



Fostering a learning culture

The Innovation and Learning Framework

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The Glasgow context

Tacking family poverty as a vehicle for public service reform

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A city-wide vision




- **Reduce family poverty and inequalities in Glasgow's communities** through public service reform. Prioritisation of person-centred and place-based approaches

- **Culmination of early exploration and learning** Glasgow's 2024 *Local Outcome Improvement Plan* was informed by the work of the city's multi-agency Child Poverty Pathfinder.

- **From Pathfinder to Child Poverty Programme** Building on early investments in systemic change and more effective ways of working across organisations/sectors to create a public service landscape that supports Glasgow's families and communities to flourish.

From navigation to wayfinding



- 🧠 **Towards a systems approach**
The need for joined up approaches and methodologies that allow teams and organisations to grapple with complexity and drive sustainable change.

- 🧠 **An evolving emphasis on learning**
From the early testing of a learning partnership approach to an explicit commitment to ensuring learning is prioritised as an integral part of public service reform work.

- 🧠 **An emergent "how"**
Based on a multi-agency and -disciplinary change team's ongoing learning from pathfinder and early stages of the Child Poverty Programme. A clear set of asks...



design for good

Glasgow's Innovation and Learning Framework for Public Service Reform

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What we do...

“All our citizens should have a stake in the life of their city economy and no one should be left behind as it goes through change.”

Glasgow Strategic Plan (2022)





The Centre for Civic Innovation is leading the way in working with people and families to co-design solutions and make decisions that matter to them.

Local leaders, together, **create more resilient cities that inspire others** and further expand meaningful change across all of Scotland."

Dr. Jen Ballie

Head of Design Research, V&A Dundee



Child Poverty in Glasgow

From the latest DWP official statistics we see

25,690

children in Glasgow are living in relative poverty.

That is

26%



of children in Glasgow.



Our eight phases of innovation and learning...

0. IDEA SCREENING

Work with clients to frame and develop an initial understanding of their ask.

1. UNDERSTANDING THE CLIENT VISION

Develop a project brief using a workshop or meeting to create an initial outline of the *vision and impact* and *initial challenge statement*.

4. TURNING CHALLENGES INTO OPPORTUNITIES

Communicate the insights and findings generated. Develop a set of defined opportunities and recommendations as well as an update brief.

7. MAKING IT REAL

Develop scaling recommendations and identify resources to make it real by researching areas with potential for scaling, understanding gaps in the current solution, identifying and setting-up a delivery team.

2. SETTING-UP FOR SUCCESS

Set-up and form a project team and a network of project partners and experts which will be working collaboratively to understand the challenge.

3. UNDERSTANDING THE CHALLENGE

Frame, produce and run a research, data science and engagement plan to develop a robust understanding of the challenge.

5. COMING-UP WITH IDEAS

Develop and run a programme of ideation, collaboration and co-design to further understand the opportunity identified and come-up with a set of ideas and potential solutions to tackle the challenge.

6. PROTOTYPING IDEAS

Plan and run a programme of iterative cycles to prototype, test and refine ideas. Develop a set of refined concepts and 'products' based on insights and evidence.

8. REVIEWING & EVALUATING

Develop scaling recommendations and identify resources to make it real by researching areas with potential for scaling, understanding gaps in the current solution, identifying and setting-up a delivery team.

Our Framework is built on the principles of the Design Council's Double Diamond Framework



With respect, you don't get people to engage.

You listen to what they care about enough to act on, and then support them to work with others to do what they care deeply about.

It's not about getting people to do what we want.

