



**Glasgow Community
Learning and Development Strategic Plan
2024–27**



Foreword



I am delighted to introduce the Community Learning and Development Plan 2024-27 for Glasgow.

Ours is a city of abundant assets featuring beautiful parks and green spaces, world class museums and sporting facilities and welcoming libraries and community centres. However, Glasgow's greatest asset is, by far, its people. This plan places the people of Glasgow at the heart of community learning and development (CLD) planning. It sees people as assets and recognises the need to collaborate with individuals, families, and communities to support them to address issues and improve their circumstances.

Glasgow is a tale of two cities and while many are benefitting from the city's economic successes, others experience disadvantage. CLD addresses barriers, improves life chances and raises the aspirations of individuals, families, and communities in our city. This plan sets out our objectives, challenges, and priorities for CLD in Glasgow. It establishes how CLD will work with Community Planning and other partners to help address some of our city's biggest and most challenging issues including our health and poverty related inequalities.

During the lifespan of the previous CLD Plan 2021-24, we achieved and learned a great deal. CLD helped people in the city to improve language, literacy, numeracy, and digital skills necessary for them to flourish in their personal, family and working lives. Families facing poverty and disadvantage benefitted from a range of learning opportunities in their

communities. Young people improved their confidence and abilities to support them into meaningful work. CLD also helped to develop thriving communities, grow volunteering, and build the capacity of groups and organisations.

Now that all Children and Young People in Scotland, under the age of 18, have protected rights under The United Nations Convention (UNCRC) on the Rights of the Child (Incorporation) (Scotland) Act 2024, alongside the Community Empowerment (Scotland) Act 2015, we need effective CLD more than ever, to build confidence and skills of individuals and groups to shape services and make their communities more inclusive, vibrant, and welcoming. Effective CLD is life changing for the people, families, and communities of Glasgow. It inspires ideas, ambition, and citizenship. It helps make our city and our community's flourish.

This plan offers a shared commitment by our partners to work more collaboratively both within CLD and with wider partners to overcome the most significant issues facing our city and its communities. Together we will ensure high quality CLD opportunities that reduce disadvantage, promote inclusion, and raise aspirations.

A handwritten signature in black ink, appearing to read 'Annette Christie', written over a light blue background.

Bailie Annette Christie
Chair of Glasgow Life



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1. Executive Summary

Community Learning and Development (CLD) in Glasgow is led by the Glasgow Community Learning and Development Strategic Partnership (GCLDSP). Glasgow Life is contracted by Glasgow City Council to undertake the education authority lead role regarding meeting their CLD legislative duties. The Strategic Plan for CLD 2024-27 builds on the strengths from the 2021-24 plan, where we have improved our leadership and governance processes and systems. The GCLDSP through the improvements in reporting on the impacts of CLD work and services in the city, we were able to demonstrate the breadth and depth of that work and the ways it was improving the lives of learners and community groups and organisations across the 23 Area Partnership wards more clearly.

The GCLDSP continues to benefit from a wide range of strategic partners who are committed to the development of high quality CLD in the city including: Glasgow Life, Glasgow City Council (Community Planning, including Community Justice Glasgow, Education and Social Work), Glasgow Council for the Voluntary Sector (who also represent the Third Sector Interface), Glasgow Colleges, Glasgow City Health and Social Care Partnership, Glasgow Science Centre, Employability Services, Jobs and Business Glasgow, Skills Development Scotland, Wheatley Group, Volunteer Glasgow and the Workers' Educational Association. The partnership sets out through the strategic plan and the action plan the ways in which we will continue to be as inclusive and representative as possible and ensure that we reflect the changing demographic of Glasgow's communities. Ensuring that community groups and organisations

and local activists are shaping and contributing to the development of the CLD priorities and outcomes.

The current priorities of the CLD Strategic Plan 2021-24 are: **Digital Inclusion; Families in Poverty & Family Learning; Closing the Poverty Related Attainment Gap; Reducing Social Isolation and Loneliness and Mental Health.**

To gauge any significant changes to the Glasgow priorities for CLD, the Glasgow Strategic Planning Partnership consulted with key stakeholders, including City Leaders, learning and development practitioners across the sectors, adult and youth learners and community groups and organisations. As a result of that consultation process, it seems apparent that the current priorities have not changed significantly, although the order of urgency to tackle those priorities may have changed in some cases. The details of the priority setting consultation are

outlined and further analysed in detail within this plan.

The stakeholders during consultation provided us with their key priorities for inclusion in this CLD Strategic Plan 2024-27, they were Mental and Physical Health, Employability Skills, and Financial Inclusion. Responders clearly felt that the Community Development and Capacity Building approaches were the most effective way to improve those outcomes for people in Glasgow. In the responses from Glasgow residents, CLD Adult Learners and CLD Practitioners and Volunteers highlighted the demand remaining high for Literacy, Numeracy, English as a Second or other Language (ESOL) and Digital Inclusion for learners or potential learners in the city. The CLD partners are therefore committed to continue increasing the range and quality of provision and services within those priorities, reflected clearly in the

objectives, outcomes, actions, and performance measures contained in the CLD Action Plan for the next 3 years. We as a partnership will continue to report strategically and at a local level to those priorities through the thematic drivers for CLD of Adult Learning, Youth Services, Employability, Community Development, Children and Families and Health and Wellbeing.

A notable change we, as a partnership, have taken cognisance of is that the refreshed priorities for the Glasgow City Community Plan, which acts as the Locality Outcome Implementation Plan (LOIP), have prioritised a whole system approach to Family Poverty and Early Intervention with Families with children 0-5 years. The changes to the City Plan have been incorporated into the CLD Strategic Plan for particular focus 2024-27. The CLD partners play a key role in shaping the ambitions of a complete system change

approach to reaching some of the most unsupported individuals and groups within the city's neighbourhoods. We are committed to working in a multi-agency, coordinated way to maximise resources within those communities and more successfully use the local data to do that accurately. A partnership approach ensures resources are targeting those most in need and that they have access to learning and support opportunities where and when they require them.

The Glasgow CLD Plan 2024-27 recognises that all Glasgow citizens should have the opportunity to learn, develop and engage in their communities in a way that contributes to a thriving, flourishing city.

2. CLD – The National Context

The Requirements for Community Learning and Development (Scotland) Regulations 2013 place a statutory duty on local authorities to produce a 3-year plan detailing how Community Learning and Development will be delivered within the Council area. Each local authority is required to produce a clearly defined framework for planning and delivering community learning and development, through consultation with learners and in partnership with providers.

CLD Learning Partners commit to promote and practice within fundamental CLD Values of:

- **Self-determination:** respecting the individual and valuing the right of people to make their own choices.
- **Inclusion:** valuing equality of both opportunity and outcome, and challenging discriminatory practice.
- **Empowerment:** increasing the ability of individuals and groups to influence issues that affect them and their communities through individual and/or collective action.
- **Working collaboratively:** maximising collaborative working relationships with the many agencies which contribute to CLD and/or which CLD contributes to, including collaborative work with participants, learners, and communities.
- **Promoting learning as a lifelong and life-wide activity:** ensuring individuals are aware of a range of learning opportunities and can access relevant options at any stage of their life.
- **Promote and adhere to national standards** and good practice and provide support for stakeholders to understand and implement these.



