



Glasgow Community Learning & Development Thematic Action Plan 2024-27

Introduction

Welcome to Glasgow's CLD Action Plan for 2024/27. This plan sets out the key objectives, actions, outcomes and performance measurements for Community Learning and Development services for years 1-3 of the Glasgow CLD Strategic Plan 2024-27. *Add the link to the strategic plan 2024-27.

Our Vision

Our vision is to continue to deliver a range of accessible, high quality CLD opportunities which lead to improved outcomes in people's personal, family and working lives.

How We will Deliver Our Vision –

The Action Plan for 2024/27 builds on the successes and lessons learned from the development and delivery of programmes and activities for young people, children and families, adults, and communities in 2021-24 when focus remained on recovery of CLD provision and services from Covid-19 and on emerging challenges including the cost-of-living crisis. The plan has been informed through consultation and contributions from a range of CLD partners, identifying key actions and outcomes to deliver across the following 3 years. CLD partners have shared their planned activities and committed to sharing information and feedback which will shape our reports and forward planning. The key priorities for CLD identified Mental & Physical Health and Wellbeing; Employability Skills & Financial Inclusion; Youth Services & Youth Voice; Adult Learning – Literacy, Numeracy & English as a Second or other Language; Family Learning and Community Development as the main drivers.

As CLD and other services navigate through a changing environment, it is recognised that there remains a need to be flexible in our planning and service delivery while continuing to be ambitious and focussed on supporting communities to develop and achieve.

The Action Plan has been shaped by the cities CLD Thematic priorities under Adult Learning, Children and Family Learning, Community Engagement & Development (Community Capacity Building), Employability, Health and Wellbeing and Youth Services.

Progress in delivering the Action Plan will be reviewed through the Glasgow CLD Strategic Partnership Group and its thematic groups and reported annually to Glasgow Community Planning Partnership and Glasgow City Council. Key Performance Indicators have been identified against actions to facilitate reports that reflect development and partnership working and trends over time. In order to support reporting at a national level, actions have been mapped against the CLD KPIs produced by CLD Managers Scotland.

Adult Learning

Community based adult learning in Community Learning and Development (CLD) covers a wide variety of learning opportunities which target learners who have multiple barriers to opportunity, focusing on disadvantaged individuals and communities. Opportunities can include, Community-based Adult Learning, Adult Literacies, English as a Second or Other Language (ESOL), Gaelic and Digital Learning. Using a Social Practice Model, learning is built around the experience and needs of the learners and is underpinned by the 3 core principles of the Adult Learning Statement of Ambition, that Learning is Lifelong, life-wide and learner centred.

Adult Learning in CLD supports learners to achieve positive outcomes in their Work, Personal, Community and Family lives by enabling them to develop the knowledge, skills, confidence, and creativity needed to make positive life choices, support economic growth, enhance health and well-being, participate in their local communities, and take social action.

Objective	Outcome	Key Actions	Key Performance Indicator	Reporting Groups
English as a Second or Other Language (ESOL)				
1. Work collaboratively to coordinate resources and identify solutions to meet the increasing demand for ESOL in the city, improving integration, inclusion, and wellbeing.	<ul style="list-style-type: none"> Increased investment in ESOL leads to improved access to learning programmes which strengthen skills and confidence in English, improve wellbeing and reduce isolation and loneliness. ESOL learners are better supported to 	<ul style="list-style-type: none"> Partners work together to regularly update the Glasgow ESOL Business Case to identify demand and gaps in provision to secure additional investment. Apply partnership approaches to ESOL initial assessments, 	KPI - Total registrations on the Glasgow ESOL Register KPI - New registrations on the Glasgow ESOL Register KPI – Number of adults waiting to access ESOL learning.	Glasgow Adult Learning Partnership Glasgow ESOL Strategic Partnership Glasgow ESOL Providers’ Network

