



Glasgow City Council

Wellbeing, Empowerment, Community and Citizen Engagement
City Policy Committee

Report by Jill Miller, Director of Cultural Services, Glasgow Life

Contact: Jill Miller Ext: 78900

**Glasgow Community Learning and Development Strategic Partnership
CLD Monitoring Report April 2019 – March 2020
and Supplementary Reports to March 2021**

Purpose of Report:

To provide an update on the progress of Glasgow's Community Learning and Development (CLD) Plan 2018-2021. The plan was produced in September 2018 and this report covers the period April 2019 – March 2020. Supplementary reports are included as appendices to this report; Glasgow Community Learning and Development Strategic Partnership (GCLDSP) is the multi-agency group tasked with overseeing the planning and delivery of CLD in Glasgow. Glasgow Life (GL) is the lead agency for CLD, and this report is presented by Jill Miller as the Chairperson of the partnership.

Recommendations:

Note: Committee members are asked to note this report

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes No consulted: Yes No

PLEASE NOTE THE FOLLOWING:

Any Ordnance Survey mapping included within this Report is provided by Glasgow City Council under licence from the Ordnance Survey in order to fulfil its public function to make available Council-held public domain information. Persons viewing this mapping should contact Ordnance Survey Copyright for advice where they wish to licence Ordnance Survey mapping/map data for their own use. The OS web site can be found at <<http://www.ordnancesurvey.co.uk>> "

If accessing this Report via the Internet, please note that any mapping is for illustrative purposes only and is not true to any marked scale

OFFICIAL

1.1 Introduction

This report provides an update on the progress of the Glasgow's Community Learning and Development (CLD) Plan 2018-2021¹. The plan was produced in September 2018 and this report covers the period April 2019 – March 2020. The plan is rooted in the identified needs of the citizens of Glasgow and aligned to the city's priorities of **Economic Growth, Resilient Communities** and a **Fairer and More Equal Glasgow**. Each of these shared city priorities has three strategic CLD commitments.

1.2 Context

The Glasgow CLD Strategic Partnership (GCLDSP) is charged with the leadership of CLD. The partnership benefits from cross-sector membership including Glasgow City Council (GCC) and Family, the Voluntary Sector, Education, Health and Colleges. Chaired by Glasgow Life (GL), it is the Partnership's responsibility to ensure that statutory requirements are met and the CLD Plan is effectively delivered. CLD is broad and includes a wide range of free learning and activities offered in communities across the city to develop the skills, confidence and aspirations of children, young people, adults and families. The city's CLD offer includes family learning, youth work, literacies, digital and English for Speakers of Other Languages (ESOL). CLD also contributes to developing well supported volunteers and communities.

2.1 Economic Growth

2.1.1 Introduction

CLD makes a significant contribution to the economic growth of the city providing opportunities for both young people and adults to develop their skills for the future. The implementation of the CLD plan is providing evidence that learners are improving their economic opportunities through CLD.

2.1.2 Targeting Lifelong Learning to develop skills for Inclusive Growth

This can be seen in volunteers and adult learners gaining employment, parents taking up college places and specialised skills developed through digital engagement. The digital priorities within the CLD plan are aligned to the city's digital strategy and report to the Digital Glasgow Board. Supporting people to develop their digital skills and enhance opportunities for all is at the heart of this and is contributing to the economic growth of the city. A wide range of courses are on offer from absolute beginner to Glasgow Code Learning which trains people for careers in the digital sector. The European Computer Driving License (ECDL) and PC Passport are also on offer up to certification level which is critical for job qualifications.

Partners delivered more than **380 programmes**, with over **21,000 attendances**. Examples of activities, which are contributing to the city's economic agenda, include basic digital skills for life, youth clubs, literacy classes and ESOL classes. Glasgow Science Centre ran ESOL workshops for seven community groups that allowed participants to interact with exhibits. Feedback and evaluation of these programmes is showing that learners are gaining new skills and becoming more confident to seek work and further education. For example, over half of Glasgow Code Learning's participants were unemployed on enrolment with the programme. Since the

¹ <https://www.glasgowcpp.org.uk/CHttpHandler.ashx?id=42691&p=0>

OFFICIAL

programme rolled out in October 2018, 75% of completers reported positive outcomes with 20% progressing into employment.

2.1.3 Developing the skills of Glasgow's young people to enhance employability, raise aspirations and support them into employment

CLD partners are playing a significant part in raising attainment and providing opportunities for young people to thrive. The partnership with GCC Education is crucial to this and it is recognised that wider achievement occurs in the community as well as school. The Duke of Edinburgh programme alongside the Kelvin College Community Achievement Award have been increasing the number of young people developing new skills and confidence through voluntary activities.