This CLD Strategy applies the values of CLD and recognises and seeks to respond to a range of other relevant national strategies, including:

- National Performance Framework (NPF)
- Community Empowerment (Scotland) Act 2015
- Adult Learning Strategy for Scotland
- New Scots Refugee Integration Strategy
- ESOL (English as a Second or Other Language)
- Equalities: The Equality Act 2010
- United Nations Convention on the Rights of the Child (UNCRC)
- National Youth Work Strategy
- Getting it Right for Every Child (GIRFEC)
- Raising Attainment
- Curriculum for Excellence
- Family Learning
- Keeping the Promise: The Scottish Government Promise Implementation Plan
- Community Learning and Development Standards Council Scotland
- Mental Health Support: Mental Health and Wellbeing Strategy
- Employment and Skills
- Developing the Young Workforce (DYW)
- Tackling Child Poverty
- Volunteering



3. CLD – The Glasgow Context

The statistical data for Glasgow City informs the demand and key areas of focus for CLD work. The Glasgow CLD Strategic Partnership (GCLDSP) are driven by the changing demographic and profile of areas of deprivation in the city, and more informed and able to target resources to people and places who need this development and support the most. The National Records of Scotland state that Glasgow City Council serves a population of over 635,000 people, a slight decrease of 0.1% since 2020, it is the main city for the wider Glasgow area, which has a population approaching 1.8 million, a 0.59% increase from 2023.



Statistical data for Glasgow indicates that early and effective interventions of CLD for Family Learning, health and wellbeing and work with families with children 0–5 years will increase over the period of this strategic plan. The focus of this work aligned to the objectives and outcomes of the City Community Plan in tackling Family Poverty and early intervention strategies, will work to deliver a complete system change and a successful multi-agency approach to family services in Glasgow. CLD learning and community development opportunities need to reflect age increases with a greater emphasis on work with young people and the targeting of CLD adult learning towards those of working age. The ethnicity and poverty statistics for the city highlight that English for Speakers of Other Languages (ESOL) Programmes that addressed the increasing demand for language skills among non-native speakers and



Employability Programmes aimed at enhancing job readiness and employment opportunities for participants will continue to be of high importance. Further partnership development of CLD learning and services will continue to feature from 2024–27. High demand for ESOL services exceeded available resources, challenges include limited funding and a shortage of trained staff. To address

increasing ESOL demands projected, CLD partners will continue to work closely with senior leaders to explore options to address these growing learning and development needs. Health and wellbeing statistics for Glasgow still indicate the priority need for CLD partners to continue to work with Glasgow Health and Social Care partners to reduce health inequalities and in particular mental health.

Staff Member, Heron House:

"We have had such positive feedback from both children and their families..... parents are communicating with each other, not only praising, and supporting one another but also sharing their concerns, worries, or apprehensions and now know they are not alone."

To review progress made by the Glasgow CLD strategic partners against the current Strategic Plan and Action Plan we have drawn evidence from the Annual Report and recent HMIE Inspection in 2024 to provide an insight into the breadth and impact of CLD from 2021–24. Reference has been made to the Scottish Government Independent Review of CLD 2023/24 and recommendations, to provide

context about the desired National direction and profile for CLD. Glasgow as the largest City in Scotland, leads the way in developments for CLD.

CLD programmes and activities have engaged young people through innovative youth work, supported adults to develop skills and confidence, developed opportunities for families to learn together and facilitated community engagement & development. This report demonstrates how CLD empowers people of all ages to work individually or collectively to make positive changes in their lives, and in their communities, through learning, personal development, and active citizenship.

The CLD Plan aligned to the Glasgow City Plan priorities of Inclusive Economic Recovery and Growth for a Wellbeing Economy; Resilient Communities; and a Fairer More Equal Glasgow, with services delivered through CLD strands: Community Based Adult Learning; Working with Young People, Children & Families; Community Engagement & Development and Digital Participation & Inclusion.

A range of programmes, activities and services supported communities.

Key areas of focus being skills development; improving mental health and well-being; supporting employability; tackling social isolation; supporting integration and targeted programmes for those experiencing poverty.

The GCLDSP evaluates itself against two high level questions: How effective is the leadership of the local authority and their CLD partners in improving outcomes? & How well does the performance of the local authority and their CLD partners demonstrate positive impact? In 2024, His Majesties Inspectors from Education Scotland concluded their evaluation on the progress made by the local authority and Glasgow CLD partners in improving the co-ordination and quality of provision. The visit included a review of key documentation and performance data, professional dialogue with local authority CLD leaders, managers, and volunteers and separately professional

dialogue with key CLD partners. In addition, the Inspectorate attended over thirty different focus groups with learners, officers, volunteers, and community representatives across the city. There was also a focused session, specifically on the safeguarding of children and vulnerable adults.

The Inspectorate presented their findings concluding there was strong leadership, a high degree of trust, great buy-in, and alignment with important priorities. They saw a strong culture of cooperation, information sharing, and partnership working.

Additionally, they said that resources were increasingly being used to target need and that CLD and its approaches were being used and valued. They provided numerous examples of good practice, and progression, and impact to support their findings. They also noted the high level of skill and quality



of the services provided across Adult Learning, Youthwork, Capacity Building, Health & Wellbeing, Community Development and Children & Families. They advised there was a clear picture of how CLD was having a positive impact on the lives of individuals and communities.

Their overall impression was that there had been a step change, that governance was now functioning, there was a more collegiate approach, there was a greater sense of direction, and that people were willing to collaborate on shared problems. Demonstrating strong partnerships, improved coordination, and increased understanding contributing to the overall value of the GCLDSP partnership and overall approach.

Queens Cross Housing Association resident – Financial Inclusion Advice:

“I am so grateful... for years I was lonely and isolated. I used to dream of having my own financial independence, I wanted to work and have friends to meet and laugh with. This group has given me everything I thought I will never be able to have. I feel I have so much confidence now, I have made so many friends and now have a job too.”

They are recommending Family Learning and People Make Glasgow Communities (PMGC) as two areas of work as highly effective practice noting that, nowhere else, have they come across the Strategic approach adopted by Glasgow. They highlighted that Glasgow also provides excellent early intervention support for families as well as capacity building, again demonstrating the worth of CLD methodologies.

They noted Glasgow's PMGC asset transfer approach, which contains a substantial amount of capacity building support and direction, has also shown beneficial effects in fostering the expansion and development of local groups leading to improved delivery as well as participation in decision-making processes. They also mentioned ESOL coordination, the role of Libraries in facilitating access to health support and the connections to employability, health, and education as

well as learning pathways, like the Digital Pathway to Employability.

The Inspectorate also identified areas for development including wider participation of learners and activists in decision-making, streamlining data and reporting, clearer measures for success and performance monitoring including target setting. All of which we have already identified as priorities for 2024-27.

They specifically raised the short-term funded projects, expressing concerns around the provision's sustainability as well as the recruitment and retention of skilled staff and volunteers. They also highlighted the growing demand for English as a second or other Language (ESOL) services in the city, emphasising the necessity of a well-defined strategy and plan for the city's support of refugees and asylum seekers.

The Scottish Government Independent Review of CLD also involved the members of the GCLDSP taking part in focus groups and submitting written information to the review team to ensure a Glasgow perspective to the review. The review report with findings and recommendations was published in July 2024. The findings and recommendations will form the basis for development and further amendment to this CLD Strategic Plan for Glasgow, the Scottish Government guidance asks that all Scottish CLD Strategic Plans will make the additions and amendments to their plans by September 2025 considering the findings and recommendations of the review.