Cormac Russell



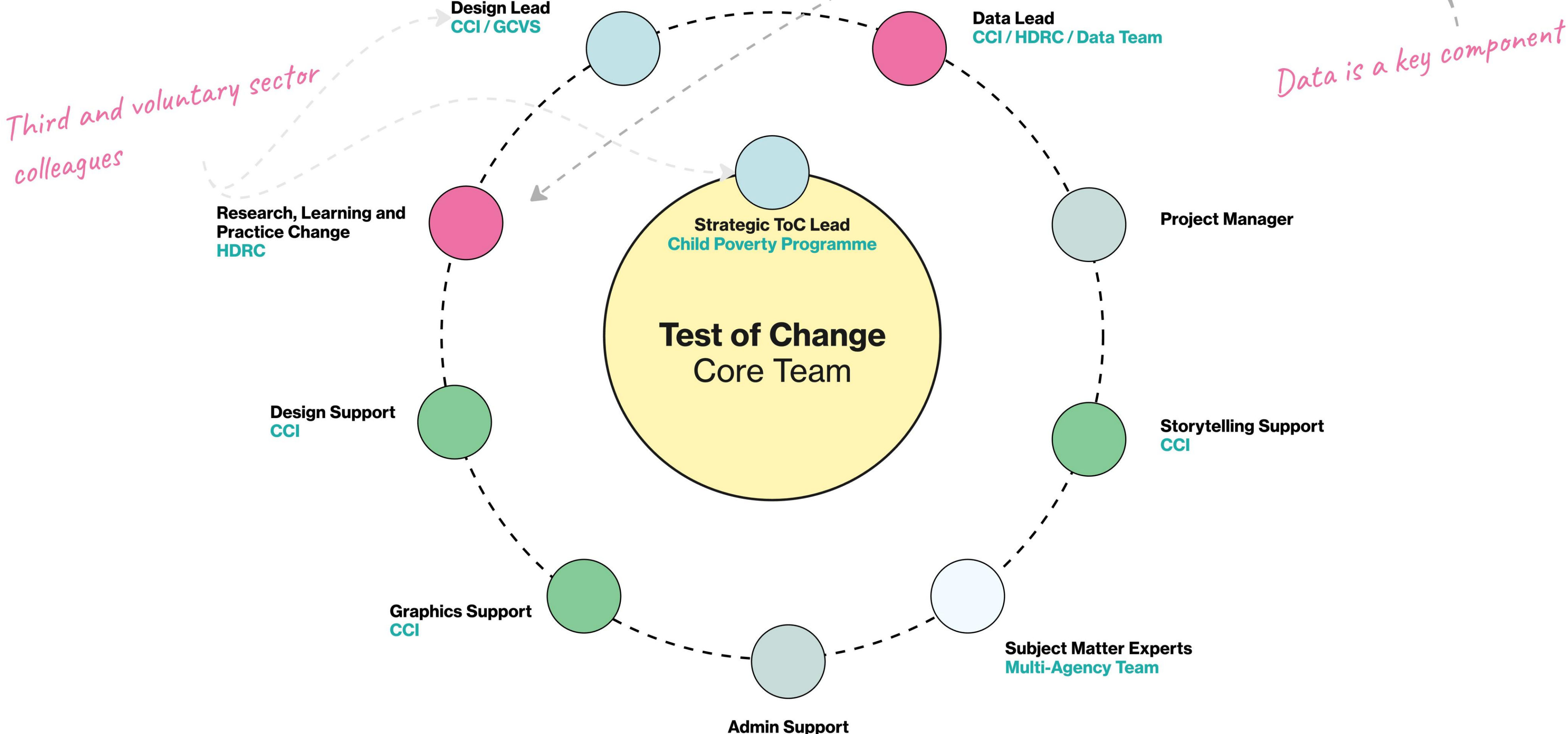


It is our **rapid learning system** for systemic change and capacity building.

It provides a **clear pathway from ideas to impact**, ensuring innovation is aligned, tested, and ready to scale.