Partners reported over **10,000 attendances** at employability activities, including volunteering, work placements, and programmes like "Powering the Future" at Glasgow Science Centre. The NHS Health Improvement Network supported 20 young people to become Youth Health Champions, delivering health improvement campaigns to 143 peers. Skills Development Scotland reported **2,940** Glaswegians began a **Modern Apprenticeship** and that a further 265 S4 and S5 pupils began Foundation Apprenticeships. Partners had **1,554 attendances at CoderDojo coding clubs** with GL delivering 76 hours of Lego-based STEM and coding sessions.

2.1.4 Developing the skills and empowering people who are long-term unemployed or in receipt of benefits

A number of CLD partners are engaged in supporting people who are experiencing long-term unemployment. This includes, Colleges, Workers' Educational Association, Housing Associations and Skills Development Scotland. The plan also promotes closer collaboration between the justice services and community-based partners, recognising that long-term unemployment can overlap with other issues. Employability outcomes can take many forms, from specific programmes aimed at young people through Skills Development Scotland, to core skills for adult learners or volunteering programmes that facilitate learners to move on to work and college.

Skills Development Scotland engaged with **6,418 post-school clients** to provide career advice and information. Through the Employability Fund they have also supported **1,316 young people to gain work experience** and training with local businesses. GL supported **3,731** clients to apply for their **Universal Credit claims** online. The UC Support Team also referred clients to a range of partner learning and support, including 244 referrals for intensive employability support, 230 referrals for basic digital skills courses and 307 signed up for library membership. GL's Family Learning Team, funded by GCC Education, are deployed within primary schools across the city. The team supported a group of parent volunteers from Saint Roch's Primary and Deaf School to open a weekly 'free shop' for clothes and toys. Five parents involved in this work have gained a Level 6 Community Achievement Award, with one parent receiving a Level 7 (equivalent to NC at college), and another going on to receive an A in HND in Working with Communities.

2.2 Resilient Communities

2.2.1 Introduction

OFFICIAL

CLD is instrumental in improving opportunities for Glasgow's citizens: equipping communities with confidence to envision the future, confront challenges and take responsibility to build sustainable solutions for current and future generations. It has been a positive 12 months, with the profile of CLD increasing amongst key stakeholders and a growth in collaborative working. For example, Community Justice and Volunteer Glasgow worked together to improve volunteer opportunities in the city. Challenges remain for the sector in gathering data on volunteering and demonstrating its true value. It is likely that volunteering and community activism are under-reported.

2.2.2 Growing and developing new and existing community groups

Glasgow's CLD plan has community empowerment at the heart of its approach and all partners and stakeholders are asked to commit to empowering people. This is delivered through the Learner Promise and the standards for Community Engagement, as well as the Community Empowerment Act. Partners are providing evidence of supporting community organisations to form, grow and develop.

Community development activity can range from supporting volunteers to improve the running of their clubs, to supporting members of the community to take on the management and running of a community facility. Glasgow Sport supported three additional Community Sport Hubs (CSHs) raising the number to 19 with 10,361 CSH members supported weekly by **1,068 coaches**. The hubs deliver projects aligned to; Inclusion, Health and Wellbeing, Communities, Capacity Building and Skills Development. The programme enabled people to build confidence and skills to shape provision and enabled hubs to become more inclusive. Following the successful pilot workshop 'Elevate Your Club' in 2016 further sessions were delivered in partnership with Elektrik Marketing, Jobs and Business Glasgow with support from Hub Officers. These sessions provided CPD to staff and **52 volunteers from 33 clubs**.

The Third Sector Capacity Building Group collaborates under the banner Glasgow Makes Connections to deliver a programme of support for community groups and organisations. GCVS coordinates the promotion and implementation of this programme. The Capacity Building Programme for 2019-20 provided a range of support, advice and training including, **349 governance and compliance sessions**; 73 funding and fundraising surgeries with over 100 training participants (and support included 21 reviews of funding applications) and 22 HR and Crisis sessions. In response to the changing funding landscape in Glasgow, specific sessions were delivered to **225 participants** for change management and alternative funding.

2.2.3 Engaging and building the capacity of individuals and communities to identify need, shape services, influence spend and build resilience

This priority focuses on the participation of individuals in decisions which affect them, ensuring that people can build the capacity needed to fully engage with services and influence them. This is particularly important for the most vulnerable in the city. Participatory budgeting is one example of how individuals can be supported to influence change. Both GCVS and GCC's Community Empowerment Team (CET) have been active in offering training and engagement programmes for individuals and organisations, seeking to build not just capacity but continuous improvement. These included CLD and dyslexia awareness, networking, evaluation and measuring impact. Community Engagement is a priority for the CET, and this is helping shape services.