4. Engagement & Consultation – Identifying Need & Unmet Need

In accordance with the Community Empowerment (Scotland) Act 2015 and adhering to the National Standards for Community Engagement, GCLDSP conducted a survey to shape priorities for the CLD Plan 2024-27. The consultation lasted from March to May 2024 to gather a wide range of opinions. The survey sought views from Glasgow Residents (those not involved in CLD Learning), Strategic CLD Partners, CLD Practitioners or Volunteers, Members of Community Groups / Organisations, Adult Learners, Young People and Digital Learners.



The consultation survey was circulated as an online digital link, available to print if necessary and was used by some to collate collective responses, completed on behalf of a group of learners, or an organisation representing multiple people. The survey was designed in such a way that practitioners could use the appropriate sections to conduct in-person engagement with learners and community representatives when access or use of digital may be an issue.

Over 250 participants completed the consultation survey, many of the responses were collated responses from a group of people making the accurate total difficult to calculate. It was apparent from the range of responses that some had come from equalities groups. Glasgow residents, not involved in CLD, made up over half of all responses with young people making up the second highest returns.

Top priorities for inclusion in the CLD Strategic Plan 2024-27, shared across all responses, were Mental and Physical Health, Employability Skills, and Financial Inclusion. Responders clearly felt that Community Development and Capacity Building approaches were the most effective way to improve outcomes for people in Glasgow.

Glasgow Residents, CLD Adult Learners and CLD Practitioners and Volunteers also highlighted the demand remaining high for Literacy, Numeracy, ESOL and Digital Inclusion for learners or potential learners in the city.

Glasgow residents contributed to the GCLD Strategic Plan consultation highlighting several key priorities for the next Glasgow CLD Plan (2024-27):

- **Widening Adult Learning Opportunities:** There's a call for more diverse adult learning opportunities beyond ESOL, literacies, and digital skills.



- **Rights-Based Learning:** Suggestions were made for offering learning focused on rights such as renter rights, employment rights, and disability rights, under the banner of Citizen Learning.
- **Life Skills Development:** Many respondents emphasized the importance of life skills training, including financial independence and education.

Additionally, they emphasised the importance of making decision-making processes more inclusive and accessible, suggesting measures such as improved communication channels, local meetings, and online engagement platforms. Improving lives in Glasgow was a priority, with other key suggestions including:

- **Financial Support and Employment Opportunities:** Providing more financial support and employment opportunities, especially for vulnerable families.

- **Access to Information and Services:** Ensuring better access to information about available services, benefits, and employment opportunities.
- **Community Engagement:** Encouraging greater community involvement in decision-making processes, through local meetings, online surveys, or forums.

- **Community Activities and Engagement:** There's a desire for more community activities, particularly in libraries, focused on green initiatives, hate crime understanding, and British Sign Language.
- **Addressing Social Isolation:** Concerns were raised about isolation of older people.

The CLD Strategic Partners and other strategic partners were consulted about setting the strategic direction of CLD in the city, through this survey and as part of two planned self-evaluation workshops, the findings prioritised:

- Digital Inclusion and Literacy
- Mental Health and Wellbeing
- Youth Engagement and Empowerment
- Intergenerational Learning Programmes
- Sustainable Development and Environmental Education
- Economic Development and Entrepreneurship
- Enhancing Volunteering and Civic Engagement
- Tailored Support for Marginalised Groups
- Lifelong Learning and Skills Development
- Monitoring and Evaluation

It is felt that by incorporating these strategic priorities, the CLD Plan 2024–27 can provide a comprehensive framework that addresses current and future needs, promoting a more inclusive, resilient, and empowered community. In line with the city’s strategic direction, partners said focusing on community collaboration, inclusivity, sustainability, and poverty alleviation, that partners in Glasgow can create a vibrant and supportive learning environment. The CLD strategic partners have a strong commitment to strengthening these collective efforts, the collaborative approach can allow the community to break down barriers to poverty, improve life chances, and in partnership support meaningful employment and lifelong learning.



Glasgow Life Digital Learning course participant:

“The skills and confidence I have gained... is amazing. I can now regularly bid for online housing opportunities, sort out benefits and communicate online. I’ve even purchased items... which involves uploading photos and choosing fonts... all of which I couldn’t have done prior to the course due to lack of ability, confidence and my suspicion and uncertainties regarding scams and security.”

Responding against the National Youth Work Skills Framework, Young People reported overwhelmingly at over 60% saying their involvement in Youth Activities was improving their confidence, communication skills and contributing to an ability to work as part of a team gaining leadership skills. 50% of young people preferred a hybrid model of learning with a mixture of in-person and online activities.

Young people made a number of suggestions which can significantly enhance the effectiveness and reach of their club or activity. Young people said they prioritised, certification opportunities, creating youth employment pathways, incentivising good behaviour, improving communication, organising more outdoor activities, widening age range, enhancing advertising, and engaging with schools. They felt that by doing these things their club or activity would better serve its community and attract a more diverse and engaged membership.

Young people agreed they should be actively involved in decisions and shaping programmes, to ensure these are more engaging and relevant. They felt strongly about empowering young people in decision making, offering suggestions for strategies to empower young people in decision-making processes including involving them in meetings; providing opportunities with rewards and qualifications; ensuring collaboration with adults; utilising surveys and social media, and promoting diverse choices. Participants expressed appreciation for positive experiences and support received from youth activities and clubs, highlighting the importance of local opportunities and value of organisations like the Glasgow Youth Council.

City of Glasgow College, Digital Skills course participant:

“I can help my son with his homework and help my neighbour with her benefits claim now, I feel more independent.”

The consultation had a strong response from community groups and organisations working with and representing the views of some of the most underrepresented in the city. The beneficiaries which the community groups and organisations responded on behalf of included Elderly and Middle-aged Residents; Young People; Glasgow City Residents; Businesses, Public, and Third-Sector Organizations; Women from Racialised Communities; New Scots with Mental Health Issues; Minority Ethnic Groups; LGBT Elders; Children, Young People, and Families Affected by Homelessness or Substance Abuse; Disabled People; Those with Mental Health Problems; EU Migrants; Black and Minority Ethnic Communities; Charity Organizations and Housing Association Tenants.

The findings confirmed that these diverse groups and individuals benefit from a wide range of support services and activities aimed at improving health and well-being, fostering community engagement, and promoting inclusion and equality. It was extremely positive that the views could be represented effectively through the survey by various organisations and could shape the future CLD plan. Many of these groups and organisations have benefited from capacity building and developmental training from CLD partners. It is critical that the GCLDSP embrace and enhance their connections and support to the diverse and fundamental support that they provide. Very positively community representative organisations want to contribute significantly to the CLD plan. 58% saying they want to be part of the CLD planning process, 54% want to provide information about impacts for residents in the community, referring members into other

CLD support and share best practice and learning from other CLD providers. The GCLDSP will continue to collaborate closely with the respondents to strengthen and act on the views from this consultation.

