

Glasgow Community Learning & Development

Strategic Plan

2018 - 2021

September 2018

GLASGOW CLD STRATEGIC PLAN 2018 – 21

I like attending the Adult Literacy and Numeracy class and getting involved learning stuff I missed at school. It's given me an interest that I didn't have before. It's good for me to focus on something new and meet people who are like me. It's good to know I'm not alone and there's help out there. It's opened my mind up to other things; I'm going to do an art class and other courses too. I'm more interested in educational programmes now, before I wasn't. **CLD Adult Literacies Learner**

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Foreword

I am delighted to introduce the Community Learning and Development Plan 2018-21 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. Indeed it is 'people who make Glasgow'. 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 work 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 vision, 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 original CLD Plan 2015-18, we achieved and learned a great deal. CLD has 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 have benefitted from a range of learning opportunities in their communities. Young people have improved their confidence and abilities to support them into meaningful work. CLD has also helped to develop thriving communities, grow volunteering and build the capacity of groups and organisations.

Now that the Community Empowerment (Scotland) Act 2015 is in place, we need effective CLD more than ever, to build the 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 communities 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.



Bailie Russell Robertson
Chair of Glasgow Community Planning Partnership, Strategic Board

1. Executive Summary

I couldn't use a computer. This is life changing as everything depends on computer use.

CLD Digital Learner

Produced by the Glasgow Community Learning and Development Strategic Partnership (GCLDSP) this plan builds on the outcomes and achievements of the 2015-2018 CLD plan. Our vision is to continue to deliver a range of accessible, high quality CLD opportunities which lead to improved outcomes in people's personal, family and working lives. This plan is aligned to the Glasgow Community Plan and mirrors three of its areas of focus: Economic Growth, Resilient Communities and A Fairer More Equal Glasgow.

CLD is essential to ensuring economic growth particularly for those who experience disadvantage and inequality. We will deliver lifelong opportunities to develop the skills, confidence and aspirations required for inclusive growth and active participation. We will develop the talents and ambitions of our young people to enhance their employability and support them into attractive jobs. We will also work with people who are long-term unemployed or are in receipt of benefits to build their confidence and aspirations.

CLD plays a significant role in making our communities more resilient. It empowers local people to make change in their communities. It inspires activism and pride and enables people to use their skills and talents. We will work with communities, particularly our Thriving Places, to enable them to shape services, influence decisions and become more inclusive. We will address barriers and build skills and confidence which leads to increased volunteering in our city. We will foster skills for participatory budgeting and work with communities to reduce poverty, inequalities and loneliness.

CLD is paramount to making Glasgow a fairer and more equal place to live, learn and work. We will work collaboratively to address our health and poverty related inequalities. We will deliver a range of high quality learning to improve essential literacy, numeracy, language and digital skills. Together we will target provision to ensure we reach those who face the greatest disadvantage and have the most need. We will work with partners to address barriers and improve access to life changing CLD opportunities.

We are on a journey of continuous improvement. Developed in response to evaluations of our partnership, we have identified two cross-cutting areas of focus for this plan: Strengthening and Embedding and Continuous Improvement and Development of CLD.

We will strengthen leadership and visibility of CLD at all levels in the city from strategic to local. We will raise the profile and clearly demonstrate the impacts of CLD on our city. We will share information and data to demonstrate the outcomes of CLD for Glasgow. We will evidence how CLD is making Glasgow more prosperous, resilient and fairer. We will work with partners, particularly in Thriving Places to target resources to address barriers and improve access and participation. We will embed CLD in community and local planning.

Continuous improvement is part of the ethos of CLD. We will improve the journeys of our learners at every stage. As part of our commitment to improve we will ensure that we have a highly skilled, confident and committed workforce, including our volunteers. We will also increase opportunities and improve pathways to volunteer and provide targeted support to break down barriers and ensure volunteers reflect our city's vibrant diversity.

This strategic plan describes the lead role of CLD in addressing our key challenges around health and poverty related inequalities. A supporting implementation plan with smart actions and targets and measurable outcomes will detail how we will deliver services.

2. Introduction to CLD Plan 2018-21

*I had been put down a lot in the past, and left school without any qualifications but these classes have given me the confidence to go back to college to gain the qualifications I need to find the job I want. The computer classes have given me a second chance in life. **CLD Digital Learner***

Welcome to the Glasgow's Community Learning and Development Plan 2018-2021 produced by Glasgow's Community Learning and Development Strategic Partnership (GCLDSP) which comprises a wide range of members who are committed to the development of CLD across the city. The Partnership oversees the planning and delivery of CLD in our city on behalf of Glasgow City Council and Community Planning. 'Glasgow's Learning' is our brand name and we will raise its visibility to ensure that it is recognised in our city as a standard of quality, information and guidance on CLD.