OFFICIAL

2.2.4 Building skills and confidence and increasing volunteering

With anticipated reductions in funding due to decreasing public sector finances, coupled with increasing societal challenges, now more than ever our communities need to be supported and citizens empowered to help each other. Volunteering is crucial to the infrastructure of CLD. There is a huge range of opportunities from, tutoring, to being on the management committee of a charity or helping out with large scale events. It is important that there is a range of organisations who are ready and able to provide volunteers with a great experience, as well as the range of opportunities on offer. Volunteer Glasgow exceeded their target, of the number of opportunities advertised by 40% whilst the number of individuals supported to volunteer was more than double their original target of **2,196**.

2.3 Fairer More Equal

2.3.1 Introduction

Making Glasgow a fairer and more equal place to live is at the heart of Glasgow's priorities. Economic challenges have seen the poverty gap both deepen and widen for the city's most vulnerable who are often the hardest hit. CLD seeks to redress the balance, and this is evidenced through work with partners to deliver over **253 learning programmes to 8,256 learners**. The CLD Plan continues to focus on ESOL. Our colleges, working with community-based partners, ensure that there is a pathway for ESOL learners. However, analysis shows that we are not yet meeting overall demand for ESOL. Evidence shows that learning English is a priority for new Glaswegians and is crucial to their ability to integrate into their community and Scottish society. Adult learning to build literacy skills continues to be a focus. Analysis tells us where the need is greatest and these 'hotspots' are identified through a range of indicators including deprivation indices and school attainment levels. This allows partners to focus efforts where they are most needed. When adult learners are also parents, improving language and literacies benefits the whole family. Parents report better relationships with schools, more engagement with their child's learning and greater confidence in their parenting.

2.3.2 Working collaboratively to meet the demand for ESOL in the city

ESOL partners work together to coordinate and improve access to learning through the GCLDSP's Adult Learning Group and the ESOL Funding Partnership Group. The ESOL register, hosted by the Workers' Educational Association (WEA), holds a central database capturing demand for learning to ensure that learners no longer need to register on several waiting lists. ESOL classes are organised by level with adults undertaking an initial assessment at sessions carried out by Glasgow Clyde College EASE Project, City of Glasgow College (CGC) ESOL Network Project or GL.

Partners offer a range of ESOL classes and approaches to meet needs. It is important that everything from beginner classes to accredited college courses is available. Formal opportunities are complemented by more informal conversation classes, allowing learners to interact with each other in a more social setting. CGC ESOL Network Project provided **1,709 test and advice sessions** for ESOL learning in 2019/20, whilst GL provided almost **3,000 hours** of ESOL learning with more than **10,500 attendances**. The digital realm is becoming increasingly important for learners

OFFICIAL

with very limited English. CGC ESOL Network Project² received 2,400 hits against an expectation of 1,000. Glasgow ESOL Forum supported certification of learning by delivering four SQA ESOL classes with 60 learners on track to achieve the award. Glasgow Clyde College delivered a total of 48 ESOL Assessment sessions, via the EASE Project across the south of the city. **558 people were assessed.**

2.3.3 Working collaboratively to raise literacy levels in our city

Working together is key to the success of the delivery of a comprehensive adult learning and literacies offer. In Glasgow there is a broad range of providers including Colleges, WEA, Glasgow Science Centre and GL. The CLD plan aims to focus providers on the needs of learners and to improve collaborative working. Use of Hotspot data is intended to ensure that resources are concentrated where need is greatest. The coordination of the offer is strengthened through the city's Adult Learning Forum and its local sub-groups. These are now linking in with the newly formed local CLD strategy groups in the North West and South of the city.

Adult Learning in Glasgow is supporting many people to change and improve their lives. Due to stigma, it is often very difficult for someone to step forward and say that they need help with literacy or numeracy. There are many triggers which compel adults to come forward for help including: supporting their child's learning, getting work, keeping a job and understanding financial and health information. GL delivered 2,786 hours of adult learning in the reporting period, working with 292 learners. The CGC had **416 attendances** over six months for their City Campus and community-based classes. Glasgow Science Centre engaged with 46 organisations to support **2,700 learners** across capacity building and literacies. The workshops explore Science Technology Engineering and Maths (STEM) topics that are relevant to individuals and community capacity building. Partners can evidence progression routes for adult learners onto college placements and employment. The DIAL project delivers learning in six locations based on SIMD areas. The programme is increasing confidence and life skills and job prospects. The programme targets people who are marginalised due to disabilities and mental health issues, reaching **81 participants**.

