is underpinned by the four outcomes for learning outlined in *A Curriculum for Excellence* and the six high level questions set out in the HMIe frameworks for learning offered through schools and community learning and development.

Adult literacies in Scotland is shaped within this context, and receives specific additional guidance through the ALNIS (2001) report. It sets out the social practices context for adult literacies that ensures learning is relevant to the adult participants and supports individuals to use their acquired skills in their personal, family, work and community lives. It is soon to be refreshed to ensure its current relevance.

ALN learning programmes and support services In Glasgow will be developed within the wider contexts of community planning and lifelong learning, with a key focus on recommendations *Skills for Scotland: Lifelong Skills Strategy*. This strategy recognises the importance of developing relevant ALN skills to promote full socio-economic inclusion. Adult Literacies also supports the development of less definable skills, including increased confidence and community activity, as well as literacies skills development and application. Demonstrating these outcomes will be a key priority in 2008-11.

5.2 Glasgow

Adult Literacies services will contribute to the achievement of Glasgow's Single Outcome Agreement. Local community planning and other CLD activities will support partnership approaches to develop and implement local ALN services. Their aim will be to develop individuals' literacies skills that improve the quality of their personal, family, community and working lives. As well as supporting individual development, literacies learning programmes make a significant contribution to community engagement, capacity building, and volunteering.

The Education Commission Report 2007, carried out on behalf of Glasgow City Council, identifies a need to support literacy and numeracy skills development for all ages. Strong links will be made with schools to reduce the number of young people with literacy and numeracy needs and to support a fluid transition into adult literacy and other learning services. Literacies, including integrated literacies, plays a role in the work generated through *More Choices, More Chances* to improve the positive destinations of young people leaving school.

The Partnership will contribute to the Glasgow Community Justice Authority Action Plan 2008-11 by improving information and access to community based literacy courses for offenders by developing transition support.