Adult Learners responses underlined that CLD in Glasgow have a strong foundation to build on, they told us that participation in learning is having a very positive impact on their wellbeing with 85% of adults surveyed reporting, they were gaining skills and achieving their goals; 78% said that learning had increased their confidence and 71% felt happier and more positive. Over 40% of the CLD Adult Learners said that their learning had allowed them to find out about other services and opportunities and to get involved in other activities and learning. Learners were very positive about their involvement in CLD learning improving their family situation, helping

them to help their children and also improving their financial situation. All the Adult Learning respondents were keen on getting involved in decision-making, the GCLDSP is committed to ongoing consultation using various approaches to reflect different preferences.

The responses from practitioners and volunteers in the GCLD Strategic Plan consultation can be summarised into several key points:

- **Impact of Economic Climate:** Many respondents highlighted the detrimental impact of the current economic climate, particularly on young people and families from deprived areas. Issues such as food insecurity, struggles with utility bills, mental health concerns, and increased demand for support services were emphasised.

- **Training Needs:** There is a growing need for training in areas related to mental health awareness, dealing with difficult situations, trauma training, suicide prevention, and understanding benefit systems. There is also a focus on becoming more digitally savvy to meet the changing demands of service users.

- **Support and Development:** Respondents expressed varying degrees of satisfaction with support to develop their skills and expertise. While some felt well-supported, others indicated a lack of funding and resources for training opportunities.

- **Evaluation and Feedback:** Ensuring effectiveness of CLD work requires ongoing monitoring, evaluation, and feedback mechanisms. Quantitative data, qualitative feedback, participant evaluations, and impact statements are

crucial for assessing the success of programs and services.

- **Improvements Needed:** Suggestions for improvement include increased funding, better access to training, more resources, improved communication channels, and longer-term investment to support planning and development.

Priorities for practitioners and volunteers identified for the CLD Plan (2024-27) include addressing the impact of the economic crisis on service users, providing more training opportunities to support and upskill CLD staff and volunteers, enhancing support for mental health and wellbeing, and improving communication and networking within the CLD sector.

Overall, the responses underscore the importance of addressing the challenges posed by the economic climate, enhancing training and support for practitioners, and prioritising the needs of service users in the development of future plans and initiatives.

Practitioners and volunteers did report that they were supported well by CLD providers. Citing that management is supportive, ensuring access to both mandatory and self-directed learning, they are accessing a range of training to develop skills and expertise, including programs for numeracy, budgeting, benefits, and mental health awareness. Some have received fully funded programs, mentoring classes, and support for community development qualifications. Organizations investing time and finance in training, with some providing free and affordable options. There are supportive internal environments where learning is promoted and celebrated, with encouragement to attend relevant courses, even if not free.

Youth Access Music participant/volunteer aged 20:

"Youth access music aided me in gaining higher education and employment opportunities... to continue developing my techniques of engaging with young people in musical tuition... which could be beneficial in the future to my ability to seek work in youth work and musical tutoring."

The CLD Response to the Findings

The two self-evaluation workshops with the CLD Strategic Partners, supported by Education Scotland, the findings from the CLD Progress Visit in 2024 by HMIE and this consultation survey has affirmed the key priorities for the Glasgow CLD Strategic Plan 2024–27. The key priorities will retain an emphasis on:

- Mental and Physical Health and Wellbeing
- Employability Skills and Financial Inclusion
- Community Development and Capacity Building Approaches in CLD
- Youth Services and Youth Voice
- Adult Learning, particularly Literacy, Numeracy, ESOL and Digital Inclusion
- Family Learning and Attainment and Achievement for Children and Parents/Carers
- Equalities representation through the voluntary and third sector organisations.

To achieve these priorities this plan must tie into wider social recovery in the city and CLD must continue to align to other strategic and operational plans, particularly relating to health and wellbeing, employability, education, and addressing poverty. Consultation feedback focusses this Plan more on reaching marginalised individuals and groups. Exploring successful ways to continue to consult and involve learners in shaping the direction of CLD and the CLD programme development, but also how we involve community groups, community organisations and local activists towards a co-production model for the planning and implementation of CLD provision.

As a result, GCLDSP have updated our thematic focus on retaining community-based adult learning, youth services, children and family attainment and achievement, community engagement and development, and digital and financial inclusion. In addition, we have included a stronger focus on employability and the impact CLD can bring to employability skills development, mental and physical health, and wellbeing and family learning.

Given the scale of need and demand for CLD in our city, it is of vital importance that CLD resources target and allocate where they are most needed.

Unmet Need

Over the three-year lifespan of this plan, CLD partners will focus resources on individuals, families, and communities most affected by health and poverty-related inequalities and other forms of marginalisation.

Literacies provision will be focussed on the areas identified as having the greatest need and family literacies provision will be targeted in areas at risk of poor attainment due to poverty. This does not mean that provision will not be offered by CLD partners in other areas. However, it does mean that collectively we will work together to target resources where they are most needed.

CLD partners are not able to fully meet the escalating demand for the provision of English for ESOL in the city. Although ESOL remains a key priority for CLD planning, growing demand exceeds the resources to deliver. However, CLD partners continue to work effectively together to expedite assessments, referrals, and placements for those requiring ESOL support. We will build on successful collaborative efforts to draw additional funding and resources for ESOL and continue to raise awareness of the challenges of meeting escalating demand to city partners and national bodies. We will seek to co-produce new models of provision, such as digital self-directed learning, to better meet demand for ESOL in the city.

Given the anticipated adverse impact of welfare reform and universal credit, the primary focus of CLD as early intervention will be on families experiencing poverty who are at increased risk of moving into not coping. We will collaborate with wider partners to use CLD approaches to help families to cope, prevent adverse childhood experiences and build their resilience. We will also support families who are accessing statutory services to progress onto CLD when they are ready.

Transportation is identified as a key issue by Glaswegians. While transportation is important and addressed through other city planning, CLD will not focus on these. However, we will work across partners and with communities to support accessible learning. We will collaborate to expand our blended learning offers and to support access to digital

devices, connectivity, and skill development. We will support communities to influence decision making of venues and services through People Make Glasgow Campaign and work with Area Partnerships and Locality Planning partners to ensure provision is more accessible.

Childcare is an important and resource-intensive issue for parents in the city and Community Planning partners are working together to look at solutions for this. Rather than focus on childcare specifically, CLD partners will focus more on developing more opportunities for families to play, learn and volunteer together.

In the CLD Plan 2021-24, we prioritised engagement and learning of the long-term unemployed which remains a significant issue in the city. However, since the pandemic and its impact on opportunities for young people and unemployment in the city, we changed immediate focus to these. While long-term unemployment continues to be a challenge for the city, which made it more difficult for young people to get and sustain work and has also resulted in job loss detrimentally impacting individuals and families and

increased poverty in the city. Therefore, in this Plan, we focus on youth employability and on those who lost their jobs or are at risk of losing their jobs.

CLD will work with Area Partnerships and Locality Planning partners to ensure resources are directed at geographic areas identified as having the most need. This means that other areas of the city may not be prioritised. CLD will place more emphasis on addressing loneliness, isolation, and mental wellbeing, directed at areas experiencing poverty and health-related inequalities. More work will be done with communities to support them to address loneliness and isolation rather than allocating direct delivery provision.

Over the next 3 years, CLD will focus resources on reducing health and poverty-related inequalities on those who are marginalised e.g., individuals within the criminal justice system. As such, we will ensure a focus on those with protected characteristics who also experience these. Research tells us they are more at risk of experiencing these inequalities and therefore we feel those with protected characteristics will benefit from our approach.