We share the city's ambition for "*Glasgow to be a world class city, with thriving and resilient communities where everyone can flourish and benefit from the city's success.*" We will deliver this through high quality CLD, which is life changing for our citizens and enhances the city's prosperity and wellbeing. CLD makes our city a better place to learn, work and live by reducing isolation, poverty and disadvantage as well as by improving self-esteem, skills and aspirations.

Together we recognise that Glasgow faces many significant challenges but we know that people are our city's greatest asset. Our plan places the people and communities of Glasgow at its heart. It aspires to work with them to make the city a better place for all. We understand the importance of collaborating with other partnerships in the city to ensure that we are working together with and for the people, families and communities of Glasgow. Together we will address inequalities and disadvantage, improve life chances and work with communities to empower them to address local issues.

Over the next 3 years we will improve our approach by working in a much more targeted way across partners and with communities to increase the numbers of successful referrals onto CLD by those who face significant disadvantage. We recognise that improving our reach does not necessarily require new services, but increased take up of existing provision.

A city with a culture of learning is a city that will flourish. In this plan, we demonstrate how CLD will contribute to the city's key priorities established in Glasgow's Community Plan of economic growth, resilient communities and a fairer and more equal city. By working collaboratively to achieve this, we begin to address our significant challenges including health and poverty related inequalities as well as loneliness and isolation. More importantly we will work with people, families and communities so they benefit from the city's resources and prosperity. The following sections set out our key strategic commitments to develop and deliver CLD over the next three years.

3. Our Vision for Glasgow

I have gained a massive amount of experience and an important insight into youth work. I have learned the key skills a youth worker must have. Not only has it improved my confidence in the workplace, but also as a person. Youth Work is now my chosen career and I am currently studying for a BA in Community Learning and Development. Youth Work Employability CLD Learner

Our vision for the city is to work in partnership to ensure the delivery of a range of accessible, high quality CLD which makes a real difference to people's personal, family and working lives. We aim to enable those who experience poverty and health related inequalities in our city to access and participate in life changing CLD opportunities which builds skills, confidence and aspirations. We will work with communities to support them to identify issues and find solutions. We will build the capacity of our citizens to influence the decisions and allocation of resources which affect their families and communities. Effective CLD can thus help services just as it can local communities.

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. We will provide CLD opportunities that improve the confidence, self-esteem and wellbeing of people in our city to become happier and more positive and feel they can make a difference, not only to their own lives, but to others. We will continue to work with schools and deliver family learning to ensure our pupils from the most deprived areas in our city have the same life chances as those from more affluent areas. We will ensure that people gain and build essential skills for life and work including English language and reading, writing and numeracy. We will develop digital skills across a range of platforms to ensure people have the confidence they need to access, use and benefit from the advantages and opportunities offered by the digital world. We will inspire and develop the skills of young people, adults and families to volunteer and get more involved in their communities. We will work together to develop volunteering opportunities and to increase the capacity building activities in the city.

We will work with wider partners at all levels from strategic to local to ensure a more coherent approach to making our city and our communities more prosperous, resilient and fairer for all. We will work as part of Community and Locality Planning to target CLD resources where they are most needed to address disadvantage and inequalities. Our CLD provision will lead to improved outcomes for individuals as well as more cohesive, integrated and involved communities. Together we will clearly demonstrate the quality, value and impact that CLD makes in our city. Additionally, we have a strong commitment to ensuring the on-going co-production of this Plan over its lifespan. For this reason, we are keen to continue to co-produce the implementation and development of this plan with a range of stakeholders to ensure it continues to meet city and local need.

4. Glasgow: Our Context for Community Learning and Development in the City

*Attending an Adult Literacy and Numeracy Class at my library and writing about my school experience helped me to get out what was trapped inside me – release a bit of the anger ... I am writing more at home than I used to . I always take work home. **CLD Adult Literacies Learner***

Glasgow's profile is unique.

Glasgow is Scotland's largest and most ethnically diverse city. Three quarters of Scotland's asylum seeker and refugee children live here; the ethnic minority population has increased significantly over the last 20 years to 12% of the city's population¹. With such a diverse population, there are now over 12,500 children attending our schools who require English language support, the majority of whom benefit from support with academic English language skills. This represents a third of the total for Scotland.²

Currently Glasgow has a relatively youthful population with nearly 24% aged between 16 and 29, making it a young city in comparison to the national average of only 18%. Our population is expected to grow by 7% between 2014 and 2039 and the population is predicted to become older over the next 25 years.³ 17% of all school aged looked after children in Scotland are in Glasgow⁴. Almost 23% of our working age population have a long term activity-limiting health problem or disability⁵ and 31% of the city's population has one or more long term health conditions⁶.