	<p>access initial assessment and learning programmes through the ongoing development of partnership working and coordination of resources.</p> <ul style="list-style-type: none"> • Waiting times to access learning are reduced. 	<p>referrals, and placements.</p> <ul style="list-style-type: none"> • Partners to explore learning styles and methodologies to meet the demand in the city for ESOL provision. 		
Objective	Outcome	Key Actions	Key Performance Indicator	Reporting Groups
<p>2. ESOL learners’ access and recognise learning opportunities throughout all stages, changes and circumstances in their lives, improving integration, inclusion, and wellbeing.</p>	<ul style="list-style-type: none"> • CLD ESOL learners are supported to identify progression pathways and access to relevant qualifications. • Develop opportunities and provide high quality adult learning programmes in a range of contexts. • Develop and support collaborative working across a range of adult learning partners. • People develop adult learning skills which help them in their personal, community and working lives. 	<ul style="list-style-type: none"> • ESOL Adult learning programmes are delivered which support the development of skills for effective communication and active participation. • In partnership provide initial language assessment helping to establish language learning needs and wider learning goals. • Relevant and appropriate learning is delivered, enabling learners to achieve work-related goals, 	<p>KPI - Number of participants in ESOL learning programmes.</p> <p>KPI - Number of participants in ESOL learning programmes gaining qualifications.</p> <p>What type of qualification?</p>	<p>Glasgow Adult Learning Partnership</p> <p>Glasgow ESOL Strategic Partnership</p> <p>Glasgow ESOL Providers’ Network</p>

	<ul style="list-style-type: none"> • Adult learners will be supported to progress onto other appropriate learning programmes or opportunities. • CLD adult learners have more choice, accessibility, and flexibility to access learning and other opportunities and services using a range of platforms. 	study-related goals or personal goals that have a positive impact on them, their families and their communities.		
Objective	Outcome	Key Actions	Key Performance Indicator	Reporting Groups
Adult Literacy and Numeracy (ALN)				
3. Work collaboratively to improve the reading, writing and numeracy of adults to tackle inequalities and improve life chances and wellbeing in the city's areas of greatest literacy need.	<ul style="list-style-type: none"> • Adults have access to literacies provision which develops their skills and confidence, improves wellbeing, and reduces isolation and loneliness. • Collaborative, targeted approaches in literacy hotspot areas support learner engagement in literacies programmes. 	<ul style="list-style-type: none"> • Adults are supported to access Adult Literacy and Numeracy provision through Glasgow's Learning and CLD partnership referral support systems and processes. • Literacies providers establish approaches in targeted literacies hotspot areas to generate demand 	KPI - Number of participants in ALN learning programmes. KPI - Number of participants in ALN learning programmes gaining qualifications. What type of qualification? KPI – Number of adult numeracy courses through Multiply. KPI – Number of people participating in Multiply funded courses.	Glasgow Adult Learning Partnership Multiply Managers Group

	<ul style="list-style-type: none"> • The impact of approaches on boosting literacies skills and reducing the attainment gap is evidenced. • Increased adult numeracy by supporting learners to improve their understanding and use of maths in their daily lives, at home and at work. • Increased number of adults participating in maths qualifications and courses up to, and including, SCQF Level 5. • Increased number of adults participating, acquiring, and evidencing skills through non-qualification provision, or towards a qualification, including online learning. 	<p>and take up where it is most needed.</p> <ul style="list-style-type: none"> • Adults (16+) develop numeracy skills through participation in programmes funded through UK government Shared Prosperity Fund Multiply. 	<p>KPI – Number of people achieving a qualification in Numeracy. What type of qualification?</p>	
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Objective	Outcome	Key Actions	Key Performance Indicator	Reporting Groups
Digital Learning				
<p>4. Deliver a range of CLD Digital learning programmes and activities to develop the skills, confidence, wellbeing, and aspirations required for active participation, personal development, and learner pathways to progression.</p>	<ul style="list-style-type: none"> • Increasing numbers of adults gaining confidence and skills to use and benefit from digital learning, being more prepared for a digital and technological future. • Evaluate the content and impact of CLD adult learning and use the information to improve practice and performance. • Develop opportunities and provide high quality adult learning programmes in a range of contexts. • Develop and support collaborative working across a range of adult learning partners. • People develop adult learning skills which help them in their personal, community and working lives. 	<ul style="list-style-type: none"> • Digital learning programmes are delivered which support the development of skills for work and active participation. • Deliver a clear and accessible Digital Skills Offer with well-defined pathways. • Promote access to digital devices and data packages to address digital exclusion. • Deliver Digital, STEM and Core Skills programmes for adult learners to support them to gain skills for work. • Participants are supported to develop skills and understanding in order to use digital technology to access and support their 	<p>KPI - Number of participants in digital learning programmes.</p> <p>KPI - Number of participants in digital learning programmes gaining qualifications.</p> <p>What type of qualification?</p>	<p>Glasgow Adult Learning Partnership CLD College Development Network Digital Strategic Group</p>