The pandemic has deepened and widened the health and poverty-related inequalities in Glasgow and has disproportionately affected our city's vulnerable, isolated, and marginalised individuals, families, and groups. We will therefore retain the previous Plan's prioritisation on these areas as they pose even more challenges since the pandemic. However, given reducing resources such as funding, staffing and community venues, we recognise the need to be even more focussed to ensure CLD in Glasgow is directed at those most in need. This means prioritising our poorest and most unsupported areas.

Glasgow Disability Alliance - Employability advice and information sessions participant:

"It has made me more attractive to employers."

ESOL Beginner Learner at Glasgow Clyde College

"With my children I speak more English as well as with their friends and mums. I take the children to school every morning then I sometimes speak 3 or 5 minutes to a grandmother."

5. The Glasgow Strategic Planning Structure

The Glasgow strategic partners embed the principles, practice and impacts of CLD in the city to almost all the Glasgow city strategic and operational lead officer groups. Many partners report CLD performance information to the other city service plans for health and wellbeing, children, young people and families, community capacity building and adult learning.

The city strategic partners have committed to reducing the number of strategic planning and related groups in an effort to streamline planning and reporting processes. The GCLDSP plan to use existing structures in the city to reduce the requirement for CLD partners to report to more than one source and thus increasing their capacity to provide CLD services.

The GCLDSP have a broad understanding of the interconnectedness between CLD and other strategic planning groups, their purpose, function, and membership. Strategic groups are linked to thematic drivers for CLD of Adult Learning, Youth Work, Employability, Community Development and Capacity Building, Children and Families and Health and Wellbeing.

Governance arrangements of the CLD strategic partnership can be found in the Structure and Governance Section of this plan, which will be updated by the GCLDSP over the duration of the plan to ensure it is fit-for-purpose.



6. Shared CLD Strategic Partnership Priorities

The priorities for the delivery of CLD throughout the life span of the CLD plan (2024-27) include, but are not limited to the following guidelines:

- Priorities set out in **Local Outcomes Improvement Plans (LOIPs)** and other national policies, whilst taking account of an evidence base most relevant to CLD provision.
- Collaborating with partners in **community planning partnerships, additional voluntary and third sector organisations, schools, colleges, and other partners across the local authority area, to ensure services are adequate and efficient.**
- Identifying priority groups and target **the most vulnerable and marginalised learners in community, school, and college settings to remove barriers** and engage with CLD services that are **accessible, safe, and inclusive.**
- Protecting and improving **health and wellbeing outcomes for young people, adults, and families.**
- Creating additional opportunities as well as increasing public awareness and support for **learning, employability and creating local wealth.**
- Recognising and taking appropriate action to support those most disproportionately affected by **digital poverty** ensuring they have the necessary tools, skills, and support to access digital learning and services.
- A commitment to incorporate the **UNCRC** into decision making and policy across CLD services.
- Taking account of the need for **community-based adult learning, family learning, youth work and English for Speakers of Other Languages (ESOL) learning** and embedding in provision across the local authority area.
- **Recognising and supporting volunteering** as a pathway towards skills development, upskilling, improved wellbeing, and people supporting their communities.



During the last three years much was accomplished to strengthen visibility, governance, and leadership of CLD. However, we continue to recognise the need to embed CLD in wider strategic and local planning in the city. The pandemic both deepened and widened inequalities in the city, it is even more important to work together to plan and deliver CLD that will support individuals, families, and the communities to recover from its immediate and long-term impacts. More focus will be placed on ensuring that CLD is embedded in local planning arrangements to improve pathways, ensure connectivity with wider services, and strengthen community resilience.

GCLDSP through its wide-reaching, cross-sectoral partnership will continue to ensure that the value and benefits of CLD are raised within their organisations and sectors. The Glasgow Council for the Voluntary

Sector (GCVS), for example, plays a pivotal role in building capacity, raising awareness, and ensuring a strong commitment to CLD across third sector organisations. GCLDSP recognises the significant role of the voluntary sector in the development of CLD and participatory democracy approaches. This Plan will connect with the work of the third sector strand of the Social Renewal Taskforce which aims to strengthen relationships between the third and public sectors. The GCLDSP has a role to play in promoting and amplifying the voice of the third sector and supporting its involvement in initiatives like People Make Glasgow Communities (PMGC). Likewise, the voluntary sector has a role to play in ensuring CLD principles are embedded across the sector.

We will build on our work to embed CLD in local planning, for example through the work of area adult learning groups

and contributions to Area Partnerships. Collaboration between CLD providers and other services is strong and productive and this is evidenced through family engagement with schools; the ESOL Business Case and referrals from employability and financial inclusion services as well as references to CLD in the Family Support Strategy and the Integrated Children's Services Plan.

Given the scale and complexity of need in the city and the range of providers, it is crucial but challenging to get a coherent picture of the reach and impact of CLD. During the last three years CLD partners have improved collective reporting and we will continue to work with partners in the city and in other authorities, regionally and nationally to share best practice, develop staff and co-produce learning content. This will lead to an increasingly robust, cohesive, and evidenced based approach to demonstrating



the impact and quality of CLD in the city. GCC has replaced the Integrated Grant Fund with the new Community Grant Fund which also provides an opportunity to collaborate with new partners to better demonstrate the scale, reach and quality of CLD.

To maximise the benefits of CLD provision, we will work more visibly with local and national partners across a breadth of strategic areas to ensure a more joined up and coherent approach to improve outcomes for communities. Specifically in relation to community development: Scottish Government's Scotland's Social Enterprise Strategy 2016-2026 and Social Enterprise Strategy for Glasgow 2018-2028.

The Glasgow Community Plan 2024-34 aims to reduce family poverty and inequalities, serving as the Local Outcomes Improvement Plan (LOIP) required by the Community Empowerment (Scotland) Act. The plan aligns with national outcomes, particularly focusing on poverty alleviation through equitable sharing of opportunities, wealth, and power. Key strategies include people-centred and place-based approaches. The people-centred strategy, exemplified by the Child Poverty Pathfinder, targets families with children under five for early intervention, aiming to prevent deeper poverty impacts. The "No Wrong Door" model ensures seamless, holistic support across services.

The place-based approach builds on the previous Thriving Places model,

targeting neighbourhoods with significant child poverty and public health challenges. It emphasised community-building activities, training, and local collaboration. A Citywide Action Plan (CAP) and local action plans for 23 Area Partnerships will detail specific measures to address family poverty. Key enablers include public service reforms, the Glasgow City Food Plan, transport strategies, childcare, housing improvements, and a public health-focused approach to service delivery.

Governance involves multiple groups, including a Strategic Partnership and an Executive Board, to oversee implementation and progress. The plan stresses continuous community engagement and consultation to ensure alignment with the needs of Glasgow's most vulnerable populations.

CLD, through its range of accessible lifelong and life-wide learning opportunities, develops skills for work including communication, language, literacy, numeracy and digital.

Employability

We will continue to contribute to the city's economic recovery by developing confidence and skills with a focus on those who face additional barriers, working families in poverty, young people and the unemployed.

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. The 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.

City of Glasgow College, Digital Skills course participant

"I have learned to use a phone, I am 52 and have always been afraid of technology, I can call my son now and access learning, it changed my life."