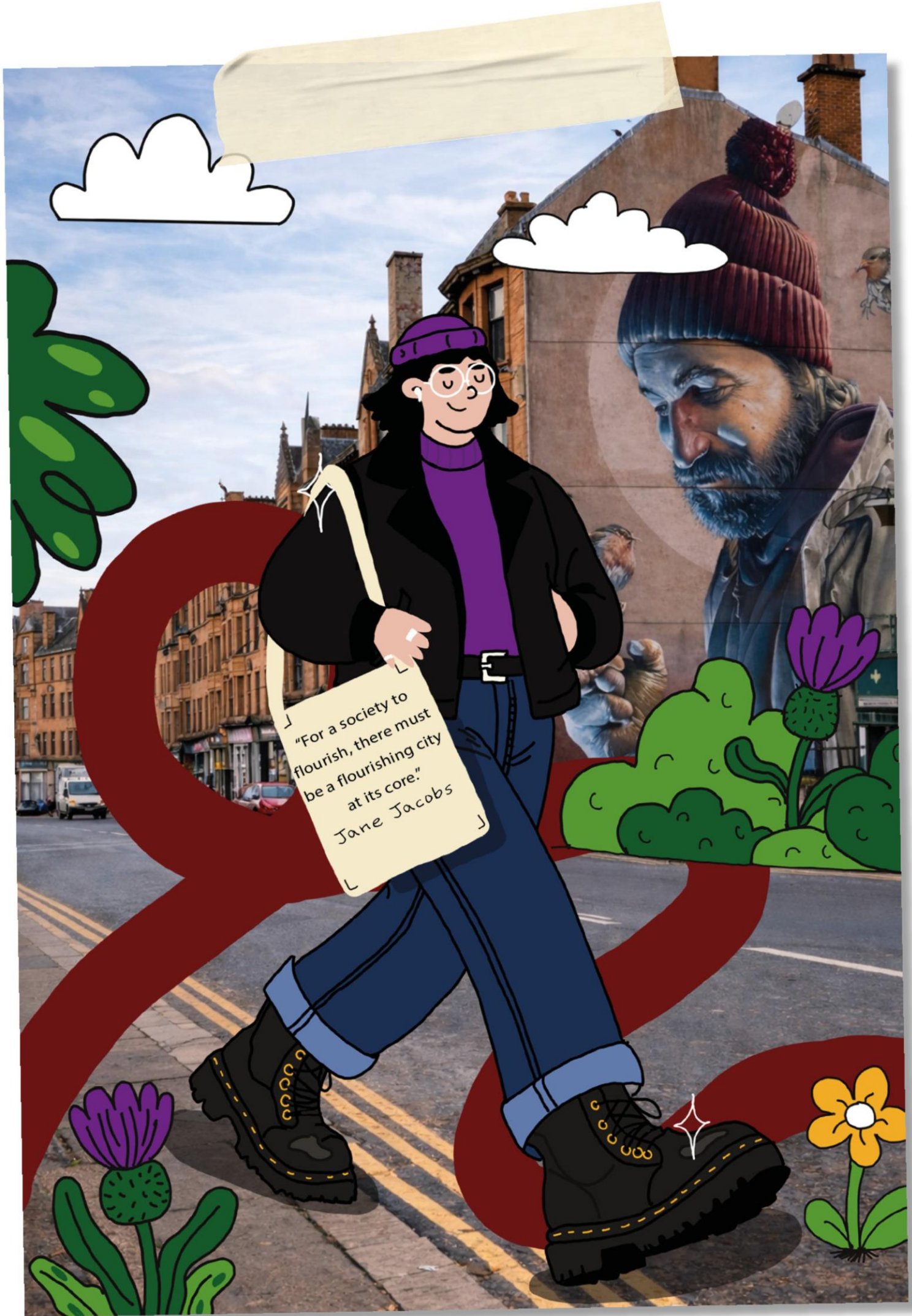


How our teams look...



**In God we trust, all
others must bring
data.**

W. Edwards Deming



What we know...

Currently, with the data that we have access to for research purposes we can understand the following about a family

Incomes & Benefits

We know about a household's income, particularly across the following:

