

Appendix 3: Overview of CLD Strands 2019-20

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3.1 Children and Families

3.1.1 Introduction

Increased family learning opportunities are having a positive impact on attainment and parents' support of their children's schooling, which is reflected in the successes of the Glasgow Improvement Challenge.

Families affected by welfare reform in communities with the highest levels of poverty are coping better as a result of engagement with family learning. This is increasing parent's confidence and access to services. Evidence for this is through the GCC and GL Family Learning Team and the Everyone's Children project managed by GCVS. Partners are coordinating family support through strategic groups such as the Child Poverty Action Group. Financial inclusion advice and support has been successfully offered through libraries, with good take up. A holistic assessment of need is creating referral pathways into other learning such as literacies, ESOL and digital learning.

Partnership working has been strengthened through a coordinated approach including the Family Support Strategy group, Everyone's Children, Child Poverty Action Group and GIRFEC Lead Officers Group. This is helping to target CLD resources to the families that need it most.

3.1.2 Overview

Family Learning April 2019 – March 2020

The Family Learning Team is a Glasgow Life (GL) and Education Services partnership funded by the Scottish Attainment Challenge to work in targeted educational establishments in the city. The team support the provision of effective parental engagement and participation in family learning and has a remit to build the capacity of school staff to support the delivery of these programmes. This work is a key strand of Glasgow's Improvement Challenge to close the poverty related attainment gap.

The GCVS Everyone's Children project is funded by the Scottish Government and works in partnership with statutory partners and third sector organisations. It aims to increase the capacity of the Third Sector to work with statutory partners to achieve positive change and develop consistently high standards of practice, based on Getting It Right for Every Child (GIRFEC) principles and to share learning with stakeholders.

3.1.3 The Offer and The Impact

To date, the team have supported 138 establishments identified by Education Services, the majority of which are primary schools. Evidence from these schools suggests that involvement from the Family Learning Team is having a positive impact, with reported increased participation and retention rates in family programmes such as; Bookbug, Read Write Count, Play Along Maths and Early Words Together.

Schools are supported by the team to access additional funding and to date an additional £50k has been secured for primary schools. A corporate partnership with the publishers Harper Collins has provided free books and volunteers to deliver the Early Words Together programme which is supported by the National Literacy Trust.

The sustainability of family learning is further enhanced through a network of Family Learning Action Groups (FLAGs). Hosted by the GL, these bring together practitioners, teaching staff and partner organisations within a geographic or thematic area. The Family Café in the Govanhill is an excellent example of this, with the local primary schools and third sector partners working collaboratively to engage families in learning that provides a pathway into the school-based programmes.

Building the capacity of school and early year's staff through a range of CPD programmes continues to be successful, with almost all staff in target schools reporting increased confidence in using a CLD approach to engage parents in their child's learning and also in the planning and delivery of family learning programmes.

Several notable successes are being highlighted. For example, in Knightswood Primary school, eight parents progressed from family learning programmes to the *First Steps in Childcare* course as a pathway to a career in early years. In St Roch's Primary School, four parents are due to complete level 6 and 7 in the Community Achievement Awards and one parent is due to complete an HNC award in Community Development.

The GCVS Everyone's Children Project produced a series of widely circulated directories of voluntary sector organisations providing services to children, young people and families. In support of targeted voluntary sector organisations, over the year 2019-20 they also hosted over 40 events and training sessions for around 1,500 participants. Poverty, inequality and health were key themes running through GIRFEC.

3.2 Work with Young People

3.2.1 Introduction

Partners continue to respond to the priorities of Youth Health, Youth Voice and Employability within the CLD Youth Implementation plan. This has seen the roll out of the youth health service across the city, increased membership and reach of Glasgow Youth Council and strengthening of youth networks. The context for youth work is a tough financial one, with many organisations experiencing uncertainty whilst awaiting the outcome of the implementation of the Communities Grant Fund.

3.2.2 Overview

GL's Youth Work services reported 7,262 attendances with 1,538 participants attending 798 sessions over 2,136 delivery hours. Progress is being made across the three priorities of the CLD plan. For example, a review of Youth Health Services recommended that nine Youth Health Hubs (three per area) should be established across the city. To date, COVID-19 has delayed the implementation of this, and services are currently provided online.