Digital Inclusion

Although there has been considerable progress made, digital inclusion remains a major priority for the city. The Glasgow Household Survey revealed that 7% of respondent do not have access to the internet. The impacts of digital exclusion are summarised by the Good Things Foundation as follows:

While statistics show that more people are now using the internet, there continues to be a significant trend of low confidence and trust in using digital services such as online banking, retail, and online public services. There are growing concerns for many people including inequality, privacy, fraud, cyber security, online hate, misinformation, and cyber bullying.



Although the majority of Glaswegians report being online, low digital engagement remains a problem, particularly for the over seventies and benefits claimants. Glasgow Life and partners have made great progress and now offer a free flexibly delivered pathway from essential digital skills to skills for employability and advanced coding. Connecting Scotland has distributed over 4,000 devices to the city's most vulnerable citizens. Widening digital participation continues to be a priority. We will build on the Digital Glasgow Strategy to ensure all citizens have access and skills to engage with economic, social, and civic life.

58% of adult learners responding for this strategic plan indicated that they would like to develop their digital skills, CBAL providers will address this by integrating digital skills across programmes, referring adults onto digital courses, and engaging with digital access schemes to link learners to devices and data. Most learners reported that their programmes were at the right pace and level, and they were developing skills and achieving their goals. We will focus on maintaining this standard. We will also act on the survey feedback by adult learners who want to see different or more programmes in their areas.

Capacity Building and Community Empowerment

We will 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. Partners that deliver capacity building support to groups and organisations will improve the coordination and visibility of the whole offer across Glasgow. Capacity building will have a role to play within key national and local drivers, especially in the most deprived communities with community empowerment, participatory budgeting and the PMGC, the programme to encourage community engagement with local spaces.

The Community Empowerment Act is a key driver for service reform. It is about changing the relationship between public bodies and communities, transforming the ways public services are delivered. CLD has a crucial role in enabling communities to realise these changes. Although a broad range of community

empowerment takes place in Glasgow, there is scope for CLD to facilitate a more coordinated approach. For example, CLD should play a role in the city's aims to develop Community Hubs to join up services and venues. The Act includes a right for community bodies to make requests for asset transfer.

Glasgow has its own initiative, PMGC, to encourage people to take an active role in the use of community assets.

We will encourage people to use skills and experiences to help their communities thrive and will work with increased numbers of local people and community groups to empower them to shape CLD provision and other

local services. We will also collaborate with communities on the themes of inequalities, mental health, loneliness, and isolation to identify ways to address these. We will support integration and inclusion for marginalised groups.

We will develop young people's confidence and leadership and increase opportunities for them to find and use their voice, shape provision and volunteer in their schools and in their communities. We will continue to work with the Glasgow Youth Council, Scottish Youth Parliament and partners working with young people to grow and widen youth voice, representation, activism, and leadership.

The GCLDSP will refresh community engagement practices and processes and strengthen participant voice. There are opportunities around integration of ESOL learners, youth voice and activism where we need a better understanding of the needs of the most deprived communities and how communities can be supported to address these.

ESOL Learner, Queens Cross Housing Association :

"I am using my improved English to attend other classes like computing."



The value of volunteering to the city is recognised for fostering local and city pride, its contributions to wellbeing as well as to services like CLD and the city's economy.

Volunteering

Volunteering can make us feel more worthwhile, valued, and makes best use of our talents. We will create more opportunities for people to volunteer and will collaborate with people to address barriers to ensure more inclusive volunteering, to ensure that Glasgow's volunteers represent the diversity in the city. We will also promote volunteering as a progression route from CLD provision.

The city's Volunteering Strategy which takes account of the Scottish Government's plan for delivering the National Volunteering Outcomes Framework. This offers direction for our CLD action plan focussing on:

- facilitating positive experiences for the people who are volunteering to be involved in the groups, networks, organisations, initiatives, and developments that they support.

- involving people effectively in positive volunteering opportunities to help deliver activities and services, taking advantage of Volunteer Glasgow (VG) services to find volunteers.
- ensuring access to a range of volunteering opportunities via VG for development and wellbeing and for social connections, resilience, and social and economic capital
- supporting volunteers to access digital and develop their skills to use it.

Volunteers are essential to fulfilling the vision for this Plan. They make a significant contribution to the economy, supporting the delivery of health, housing, social care, sport and culture and CLD. People feel better and more positive because of volunteering. It enhances the quality and reach of CLD. We are committed to grow volunteering to support our programmes while improving outcomes for volunteers.

Volunteer:

"Volunteering has taught me that even small actions can create big change. The connections I've made and the lives I've touched have enriched my life in ways I couldn't have imagined."



Equalities

It remains vital that partners work together to close the poverty-related attainment gap, reduce health and poverty inequalities, and address other forms of marginalisation. These are the things that make Glasgow less fair and less equal for its citizens. CLD will continue to work to remove the barriers that learners face and to target resources to the communities where they are most needed.

We aim to improve chances for children and families experiencing poverty and boost attainment. We will develop the skills of some of the city's most disadvantaged citizens to support them to manage their money and cope with the impact of welfare reform. We will work with Health Improvement Partnerships to expand our health service for young people. We will work with communities to address the impacts of inequalities

and develop the confidence, skills, and aspirations of those facing hardships to enable them to gain and sustain meaningful work. We will work with groups to foster more inclusive, understanding, and fairer communities while addressing barriers to access and participation faced by marginalised and under-represented groups. We will work with communities to develop their kindness and support for the vulnerable and isolated. Much of our CLD provision will contribute to the city's ambition to be fairer and more equal through targeted programmes shaped by city data, learner feedback and alignment to the city's priorities. This includes information from the Glasgow ESOL Register and ALN Hotspot analysis.

Participation in programmes will continue to develop key life and employability skills and improve learner wellbeing, contributing

to measures to tackle inequalities. Key learning outcomes include building improved language and literacy skills, better parenting, increased achievement and better mental health and resilience through individual and group support and social connections.

Consultation with key stakeholders confirmed that there is still a need to focus on ESOL learners and this priority will remain. We will deliver the ESOL Business Case which was put to Glasgow City Council's (GCC) Chief Executive in 2020. The business case brings all relevant partners together and focuses resources to ensure that ESOL learners get access to the right support. It is likely that demand will continue to exceed provision. However, improved partnership working and increased resource from GCC is increasing the offer. Even

with the combined resource in the city, it will be difficult to meet the increasing demand for ESOL, but we will continue to work together to improve marketing, referrals, and placements. We will also work together to seek additional resources to meet demand and to develop innovative approaches to the delivery of ESOL. We will co-produce new learning models, supporting volunteers to deliver self-directed learning using digital to enable learners on waiting lists to start English programmes earlier. We will blend digital delivery into ESOL provision to support learners to 'top up' their learning in a self-directed way.

While literacies work continues to be a core element of CLD, consultations with learners have highlighted the need for more digital learning. This has been at the forefront during the pandemic when so many people became isolated or were required to access online services. In response, CBAL and digital learning teams will collaborate to increase the digital skills offer. To support literacies, we will have a blended offer of learning, allowing learners to be online or face-to-face. We recognise the importance of targeting resources where they are most needed to close the attainment gap and to improve literacy levels in the city's hotspots, which are strongly linked to deprivation.