- Universal credit
- Disability benefits
- Income from Employment

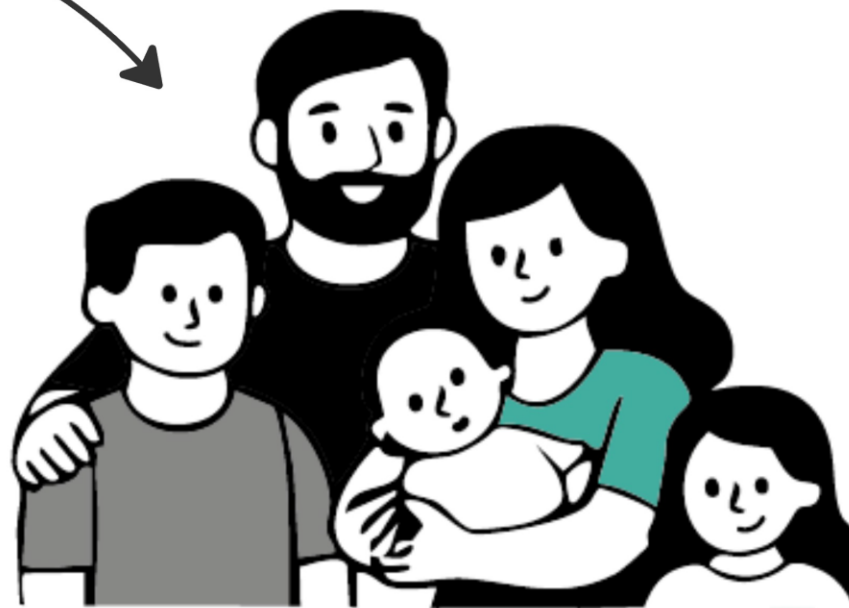
Household Composition

We can understand who lives in each household:

- Age of each member
- Gender of each member

We can see which of the Scottish Government Priority groups families fall into:

- Single Parents
- Mothers under 25
- Child aged under 1
- Families with 3 or more children
- Families where someone has a disability
- Families from an ethnic minority background



Other Useful Information

Other information that we can find includes:

- If someone is in employment
- What is their housing Tenure? (e.g private rental)

- Names
- Adresses
- Children aged 0-5
- Relative Poverty

Supplementary Data Sets

We can also bring in the following data sets to add valuable detail to research:

- Education Data
 - Ethnicity & Language
 - Additional Support needs
- Scottish Welfare Fund
- Employability Data

How design-and-data has changed policy




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- **Child Poverty Programme developed in the city**
 - **10 Booster Areas identified in the city**
 - **New Government Data sharing partnerships with DWP**
 - **Pro-active outreach programme in development**
 - **Community Engagement Strategy in development**
 - **HDRC programme embedded in Innovation Framework**

Culture does not change because we desire to change it. Culture changes when the organisation is transformed; **the culture reflects the realities of people working together every day.**

Frances Hesselbein

Key Pillars of our work:

- 👤 **People at the heart**
Driving projects with a design and citizen-centred approach
- 👥 **Working together:**
Strengthening multi-agency collaboration, building multi-disciplinary teams
- 📖 **Learning together:**
Iterating, and improving continuously



Analytical thinking remains the most sought-after core skill among employers, with seven out of 10 companies considering it as essential.

This is followed by resilience, flexibility and agility, along with leadership and social influence.

World Economic Forum Future of Jobs Report 2025





Leadership for learning


Stewarding a larger vision

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Leadership as learning




Designers. Stewards. Teachers. Builders
Rethinking the role of leaders in a learning organisation and culture.

Fostering enabling spaces for learning
Systems, workflows, incentives etc. are developed and governed to afford team members the time and space to learn.

Learning by example Leaders are part of the cross-organisational and -sectoral learning journey, modeling what a learning culture could look like by prioritising the development of learning disciplines in their own practice.