To strengthen youth voice and influence, GL continued to provide direct support to Members of the Scottish Youth Parliament (MSYP) and to members of Glasgow Youth

Council (GYC). The GYC is funded with a £15,000 budget from Glasgow City Councils New City Government in recognition of the value it brings to the city. GYC has been nationally recognised within the National Youth Work Strategy Progress Report with the GYC's participation at the European Youth Seminar highlighted as good practice of Youth Rights and Participation in Decision Making.

Partners in the North East of the city have established a Youth Employability Modern Apprenticeship and Trainee Programme. Four new Modern Apprentices (MA's) are now established in their roles within third sector youth work providers with coordinated accreditation by FARE and mentor support through GL.

3.2.3 The Offer and The Impact

A large number of partners continue to strive to meet the needs of young people, these examples of practice give a flavour of how young people are being supported.

The Govan Youth Information Project (GYIP) has supported the Getting the Message Across (G.T.M.A) over the past three years. The GYIP have provided 220 participants with access to a range of capacity building programmes. Their multi-cultural awareness programme was attended by over 100 primary 6 pupils from four local primary schools and 2,500 young people from five schools participated in the GTMA drug and alcohol workshops.

The FAB project aimed to engage with a minimum of 387 care experienced young people in the south of the city over two years. To date it has supported 370 individuals aged 12 to 16 to access cultural and sporting recreational activities. Many of them have Glasgow Club memberships as part of the project.

3.3 Community Based Adult Learning

3.3.1 Introduction

There continues to be a need in Glasgow to support adult learning, develop pathways for ESOL learners and provide adult Gaelic education. Coordination of the offer has improved over the last year.

3.3.2 Overview

Adult learning providers continue to collaborate through the GCLDSP Adult Learning Group and Area Partnership Groups. Partnership working was recognised by HMI Inspectors as a key strength in the coordination of ESOL services in the city. The city's three colleges, Glasgow ESOL Forum, WEA, GL, GCVS and GCC Community Planning continue to work together to improve support to ESOL learners.

In December 2019, Glasgow Community Planning Partnership Executive Group requested that a Business Case for increased investment in ESOL should be presented for consideration. This was delayed until August as a result of lockdown and further work was undertaken to reflect the impact of COVID-19 on Black, Asian and Minority Ethnic (BAME) communities and ESOL learning. The case has been well received by GCPP and, subsequently by the Glasgow City Health and Social Care Equalities Group.

GL continues to support the Gaelic community and its commitment to the GCC Gaelic Language Plan of 2018-22. In 2019, Glasgow hosted the MOD Gaelic Arts and Cultural Festival where the Gaelic team delivered Bookbug and play and taster sessions. GL continued to deliver a range of programmes for adult Gaelic learners, including support for parents with babies, sessions for those looking to reinforce their learning and to establish social networks in our conversation sessions. The programmes delivered in 2019-20 were Gaelic Bookbug; P1 Parents Support; Family Learning; Homework support for parents; Clann is Cluich for young people aged 5 to 12; Adult learning Levels 1 through 5; and conversation classes.

3.3.3 The Offer and The Impact

Adults and referring agencies accessed the Adult Literacy and Numeracy (ALN) referral and adult learning signposting service through Glasgow's Learning free helpline and email, with 380 calls handled in 2019-20. Glasgow's Learning website and promotional materials were also refreshed with the new resources distributed to a range of organisations through networks and awareness raising activities.

ESOL learners continued to join the ESOL Register with total registrations rising from 6,836 in May 2019 to 11,116 by May 2020. Of these, 4,666 had been assessed and were looking for learning with 4,868 awaiting an initial assessment. These figures evidence the growing challenge of meeting rising demand causing lengthy waiting periods for many adults across the city.

A significant number of adult learning services were funded through the GCC Integrated Grant Fund scheme and, as a result of an extension to funding, annual report performance data has not yet been submitted. However, some data has been gathered through the CLD Partnership survey and other reports. A total of 10 adult learning providers reported that 7,523 learners were engaged through 239

programmes. In addition, GL supported a total of 1,473 adults to improve their literacy, writing and languages skills with 292 participating in ALN, including family literacies, and 1,181 adults engaged in ESOL learning.