	<ul style="list-style-type: none"> • Adult learners will be supported to progress onto other appropriate learning programmes or opportunities. • CLD adult learners have more choice, accessibility, and flexibility to access learning and other opportunities and services using a range of platforms. 	learning and development.		
Objective	Outcome	Key Actions	Key Performance Indicator	Reporting Groups
Gaelic Language & Learning				
5. Deliver a range of CLD Gaelic learning programmes and activities, promoting and facilitating the promotion, understanding and use of Gaelic language, education and culture.	<ul style="list-style-type: none"> • Develop opportunities and provide high quality adult learning programmes in a range of contexts. • Develop and support collaborative working across a range of Gaelic learning partners. • People develop Gaelic Language skills which help them in their 	<ul style="list-style-type: none"> • Increasing the number of persons who are able to use and understand the Gaelic language. • Encourage the use and understanding of the Gaelic language. • Facilitate access to the Gaelic language and Gaelic culture in the city and nationally. 	KPI - Number of participants in Gaelic learning programmes. KPI - Number of participants in Gaelic learning programmes gaining qualifications. What type of qualification?	Glasgow Adult Learning Partnership Glasgow Gaelic Language Officers Group CLD College Development Network

	<p>personal, community and working lives.</p> <ul style="list-style-type: none"> • Gaelic learners will be supported to progress onto other appropriate learning programmes or opportunities. • CLD Gaelic learners have more choice, accessibility, and flexibility to access learning and other opportunities and services using a range of platforms. 	<ul style="list-style-type: none"> • In partnership ensure Gaelic learners have access to progression pathways and access to qualifications where appropriate. 		
Objective	Outcome	Key Actions	Key Performance Indicator	Reporting Groups
Adult Wider Achievement				
<p>6. Deliver a range of CLD Wider Achievement Adult Learning programmes and activities to develop the skills, confidence, wellbeing, and aspirations required for active participation, personal development, and learner pathways to progression.</p>	<ul style="list-style-type: none"> • Develop opportunities and provide high quality adult learning programmes in a range of contexts. • Develop and support collaborative working across a range of adult learning partners. • People develop adult learning skills which help them in their 	<ul style="list-style-type: none"> • Adult learning programmes are delivered which support the development of skills for life, family, work and active participation. • Map and gain an understanding of the extent of providers and learners 	<p>KPI – Number of CLD Adult Learners in wider achievement activities. (exc. ESOL/ALN/Digital/Gaelic). KPI - Number of participants in Wider Achievement learning programmes gaining qualifications. What type of qualification?</p>	<p>Glasgow Adult Learning Partnership CLD College Development Network</p>

	<p>personal, community and working lives.</p> <ul style="list-style-type: none"> • Adult learners will be supported to progress onto other appropriate learning programmes or opportunities. • CLD adult learners have more choice, accessibility, and flexibility to access learning and other opportunities and services using a range of platforms. 	<p>participating in wider adult learning provision in Glasgow.</p> <ul style="list-style-type: none"> • Delivery of support and services targeted to those who have or are at risk of losing jobs and income, with a focus on financial inclusion. 		
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Children and Family Learning

Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning.

'Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage'. **(Scottish Family Learning Network, 2016)**

The Early Years Children and Families and Family Learning Teams work alongside Education Services and other partner organisation to provide high quality opportunities for children and families. They deliver child and family learning, family support and professional development with the aim of reducing children and family poverty and the poverty related attainment gap existing in the city. The team also offers a range of play-based programmes developed for use indoors or outdoors with children and families, capacity building training for community-based groups, parents, and teaching staff in localities.

The principles of Family Learning include:

- Family members learning together as and within a Family.
- Focus on Intergenerational Learning
- Process to allow parents to support Childs Learning
- Method of Engagement and Learning to foster positive attitudes towards lifelong learning, socio-economic resilience, and to challenge educational disadvantage.