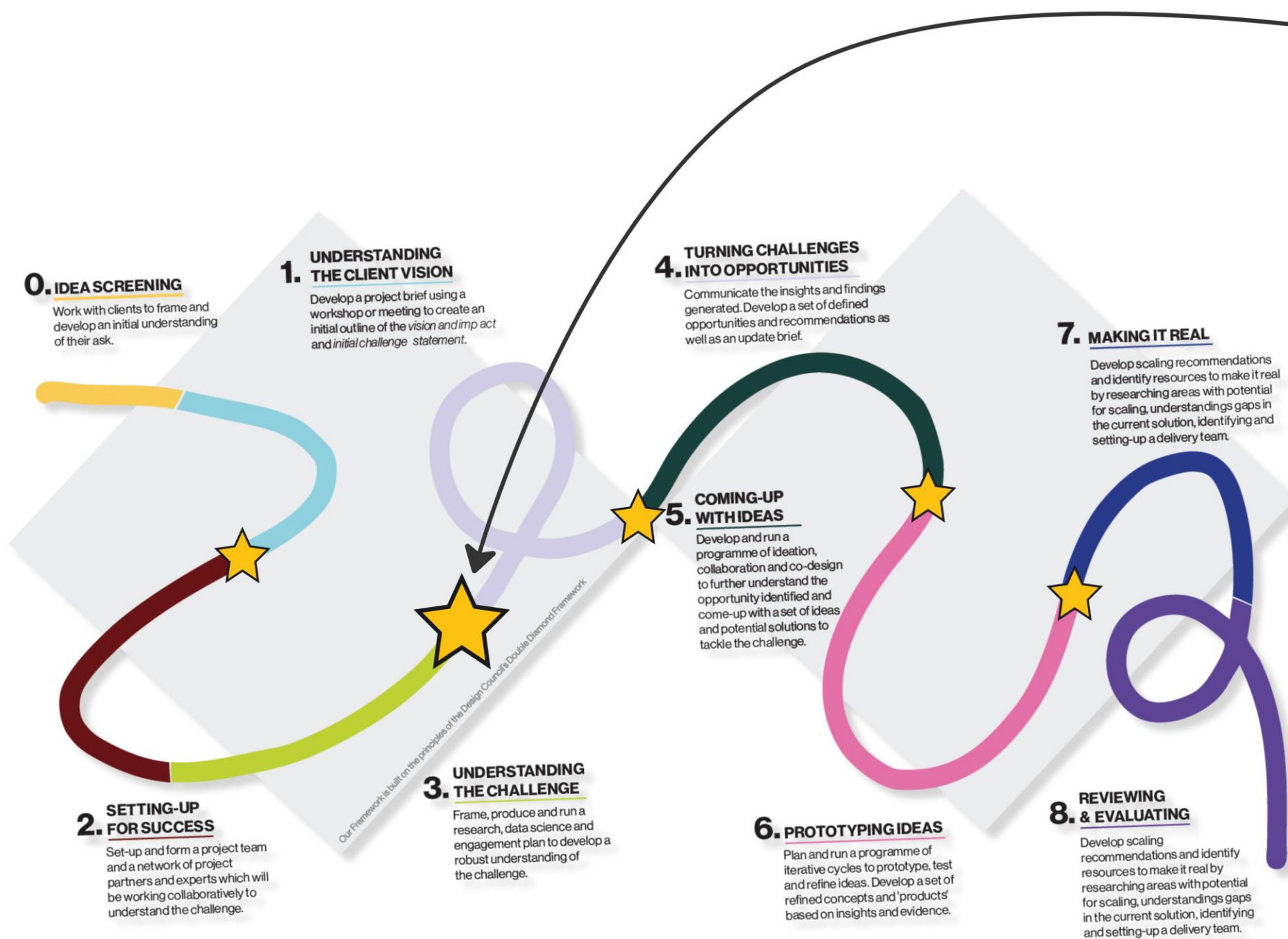
Design and steward a learning culture



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- 📌 **Multi-generational capacity-building** Inculcating learning disciplines and a value for learning as integral to public service.
 - 📌 **Prototyping tools and workflows to scaffold learning** Scaling out from CPP leadership to other key city (GCPP), regional and national structures (SG).
 - 📌 **Knowledge stewardship** Enabling a long-term institutional memory that drives new defaults in practice and process.

Stage Gates

Stage gates are key moments in the Framework process where the Test of Change Teams need the Child Poverty Programme Leadership's input and sign-off.



The Design, Data & Innovation workstream reviews **project documentation and proposals** before they are presented at the stage gates.

Stage gates help **ensure** teams are working on **the right challenges**.

Stage gates offer structured junctures for **accountability, dialogue and knowledge mobilisation** for the pieces of work undertaken.



In a learning organization,
leaders are **designers,**
stewards, and **teachers.**

They are responsible for
building organizations where
people **continually expand**
their capabilities.

Peter M. Senge



Thank you!

We are happy to take questions...

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Useful links:

Centre for Civic Innovation
cciglasgow.org

CCI Child Poverty in Glasgow
<https://cciglasgow.org/projects/child-poverty/>

Child Poverty in Glasgow Report 2025
<https://cciglasgow.org/reports/child-poverty-report-25.pdf>

Child Poverty Dashboard
<https://cciglasgow.org/child-poverty-dashboard/>

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hdrcglasgow.com