Adults continued to access a range of community-based courses which support pathways into college. WEA, Glasgow ESOL Forum and GL accessed ESOL Partnership Funding, which is allocated by Glasgow Colleges Regional Board and coordinated by Glasgow Clyde College through the ESOL Strategy Funding Group to better meet the demand for ESOL. This funding supported 410 learners to engage in ESOL programmes, including SQA accredited learning; conversation cafes and funded some childcare for ESOL learners in community venues. City of Glasgow College ALN Liberated Prisoners project continued to liaise closely with all SPS teams within the different prisons resulting in 90 referrals over the reporting period. Glasgow ESOL Forum was featured on an episode of BBC Alba Eorpa.

The City Phonics programme was rebranded as Citizen Literacy and an app was developed with voice and handwriting recognition functions to make learning in the city even more accessible.

Together for Better Life used laptops to support over 200 women and men across the city to access courses in their localities. This flexibility, along with crèche provision, enabled more women to join the courses. Glasgow Clyde College Gift-Tech Project recycled digital assets that are no longer required, donating items to local communities or students experiencing barriers to digital learning. Glasgow Science Centre supported adults to develop literacy skills by exploring a range of science related topics, talking about the news and science literacies and research fundamentals.

The City of Glasgow's ESOL Network Project produced information in a range of languages to improve communication with adults with low levels of English. Glasgow Women's Library BAME programme worked with women from different cultures to support them to access the wide variety of activities across Glasgow. GL ALN learners worked towards achieving The Reading Agency's Six Read Challenge. Staff also supported learners to become active library members.

GL Gaelic data indicated that attendance and demand for Gaelic has increased. Learners also report positive, meaningful outcomes to their personal and family lives. In last year's evaluations 64% of learners reported an increase in confidence and 46% noted improved quality of family life. Gaelic in Glasgow has seen a marked increase over the past four years, and we expect this to continue as, in 2019, it was agreed that a 4th Gaelic school should be established. There has been an improving trend in performance over the last four years with attendances, which include adults and children, rising from 4,698 in 16/17 to 6,952 in 19/20.

3.4 Digital

3.4.1 Introduction

CLD partners continue to offer a suite of digital skills for employability opportunities in a range of locations. In line with the Digital Glasgow Strategy and CLD Plan, the digital

learning offer aims to ensure that all citizens have the opportunity to learn how to use digital to participate fully in the city's social, civic and economic life.

3.4.2 Overview

Learners have a variety of reasons for wanting to improve digital skills, from wanting to get the best from new devices, completing forms online, to improving their employment options. Partners offer a range of classes that cover the basics of using the technology to more bespoke support from volunteers like Digi-PALS. The majority of basic digital skills provision in the city continues to be delivered by GL, the Wheatley Group Click and Connect and Glasgow Kelvin College's Learning Network.

Effective referral between partners helps to engage with harder to reach groups. For example, the DWP refer customers onto GL's 'Goals 4 Work' courses and Citizens Advice Services, which are co-located within libraries and refer customers to local digital skills provision. GL's move to offering more drop-in provision has been effective in attracting harder to reach customers.

The basic digital skill set offered by Wheatley Click and Connect, Kelvin College and GL continues to be updated in line with the Essential Digital Skills Framework.

GL has been developing the digital skills of front facing CLD workers to support the commitment in the city's CLD plan to ensure a digitally agile CLD workforce. Glasgow Clyde College has also developed SCQF level 3 Click2Connect course which has been delivered across parts of the city.

“ I didn't really appreciate how many things are inaccessible to someone without any digital skills and I really enjoyed passing on my knowledge and enabling people to do things that I take for granted. I have now gained employment as a library assistant and I definitely would not have got the job without the experience I gained while being a Digi-PALS volunteer.

Digi-PAL Volunteer Feedback

3.4.3 The Offer and The Impact

Govan Housing Association's Digital Hub has been delivering programmes to support people to build their digital skills, from the basics to accredited qualifications, through partnerships with local groups, colleges and national organisations. The Hub offers a drop-in support service, printing and scanning as well as a digital lending library for people to borrow devices and benefit from gifted data.

The free and flexibly delivered Glasgow Code Learning offer has expanded to include SQA accredited qualifications on Software Development and Cyber Security. The city's volunteer-supported creative coding clubs have grown in popularity with 10 CoderDojo clubs recording a 37% increase in attendances over the reporting period.

The Digi-PAL volunteer service continues to be an important first step for those with no or low digital skills, acting as a confidence builder, particularly for older customers, to take their first steps into digital learning.