Objective	Outcome	Key Actions	Key Performance Indicator	Reporting Groups
Child and Family Learning				
1. Deliver a wide range of targeted opportunities to reduce inequalities, tackle child and family poverty, improve mental wellbeing and	<ul style="list-style-type: none"> • Parents/Carers have improved confidence, knowledge, and skills in helping with their child's social, emotional, or learning needs. 	<ul style="list-style-type: none"> • Increased parental confidence in supporting their child's learning through play & physical activity. • A partnership with Education, supporting a 	<p>KPi4 – Number of adults engaged in family learning through CLD activity.</p> <p>KPi5 – Number of children/young people engaged in family learning through CLD activity.</p>	<p>Glasgow Integrated Children's Services Lead Officers Group</p> <p>Public Health Oversight Group</p> <p>Glasgow Children's Wellbeing & Mental Health Strategic Group</p>

<p>raising achievement and attainment.</p>	<ul style="list-style-type: none"> • Children’s health and wellbeing is improved through nurturing approaches and increased participation in developmental and physical activities. • Children and their family receive effective early intervention learning & support to meet their mental health and wellbeing needs. • Increased access to learning and support services to meet the needs of children and their families in School, at home and in their communities. • Children are safe, protected and valued in their communities and neighbourhoods. • Children have improved literacy & numeracy skills, 	<p>reduction in the poverty related attainment gap.</p> <ul style="list-style-type: none"> • Provide an initial pathway to other learning and support opportunities. • Provide play as a fundamental to child development which should be freely chosen and self-directed. • To encourage every child’s social, physical, intellectual, creative, and emotional development through different types of play. • Support family bonding and interaction through Family Learning and Family Play opportunities. • Support play in a safe, secure, and inclusive environment. 	<p>KPI – Number of Post 5 years activity sessions delivered citywide. KPI – Number of Pre 5 years activity sessions delivered citywide. KPI – Number of Family activity sessions delivered in Education Establishments Citywide. KPI – Number of Families engaged with EYC&F Programmes citywide.</p>	<p>Family Learning Action Groups (Early Years & Primary Schools) Glasgow’s Family Support Strategic Partnership Glasgow Improvement Challenge – Education Services</p>
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	<p>increasing attainment & improved life chances.</p> <ul style="list-style-type: none"> • Achievement and attainment are boosted through family learning and engagement programmes. • Mental health and wellbeing are improved. 	<ul style="list-style-type: none"> • Key programmes and services which address poverty related inequalities are delivered using innovative ways of breaking down language and communication barriers. • CLD providers report to the GCLDSP the range and impact of family learning activities for children and family CLD learning in the city. • The impact of CLD programmes for children, young people and families through Schools, School Libraries, Community Libraries, Museums and Family Learning programmes is evidenced. 		
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Objective	Outcome	Key Actions	Key Performance Indicator	Reporting Groups
Family Learning Partnerships				
<p>2. CLD providers demonstrate the qualitative and quantitative impacts of CLD approaches to Family Learning developed in partnership with Education Services.</p>	<ul style="list-style-type: none"> • Continuous Professional Development (CPD) is delivered in partnership with CLD and Education Services to improve parental engagement, involvement and into family learning. • Early Years and Primary Schools are provided with methods, tools, and resources to support the planning, delivery development & evaluation of family learning opportunities. • CLD partnerships are formed to improve attainment and achievement opportunities for children and families in school, at 	<ul style="list-style-type: none"> • CLD providers report to the GCLDSP the range and impact of family learning activities for children and family CLD learning in the city. • The impact of CLD programmes for young people through School Libraries, Community Libraries, Museums and Family Learning programmes is evidenced. • Schools report an increased confidence in engaging, integrating, and establishing Family Learning with parents and carers. 	<p>KPI – Number of Staff CPD Sessions delivered. KPI – Number of Attendances at Staff CPD Sessions. KPI – Number of schools and nurseries where we provide ongoing staff capacity building support. KPI – The reported impacts of the CLD Family Learning CPD and development opportunities and support.</p>	<p>Glasgow Integrated Children’s Services Lead Officers Group Public Health Oversight Group Family Learning Action Groups (Early Years & Primary Schools) Glasgow’s Family Support Strategic Partnership Glasgow Improvement Challenge – Education Services</p>

	<p>home and in the community.</p> <ul style="list-style-type: none"> • Reports on GCC Education Improvement planning highlight the contribution of CLD. • Reports on PEF-funded school-based CLD programmes demonstrate positive impacts. • Schools and early years establishments are supported to develop family learning and engagement activities through collaborative working. • CLD partners report on learning and development opportunities and their impacts when accessed by staff and volunteers. 			
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Community Engagement & Development (Community Capacity Building)

Community Development

Community development is a process where people come together to act on what's important to them. At its' heart, community development is rooted in the belief that all people should have access to health, wellbeing, justice, and opportunity.