This Plan commits to a more focussed approach to making a difference in these areas where children, young people and adults are more disadvantaged and who are likely to have less prospects because of their reading, writing and number skills. This will entail dialogue with these communities to raise awareness of the impacts of lower literacy levels and to encourage new learners to overcome stigmas and take up opportunities to improve their basic skills. Another key approach will be to integrate literacies into other learning, for example, health topics. In this way,

GL and HSCP - Care Experienced Project Evaluation Stated (FAB):

"It changed my social life that I became more social and have more friends."



Mental and Physical Health and Wellbeing

CBAL planning and delivery will build on effective practices and learner feedback to develop innovative approaches including a greater focus on mental health and digital inclusion. The youth work sector will continue to work with colleagues in the Health Improvement Team to offer training and support in responding to mental wellbeing such as: first aid in mental health, mental health in the workplace, suicide, and self-harm awareness. Youth workers will participate in a range of Continuous Professional Development (CPD) opportunities that will equip them with the skills and confidence to respond to the challenging nature of youth work, including digital engagement and mental health.

This Plan will focus on opportunities which are known to boost mental wellbeing. We will support the expansion of Youth Health Services at nine sites across the city, providing young people with holistic services that respond to their mental health needs particularly considering the pandemic. Youth work will continue to play a vital role within education, to close the attainment gap and build skills for work. Youth workers aligned to secondary schools will continue to enhance the curriculum and offer programmes that focus on re-engaging school non-attenders and mental health.

Partners will support young people through detached youth work, youth clubs and programmes in schools. These approaches, including Duke of Edinburgh, will enable us to maintain engagement

with young people face-to-face in their own spaces and outdoors. We will work with Community Justice Partners and provide diversionary activities to ensure young people who display challenging behaviours, including offending, are given support to enable them to remain in communities, change their behaviour and make positive choices.

This Plan places a greater focus on improving wellbeing through high quality CLD in response to the cost-of-living raises having adverse impacts on the mental health and toxic stress faced by some in the city. CLD needs to be responsive to the higher levels of mental health issues because of lockdown including financial insecurity, school disruption, bereavement, isolation, and lack of access to face-to-face services, culture, and leisure.

A team of six Family Learning Officers and a Learning Services Coordinator are employed by Glasgow Life and based with Glasgow City Council (GCC) Education Services.

Family Learning

The team is a key strand in Glasgow's Improvement Challenge, working closely with a Quality Improvement Officer to help close the poverty related attainment gap by building school and nursery staff capacity to develop and deliver a sustainable family learning offer in their establishments. The strategic partnership approach between GCC, Education Services and Glasgow Life to family learning ensures that the combined skills and experience within education and CLD work together effectively to improve outcomes for families.

The objectives and outcomes of the Family Learning strategic partnership, align to and report to key priorities of the Glasgow Community Plan. The Glasgow Community Plan acts as the Local Outcomes Improvement Plan as required by the Community Empowerment (Scotland) Act. In particular outcome priorities for Family Poverty, reducing poverty and inequalities in communities and early intervention with families with a pre-5 child. Working across early years and primary schools the team offer resources, training and coaching activities that enable establishments to develop effective parental engagement strategies, improve the range and quality of their family learning programmes, increase parental learning and volunteering opportunities, and develop strong partnerships that support quality and sustainability.



The inclusive nature of the approaches, particularly in introducing community languages and addressing ASN has been done in partnership with specialist workers to ensure that barriers to engagement are addressed. The ESOL Family Play programme noted above was designed in response to need in one primary school. This successful pilot has led to a wider roll out in partnership with the education services EAL team.

Termly Family Learning Action Groups (FLAG) support citywide early years and school staff to share practice with their peers and learn new skills which enhance family learning in their setting. These meetings link school staff with their community partners.

Parent, Machrie Nursery:

I wanted to learn the best ways to support my child early in his learning, so he doesn't have the same learning difficulties I had as a child. The activities have made my child more confident in his learning and is now eager to learn and develop more.

Family Learning Officers work closely with staff in identified establishments to embed the principles and practises of family learning as a whole school approach. This includes staff coaching, help with consulting and engaging parents, delivery of high-quality family learning activity, and monitoring and evaluation. The aim is to enable school staff to use the family learning team toolkit to develop an action plan and calendar which is evaluated against QI 2.5 Family Learning from the How Good is our School Quality Framework (HGIOS 4).

The strong partnership between Glasgow Life and Education Services has increased the range and quality of family learning programmes across the city which are impacting positively on the most disadvantaged families. The CLD approach, which is now embedded in school and early years practise is valued highly and leading to delivery of consistently high-quality family learning programmes.

7. The Glasgow CLD Governance Structure

Leadership and Governance

The Glasgow Community Learning and Development Strategic Partnership (GCLDSP) has a strong leadership and governance structure in place, with quarterly meetings and a sub-group structure mirroring the previous key Glasgow Community Plan priorities of Resilient Communities, Inclusive Recovery and Growth and Fairer More Equal, with regular partner updates towards the overarching priorities of Strengthening and Embedding CLD in the city and Continuous Development and Improvement of the CLD Offer. The GCLDSP will continue to report their data and performance information into the revised Glasgow Community Plan acting as the Local Implementation Plan (LOIP) 2024-34, with particular emphasis on the impacts of CLD on Family Poverty and Early Intervention with families with children aged 0-5 years.

The GCLDSP Terms of Reference, details the inclusive membership of CLD partners, providing purpose, partner accountability and sets out the governance arrangements.

The GCLDSP reporting & governance structure, shows a robust and efficient reporting system for the Glasgow CLD partners. Demonstrating a constant process for self-evaluation against the key priorities and actions.

The CLDSP commit to at least 1 Self-evaluation session per calendar year, in 2023/24 there have been two self-evaluation workshops analysing the governance, reporting and impacts on the key strategic priorities for the GCLDSP. The summary reports give a clear indication from partners of strengths and areas for development.

The partners have demonstrated a strong commitment and collective partnership to ensuring that CLD is impacting on most of the objectives for these key strategic priorities for 2021-24. The GCLD Strategic Plan priorities are Reducing Health and Poverty Related Inequalities, Digital Inclusion, Family Poverty & Family Learning, Closing the Poverty Related Attainment Gap, Reducing Social Isolation and Loneliness and Mental Health. Progress reported to the Community Planning Partnership Executive Group and annually through the Wellbeing, Equalities, Communities, Culture and Engagement Policy Committee.



The Reporting Structure

The GCLDSP partners embed the principles, practice and impacts of CLD in the city to almost all the Glasgow city strategic and operational lead officer groups. Many partners reporting CLD performance information to the other city service plans for health and wellbeing, children, young people and families, community capacity building and adult learning.

The breadth and depth of strategic and operational groups which the CLD partners report into forms part of the annual reporting from partners. It shows strong representation in the regional and national CLD planning and development groups. At a city level representation and reporting is strong in Adult Learning, Children and Families, Community Capacity Building, Employability and Further Education.

There are strengths in CLD partner reporting of CLD activity into the Glasgow City Plan, the Glasgow Integrated Childrens Service Plan, the Glasgow Capacity Building Operations Group, the Adult Learning Partnership, the Glasgow Improvement Challenge, and the Glasgow Child Poverty Action Group reporting information against those objectives.