2.3.4 Developing early intervention approaches to combat poverty, address inequalities and improve attainment and achievement.

Glasgow faces substantial challenges in relation to poverty and health inequalities. The CLD plan aims to help tackle these by ensuring that people can get the right support at the earliest opportunity.

There is a wide range of targeted early intervention programmes, mainly focussed on family learning. These include Pre-5 Play Programme by GL, which targets vulnerable families. Other programmes include storytelling, creative writing, literacies, youth work, homework clubs and STEM classes. The Family Learning Team (employed by GL, funded and deployed to GCC Education) are supporting Education staff to use CLD approaches to build their relationships with parents and increase their capacity and skills to offer learning programmes such as 'Early Words Together'. All targeted schools report increased participation and retention rates in family learning. This work helps to address the poverty related attainment gap. By engaging families earlier and empowering schools to build their relationships with parents, children will receive the

² <http://www.learnesolglasgow.com/>

OFFICIAL

support they need in school and at home giving them a better chance at success. The Pre-5 Play Programme encourages parents to engage with their children's learning in a fun way. This is contributing to parental confidence and the transition from nursery to school. GCVS Everyone's Children led a large-scale consultation with sector agencies to inform the Glasgow Children's Services Plan. In total, there were **1,325 responses**. Poverty and inequality were key issues highlighted.

3.1 Developing CLD partnership working in the local areas

The establishment of the CLD Coordinating Groups in the South and North West and the refocusing of the Senior Officers group in the North East is helping to embed the CLD Plan and priorities into local planning and networking structures. Already there is an increased awareness amongst partners as to how they are contributing to the delivery of the Plan through their work. There is good evidence amongst youth and adult learning partners to demonstrate that learner led approaches are in place. Feedback from a wide range of learners is demonstrating that their confidence and skills are improving, which is having a positive effect on personal, social and community and/or working life. The development of a Statement of Ambition for Adult Learning is setting clear outcomes and targets for adult learning.

4.1 Summary

This report demonstrates the wealth and breadth of CLD work that is making a difference to people's lives. There is evidence of impact across all three high level city priorities, which demonstrate that people are gaining qualifications and getting jobs; they are participating in their communities to shape services and families are more supported in the most deprived areas. Setting out how CLD providers reacted to this situation. Poverty and health inequalities remain a huge challenge in the city, but through continued collaborative working and community empowerment it is hoped that CLD can be at the heart of the change. This is crucial as reducing these inequalities is not possible without high quality, well-resourced and joined up CLD. It has been a challenging year for CLD and voluntary sector providers who have been particularly disaffected by funding uncertainties. As we go into the final months of this CLD Plan we must take account of the changing picture. In addition, the pandemic will have a significant impact on the delivery of future services. Some services may not continue in their current form, therefore new ways of working and new priorities are emerging. Community empowerment, learner-centred approaches and adapting to circumstances are all pillars of CLD going forward.

The following appendices provide additional information on responses to Covid, developing the new CLD Plan, an overview of CLD strands during reported period and Case Studies showcasing best practice.

APPENDICES:

- 1: [Supplementary Report – CLD Responses to COVID-19 - March 2021](#)**
- 2: [New CLD Plan 2021-2024](#)**
- 3: [Overview of CLD Strands](#)**
- 4: [Case Studies](#)**

2 Policy and Resource Implications

Resource Implications:

<i>Financial:</i>	N/A Within existing resources
<i>Legal:</i>	None
<i>Personnel:</i>	None
<i>Procurement:</i>	None

Council Strategic Plan: Specify which theme(s) and outcome(s) the proposal supports

Priority 29: Refresh and deliver Glasgow's Community Learning and Development Plan

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2017-21 Yes

What are the potential equality impacts as a result of this report? Positive Impact. The CLD Plan is delivered across three high level priorities of Inclusive Growth, Resilient Communities and a Fairer more Equal Glasgow. It aims to tackle health and poverty related inequality by offering learning opportunities that build people's capacity to improve their circumstances.

Please highlight if the policy/proposal will help address socio economic disadvantage. Positive Impact. The CLD Plan offers community based learning and capacity building opportunities to people experiencing socio-economic disadvantage.

Sustainability Impacts:

<i>Environmental:</i>	n/a
<i>Social, including opportunities under Article 20 of the European Public</i>	n/a

OFFICIAL

*Procurement
Directive:*

Economic: n/a

**Privacy and Data
Protection impacts:** No significant impact. Protocols are in place
across the range of partners.

3 Recommendations

Committee members are asked to note this report.