Community Engagement

Community Engagement is a way to build and sustain relationships between public services and community groups – helping them both to understand and act on the needs or issues that communities experience.

Objective	Outcome	Key Actions	Key Performance Indicator	Reporting Groups
Community Capacity Building				
1. Develop community capital and resilience by growing and developing new and existing community groups, third sector organisations and social enterprises to establish connections, build capacity and increase sustainability.	<ul style="list-style-type: none"> Glasgow's groups and communities are effectively supported to manage the challenges associated with reducing resources, grant funding and the cost-of-living crisis. Local area-based planning and support structures including Community Councils, Area Partnerships, and 	<ul style="list-style-type: none"> CLD partners will respond to identified needs and work collaboratively to promote a capacity building offer that supports the city. Community Councils, Area Partnerships, and Community Panels are established, supported, and developed. Raise awareness of and engagement with the CLD Plan, 	KPi11 - Number of community groups receiving capacity building support through CLD activity. KPi12 - Number of adults and young people taking part in influence and engagement activity through CLD – (including community planning / participatory budgeting / local and national consultations / co-production and influencing service design). KPI - Number of active People Make Glasgow Communities (PMGC)	Glasgow Capacity Building Strategic & Operational Groups Partnership Equalities Working Group Glasgow Third Sector Interface Network (GTSIN) Glasgow Strategic Community Engagement Working Group

	<p>Community Panels are supported and developed to ensure they effectively represent their communities, support funding applications and development of area plans.</p> <ul style="list-style-type: none"> • Community Councils, Community Panels are actively involved in local decision making. • Equalities groups are actively involved in decision making. • Community groups, voluntary organisations and social enterprises are aware of and engage with the Glasgow CLD Plan. 	<p>CLD Principles and good practice examples of community engagement with community groups, voluntary organisations, and social enterprises.</p> <ul style="list-style-type: none"> • Engaging with individuals, enabling, and building their skills and confidence to identify need, shape services influence spending. • Develop more active, healthier, inclusive, and connected communities in our most deprived neighbourhoods. 	<p>applications at each stage of the process.</p> <p>KPI – Number of CLD interventions delivered in identified SIMD areas to target Equalities groups.</p>	
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Objective	Outcome	Key Actions	Key Performance Indicator	Reporting Groups
Volunteering				
<p>2. Build skills and confidence and increase opportunities for volunteering to widen participation and improve wellbeing.</p>	<ul style="list-style-type: none"> • Safe and effective volunteering leads to enhanced service delivery. • Individuals returning to volunteering in CLD report positive outcomes to their wellbeing. • The effective recovery of volunteers that support CLD results in positive outcomes for participants and volunteers. • Young people develop skills and confidence to actively participate in volunteering opportunities in their communities and across the city. • Young people's self-esteem and wellbeing is improved through volunteering. 	<ul style="list-style-type: none"> • CLD providers support safe and effective volunteering opportunities. • CLD providers identify their contributions to the city's Volunteer Strategy. • CLD providers are offered all Volunteer Glasgow's standard organisation support services. 	<p>KPI - Number of active volunteers.</p> <p>KPI - Number of volunteer hours.</p>	<p>Volunteer Glasgow Glasgow Life Volunteering Glasgow Volunteer Network Glasgow Third Sector Interface Network (GTSIN) Glasgow Capacity Building Strategic & Operational Groups</p>

	<ul style="list-style-type: none">• CLD clearly contributes to positive outcomes in the city's Volunteer Strategy.• CLD providers are better able to recruit, manage and retain volunteers.• Volunteers improve their employability and health and wellbeing as a result of positive volunteering opportunities.• The reach and quality of CLD is enhanced by volunteering.			
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Employability

The Local Employability Partnership (LEP) provides leadership and governance to the employability agenda in Glasgow. The LEP consists of key strategic partners who come together to direct funding in a way that supports those furthest from the labour market or experiencing in work poverty. The partnership is responsible for the co-design, co-commissioning and monitoring of impact of employability services.

The LEP is a complementary governance structure to the GCLDSP. Membership is similar in terms of the organisations represented. However, the focus of the LEP on the skills and employability ecosystem, with a key priority being ensuring that those with barriers to employment can access and navigate the services they need through a no wrong door approach to delivery.

The LEP Delivery Plan from 2022 to 2025 details the measures of success that are reported on quarterly in the context of the Glasgow Economic Strategy and the Shared Measurement Framework. This includes monitoring from provision which demonstrates that investment is delivering sustainable outcomes for priority groups.