The Glasgow Life (GL) Business Plan and Communities & Libraries Service Plan have embedding CLD practice as an integral part of Glasgow Life strategic planning and reporting to the GL Board and to GCC committees.



Mapping of provision has greatly improved, using the CLD Dashboard, ensuring range and scale of provision can be monitored and reported to the Local Area Partnerships, Elected Members and to inform the public about CLD provision. It also informs further partnership working, identifies gaps in provision and avoids duplication. The Glasgow Life Community Development Team alongside Business Support have developed the CLD Dashboard which will now be part of the wider GCC Dashboard. The CLD Dashboard provides inclusive

mapping and information of CLD groups, organisations and CLD practice across the city for statutory, voluntary sector and community-based groups and organisations.

GCLDSP partners will report performance data and evaluation information on a bi-annual basis. The reporting will be thematic against Adult Learning, Community Engagement & Development (Community Capacity Building), Children and Family Learning, Employability Health & Wellbeing and Youth Services. Data will allow groups and

organisations easier reporting on existing thematic services electronically. The reporting will allow the GCLDSP to plot trends over time and act where CLD provision is requiring further development. The streamlined structure minimises the need for further sub-groups, increasing the capacity of partners time and double reporting, it will broaden the scale of reporting and uses the existing City planning and reporting structures to feed data and performance information directly into the GCLDSP.

8. The Glasgow CLD Strategic Partnership Action Plan

Most GCLDSP partners provide a range of quantitative and qualitative information to inform performance and impacts of CLD against the CLD Action Plan Objectives. Performance and impact of CLD updates are reported to the GCLDSP and compiled for the annual and bi-annual reports. The leadership and governance structures, review of the key priorities and objectives are also assessed with partners through an annual self-evaluation exercise.

The data and performance information from the GCLDSP have reported to the Glasgow City Plan and Local Implementation Plan (LOIP) outcomes until 2024. The re-written 2024 Glasgow City Plan acting as the LOIP, details the GCLDSP as a key part of the strategic planning, reporting to the new city plan and will continue to have CLD at the heart of the strategic reporting for the city.

GCLDSP regularly updates to the elected members, GCC committees providing indications of the impact, development, and growth of the CLD offer and raising awareness of the impacts CLD is making to the city.

The evaluation information from partners and learners to the annual report is compiled and analysed against the key priorities and actions set out in the GCLD Strategic Plan 2024-27 (see Appendix 2) and the GCLD Thematic Action Plan 2024-27 (see Appendix 2). The Smart Survey information provided by CLD partners outline the CLD work against the key areas of focus and the impacts they are demonstrating with learners and community groups and organisations in the city, including qualitative and quantitative information on the impacts of CLD, with impact statements, case studies and learner figures.

The strengths of the action planning process and the improvements identified by Education Scotland and CLD partners until 2024 in reporting against the plan are reflected in the revised CLD Action Plans for 2024 to 2027.



9. Workforce Development & Practitioner Upskilling

Staff and Volunteer Training & Development in Glasgow's CLD Sector

The development of a skilled, digitally agile, and confident workforce is essential in enhancing the quality of community learning and development (CLD) opportunities in Glasgow. Various organizations within the CLD sector have implemented comprehensive training and development programs for their staff and volunteers, resulting in improved service delivery and better outcomes for learners across all CLD strands: Community Based Adult Learning, Digital Inclusion and Participation, Working with Young People, Community Development, and Children and Families.

How Good Is Our CLD Quality Indicators covered are Leadership and Direction: 6.1 Raising standards, Analysis and the use of data and other information: 2.3 Improving life chances – Skills for learning, life, and work. Workforce Development and Practitioner Upskilling helps achieve the city cross cutting CLD priority for Continuous Development and Improvement of the CLD Offer.

The Partnership supports the CLD workforce and Volunteers across all practice disciplines, to benefit from membership of the CLD Standards Council at registered or Associate status and to comply with the National Occupational Standards in place for the CLD sector.

The CLD Standards Council Competence Framework brings together the knowledge, skills and personal characteristics that make up competence in CLD practice. The Framework is used by practitioners, training providers and employers to reflect on, develop and strengthen practice.

Volunteer:

"Volunteering in the community has been a transformative experience. Seeing the direct impact of my efforts on people's lives has given me a sense of purpose I've never felt before."



Providers of CLD in Glasgow offer, support and promote a wide range of development and upskilling opportunities for their staff and volunteers in Glasgow, including: Knowledge and understanding: Training, theory and practice provide the basis of acquiring new knowledge and growing understanding; Personal development in the form of focus, self-management, effective communication and presentation, responsibility and accountability, the ability to influence and to deal with complexity, change and diversity and self-development of practitioners in a range of relationships and partnerships.

Continuous training equips staff with the latest practices, enhancing support for and the quality of CLD offered to learners. Training and upskilling topics will ensure the future competencies of delivery staff and of volunteers, including:

- **ESOL** – Delivered 'Introduction to Teaching ESOL' qualifications, CPD sessions on ESOL levels training in 'Teaching ESOL Literacies to Adults,' and on verification processes.
- **Digital** – Staff and Volunteers increase their digital competence to adapt to online learning and engagement and digital resource utilisation.
- **Capacity Building** – community engagement support to volunteers contributes to building a stronger sense of community. Training and bespoke support enhances confidence and transparency, performance evaluation, building confidence in learning delivery.
- **Safeguarding: Children and Vulnerable Adults** – training for staff and volunteers, including child and vulnerable adult protection.
- **Equalities Training** – training on human rights, trauma-informed practices and inclusion models and practices.
- **Health & Wellbeing** – Staff and volunteer training led to improved, confidence, and wellbeing. Impact for learners includes increased confidence, new skills, improved mental health. First Aid and Trauma-informed Practice training. Training opportunities to aid in service delivery and personal development, and mental health awareness supporting staff development.
- **Celebrating Success** – Annual and regular learner celebrations highlight the impact of learning and development on staff and volunteers.
- **Family Learning** – Family Learning training sessions included 'Principles and Practices of Family Learning,' 'Planning

and Evaluating Family Learning,' and 'Families in Partnership.' Family learning principles, parental engagement, and trauma-informed practice.

- **Youth Work** – Develop training opportunities in line with national guidance and youth service needs. staff enhance practice within the national youth development framework and adapt to digital learning challenges.

In conclusion the diverse training and development initiatives across the Glasgow's CLD sector significantly enhance the skills, confidence, and effectiveness of staff and volunteers. These efforts lead to improved service delivery, better learner outcomes, and stronger community engagement. The Partnership aims to build on the quality and range of the current offer, plan, develop and share joint training and upskilling opportunities, record and celebrate Volunteers and the CLD Workforce. Future opportunities include strengthening the progression to further learning or employment across the CLD sector.

ESOL Learner, Queens Cross Housing Association:

"My English is better now in the pharmacy/shops. Little by little I get better."

10. Appendices

1. Integrated Equality Impact Assessment (EQIA)
2. GCLDSP Strategic Action Plan 2024-27
3. CLD Thematic Action Plan 2024-27
4. GCLDSP Terms of Reference & meeting schedule
5. Consultation outcome report for the Strategic Plan 2024
6. Self-Evaluations Outcomes of the GCLDSP
7. Scottish Government Guidance on CLD Strategic Plans

**PEOPLE
MAKE
GLASGOW**