Main objective includes employability, access to training and skills development. However, LEP activity considers and contributes to all objectives of the CLD Plan, including:

- Health & wellbeing
- Digital inclusion
- Financial inclusion
- Child, young people, adult & family learning
- Attainment & achievement
- Impact on inclusion, loneliness, and isolation
- Improved mental health.

Objective	Outcome	Key Actions	Key Performance Indicator	Reporting Groups
Skills for Employment				
1. Learners engage in programmes and activities that support their wellbeing and	<ul style="list-style-type: none"> • Youth, Adult, Families and Volunteers develop 	<ul style="list-style-type: none"> • Deliver Digital, STEM and Core Skills programmes for young people and 	KPI – Number of employability programmes. KPI – Number of participants in employability programmes.	Glasgow Local Employability Partnership

<p>develops skills that enhance their employability, raise aspirations, and support them into employment.</p>	<p>skills and experience for work.</p> <ul style="list-style-type: none"> • Participants in employability programmes progress onto work, training, further education, and volunteering opportunities. • Strong partnership working across sectors, and with employers, results in increased employment opportunities for participants on employability programmes. • A wide range of high quality CLD services support individuals and families whose jobs and income are at risk due to cost-of-living crisis and welfare reform. 	<p>adults to support them to gain skills for work.</p> <ul style="list-style-type: none"> • Deliver CLD programmes that address the poverty-related attainment gap and support young people for work. • The co-ordination and fulfilment of the Glasgow Young Person’s Guarantee. • A range of CLD opportunities are delivered with young people and for young people. Delivery takes place across a range of settings and strengthen Youth Resilience, Voice, Health & Wellbeing. 	<p>KPI – Number of courses developed in collaboration with employers. KPI – Number of participants reporting an employability related positive destination.</p>	
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Objective	Outcome	Key Actions	Key Performance Indicator	Reporting Groups
Financial Inclusion				
<p>2. Deliver support and services targeted to those who have or are at risk of losing jobs and income, with a focus on financial inclusion.</p>	<ul style="list-style-type: none"> • Individuals and families in poverty get access to critical services. • Targeted and effective CLD approaches reduce hardships particularly poverty on vulnerable adults and families. • Individual, child and family poverty in the city is reduced. • Mental health and wellbeing are improved. 	<ul style="list-style-type: none"> • Key programmes and services which address poverty related inequalities are delivered. • Family Finance support workers use data targeting & provide support to the families in the city most in need. • CLD partners support groups and individuals to access financial and benefit support through law and money advice and financial inclusion services. 	<p>KPI – Numbers in receipt of financial inclusion and money advice support services.</p> <p>KPI – Amount of addition income secured.</p> <p>KPI– Number of pupils and their families supported by Financial Inclusion Officers within schools.</p> <p>KPi13 - Number of adults and young people reached and engaged with through one-off promotional events / drop-ins / community events / engagements / etc.</p>	<p>Family Finances Team Glasgow Local Employability Partnership Law Money and Citizens Advice Services Financial Inclusion Services</p>

Health and Wellbeing

Learning in health and wellbeing ensures that children, young people, and adults develop the knowledge and understanding, skills, capabilities, and attributes which they need for mental, emotional, social, and physical wellbeing now and in the future.

Each setting, working with partners, should take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.

Activity leading to increased confidence / improved self-esteem and other aspects of improved mental health and wellbeing. The exercise is focussed at this stage on numbers – greater impact focus will be achieved through case studies.

Objective	Outcome	Key Actions	Key Performance Indicator	Reporting Groups
Mental and Physical Health				
1. Deliver a range of services and activities with adults, children, and young people, improving their mental health, wellbeing and sense of inclusion, integration, and self-esteem.	<ul style="list-style-type: none"> Young people’s mental health improves as a result of effective, relevant, and impactful CLD. Young people’s wellbeing is improved as a result of Youth Health and other targeted services. Young people report that they are happier, more positive, making better decisions and improving skills. 	<ul style="list-style-type: none"> Identify a cross-service approach to community learning, development, and engagement, especially relating to health and wellbeing. Develop dynamic packages of associated content which positions us well to maximize opportunities. Deliver a variety of programmes and activities that reflect target audience’s requirements. 	KPi9 – Number of adults with improved mental health and wellbeing outcomes through CLD activity. KPi10 – Number of children and young people with improved mental health and wellbeing outcomes through CLD activity.	Glasgow Integrated Children’s Services Lead Officers Group Glasgow Children’s Wellbeing & Mental Health Strategic Group Glasgow’s Family Support Strategy 2024.

	<ul style="list-style-type: none"> • Mental health and wellbeing are improved. • The need for clinical health intervention is reduced. 	<ul style="list-style-type: none"> • Provide information that supports the effective marketing, promotion and communication of health and wellbeing activity and services. 		
Objective	Outcome	Key Actions	Key Performance Indicator	Reporting Groups
Health and Wellbeing Partnerships				
2. Engage with individuals, enabling, and building their skills and confidence to identify health and wellbeing need and shape services. Influencing spending to develop more active, healthier, inclusive, and connected communities in neighbourhoods with the highest need.	<ul style="list-style-type: none"> • Adults, young people, and families feel more involved and included. • Adults, Young People, Children and Families improve their health and wellbeing as well as confidence and skills through a well- defined Community Referral Model. • Individuals and families in poverty get access to critical services. 	<ul style="list-style-type: none"> • Promote co-operation and the exchange of knowledge, best practises, and innovative working methods both within and between service areas. • Identify and remove barriers to cross-service collaboration. • Collaborate to develop persuasive funding proposals at scale. 	KPI - Number of referrals to Health & Wellbeing activities. KPI - Number of organisations supported through the Glasgow Communities Mental Health and Wellbeing Fund. KPI - Number of people benefiting from Glasgow Communities Mental Health and Wellbeing funded services.	Glasgow Integrated Children's Services Lead Officers Group Glasgow Children's Wellbeing & Mental Health Strategic Group Glasgow's Family Support Strategy 2024. Glasgow's Promise 21-24.

	<ul style="list-style-type: none"> • Targeted and effective CLD approaches reduce hardships particularly poverty on vulnerable adults and families. • Individual, child and family poverty in the city is reduced. • City planning recognises the contribution of CLD services in addressing health and poverty-related inequalities. 	<ul style="list-style-type: none"> • Feedback on best use of resources to meet demand. • Act as the reference point in the development of new health and wellbeing service proposals using the innovation model. • Gain a deeper grasp of the target audience segments. 		
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Youth Services

Youth work is an educational practice contributing to young people’s learning and development. Youth work engages with young people within their communities; it acknowledges the wider networks of peers, community, and culture; it supports the young person to realise their potential and to address life’s challenges critically and creatively; it takes account of all strands of diversity.

Youth work takes place in a variety of settings including community venues, uniformed groups, schools, youth cafés and on the street, whilst using numerous approaches such as outdoor pursuits, drama workshops, health initiatives, peer education and single issue and single gender work to engage with young people.

- Young people choose to participate.
- The work must build from where young people are.
- Youth Work recognise the young person and the youth worker as partners in a learning process.

Objective	Outcome	Key Actions	Key Performance Indicator	Reporting Groups
Youth Development				
1. Young people engage in programmes and activities that support their wellbeing and develops skills that enhance confidence, raising aspirations, and supporting them into employment.	<ul style="list-style-type: none"> • Young people increase confidence, aspirations, and skills for work. • Young people benefit from opportunities beyond the school gates to prepare them for life and work. • Young people increase confidence, aspirations, and skills for life and 	<ul style="list-style-type: none"> • Deliver Digital, STEM and Core Skills programmes for young people to support them to gain skills for work. • Deliver CLD programmes that address the poverty-related attainment gap and support young people for work. • Key impacts of CLD and active 	<p>KPI6 - b) Number of young people engaged in CLD activity.</p> <p>KPI – Number of young people on Digital, STEM and Core Skills Programmes.</p> <p>KPI - Number of young people in accredited Digital, STEM and Core Skills programmes.</p> <p>KPI – Number of youth employability programmes.</p> <p>KPI - Number of young people in employability programmes.</p>	Glasgow Youth Networks/Partnership Youth Work Managers Network (Youthlink Scotland), Youth Scotland HSCP Youth Health Services

	<p>work through partnership approaches while at school.</p> <ul style="list-style-type: none"> • Young People are prepared for the world of work and are supported on to jobs, apprenticeships, placements, work experience, training, and volunteering. • Young people are effectively engaged and developed to inform and shape CLD provision for Young People. • Young people's mental health improves as a result of effective, relevant, and impactful CLD. • Young People, Children and Families improve their health and wellbeing as well as confidence and skills through a well- 	<p>participation on young people's resilience and wellbeing (particularly mental health) are reported to the GCLDSP.</p> <ul style="list-style-type: none"> • A range of CLD opportunities are delivered with young people and for young people. Delivery takes place across a range of settings and strengthen Youth Resilience, Voice, Health & Wellbeing. 	<p>KPI – Number of young people gaining a qualification through CLD. What type of qualification?</p>	
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	<p>defined Community Referral Model.</p> <ul style="list-style-type: none"> • Young people's wellbeing is improved as a result of Youth Health and other targeted services. • Young people report that they are happier, more positive, making better decisions and improving skills. 			
Objective	Outcome	Key Actions	Key Performance Indicator	Reporting Groups
2. Work collaboratively to improve personal development for young people to tackle inequalities and improve life chances and wellbeing in the city's areas of greatest need.	<ul style="list-style-type: none"> • Young people increase confidence, aspirations, and skills for life and work through partnership approaches. • Young people benefit from CLD opportunities increasing their core skills. • Young people have clear and purposeful learning progression pathways, leading to accreditation. 	<ul style="list-style-type: none"> • Young people are supported to access Literacy and Numeracy provision through Glasgow's Learning referral support. • Literacies providers establish approaches in targeted literacies hotspot areas to generate demand and take up where it is most needed. • The impact of CLD programmes for 	<p>KPI – Number of young people on Digital, STEM and Core Skills Programmes.</p> <p>KPI - Number of young people in accredited Digital, STEM and Core Skills programmes.</p> <p>What type of qualification?</p> <p>KPI – Number of young people in CLD health and wellbeing activities.</p> <p>KPI – Impacts of literacies, health and wellbeing and wider achievement activities.</p>	Glasgow Youth Networks & Partnership Youth Work Managers Network (Youthlink Scotland), Youth Scotland GCC Education Services (PEF Funding)

	<ul style="list-style-type: none"> Young people and families have access to literacies provision which develops their skills and confidence, improves wellbeing, and reduces isolation and loneliness. 	<p>young people through School Libraries, Community Libraries, Museums and Family Learning programmes is evidenced and reported to GCLDSP.</p> <ul style="list-style-type: none"> Reports on PEF-funded school-based CLD programmes demonstrate positive impacts. 		
Objective	Outcome	Key Actions	Key Performance Indicator	Reporting Groups
Youth Voice and Democracy				
3. The Youth Voice in the city is strengthened through partnership working with youth providers and Glasgow Youth Council resulting in increased representation, activism, and leadership opportunities for young people.	<ul style="list-style-type: none"> Young people are effectively engaged and developed to inform and shape CLD provision for Young People. The scope of “youth voice” activities is clearly defined and is to include citizenship, participation, democracy, and 	<ul style="list-style-type: none"> Support to Glasgow Youth Council and Scottish Members of Parliament facilitates youth involvement. Key impacts of CLD and active participation on young people’s resilience and wellbeing (particularly mental 	<p>KPI - Number of attendances in Youth Engagement and participation programmes and events.</p> <p>KPI - Number of individual young people taking part in the Youth Engagement and Participation Programme structures.</p> <p>KPI - Number of young people engaged through Detached and Outreach work.</p>	Glasgow Youth Networks & Partnership Youth Work Managers Network (Youthlink Scotland), Youth Scotland

	<p>Participatory Budgeting.</p> <ul style="list-style-type: none"> • CLD youth staff assist Glasgow Youth Council to undertake youth consultations with young people in Glasgow on a range of issues important to them. The findings from the consultation will be used to inform the content of their youth manifesto. 	<p>health) are reported.</p> <ul style="list-style-type: none"> • A programme of events will take place across the city throughout National Youth Work Week to celebrate the impact of Youth Work and the achievements of young people. • A Glasgow Youth Council structure will be co-designed with young people to ensure that barriers to participation are removed or minimised and this will allow members to work with local and city-wide policy-making structures. • A training programme and support structure, based on the skills needed to support young people to represent their peers and including 	<p>KPI - Number of engagement activities / programmes that promote inclusion.</p>	
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		<p>accredited qualifications will be developed.</p> <ul style="list-style-type: none">• Young people involved in the programme will represent Glasgow's Young People at a national level through their membership of the Scottish Youth Parliament.		
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