Glasgow has the highest rate of child poverty in Scotland and we know that this negatively impacts on health, wellbeing and educational attainment with lasting effects that can persist in later adult life. Children and young people in the least deprived areas of Glasgow have higher levels of attainment in literacy, numeracy and qualifications compared with those in the most deprived areas although through the Glasgow Improvement Challenge, our schools continue to work with partners to reduce this poverty related attainment gap.

Almost a third of our city's children are affected by poverty and this rises to 45% in some areas.⁷ The number of children disaffected by poverty is predicted to rise by 50% in the UK largely driven by changes in tax and welfare policies. It is has been claimed that Welfare Reform may result in an anticipated £348 million per year reduction in benefits to the most 'vulnerable' people in the city. Four in ten families in Glasgow are lone parent families, the highest rate in Scotland. Children living in a lone parent family are twice as likely to be living in a household with an income well below children in a two parent household. Lone parents stand to lose nearly £1,800 a year on average as a result of welfare reform⁸.

¹ Glasgow City Council, Education Services, Annual NIF Plan 2017/18

² Glasgow City Council, Education Services, Annual NIF Plan 2017/18

³ Understanding Glasgow, GCPH -

http://www.understandingglasgow.com/indicators/population/population_projections

⁴ [Glasgow: A Learning City Annual Service Plan and Improvement Report](#)

⁵ National Register for Scotland, Census 2011

⁶ Office of National Statistics, NOMIS Official Labour Market Statistics, Labour Market Profile Glasgow City, 2016

⁷ <http://www.understandingglasgow.com/indicators/poverty/overview>

⁸ <http://welfare.povertyalliance.org/userfiles/files/Welfare%20BriefingNo4%20Welfare%20Reform%20and%20the%20impact%20on%20families.pdf>

In addition to poverty, too many of our children experience adverse childhood experiences (ACEs) due to neglect, abuse or household adversity such as domestic violence, substance misuse and living in care. Although no specific studies have been carried out in Scotland, we know from other countries that children with experience of ACEs are more likely to have health harming behaviours, disease or chronic health conditions and poorer educational and employment prospects. This can become a perpetuating cycle with children affected by their parents ACEs which in due course may impact on the ACEs their children will experience. ACEs are also known to be linked to deprivation and inequalities⁹.

We need to work harder to reduce inequalities within the city. Glasgow remains the most disadvantaged local authority with seven of Scotland's most deprived areas. Almost half of our residents are living in the 20% most deprived areas in Scotland.¹⁰

Glasgow has the second largest economic inactivity rate in Scotland and over 73% of our long-term unemployed have no aspirations to work¹¹. 25% of households are workless¹² and, around 20% of working-age adults have low or no educational qualifications, in comparison with 13% in Scotland¹³. Employment and youth employment rates in Glasgow are improving, however both remain below the Scottish average. More than 21% of Scots adults continue to lack basic digital skills¹⁴, in Glasgow 26% of citizens do not have these keys skills¹⁵ with the over 60s and single parents, particularly those living in our most deprived areas, being most at risk of digital exclusion¹⁶.

We know that literacy and numeracy skills are vital for confident citizens, to contribute to our city's continued success. A recent mapping of literacies 'hotspots' shows 8 areas where people are more likely to have difficulty reading, writing and using numbers:

- Drumchapel
- Greater Easterhouse
- Eastend
- North Glasgow (around Possil and Balgrayhill)
- Castlemilk
- Pollok
- Govan
- Milton

These 'hotspots' demonstrate links between poverty and lower literacies issues. People in our city with lower literacy levels and fewer qualifications are more likely to have poorer health and are more likely to smoke, drink heavily and be obese. Those with lower level literacy skills earn on average 16% less than those with functional literacy skills. Poor literacy is prevalent among our young people with a conviction and the prison population

⁹ 'Polishing the Diamonds': Addressing Adverse Childhood Experiences in Scotland https://www.scotphn.net/wp-content/uploads/2016/05/2016_05_26-ACE-Report-Final2.pdf

⁸ <http://www.understandingglasgow.com/indicators/poverty/deprivation>

¹¹ [The Glasgow Nomis profile](#)

¹² [Understanding Glasgow](#)

¹³ [the Glasgow Nomis profile](#)

¹⁴ <https://scvo.org.uk/post/2017/08/22/digital-exclusion-exists-for-a-fifth-of-scotlands-most-vulnerable>

¹⁵ <http://heatmap.thetechpartnership.com/?area=Glasgow&metric=total>

¹⁶ <https://www.carnegieuktrust.org.uk/publications/across-the-divide-full-report/>

with 48% of people in custody having a reading age at or below the expected level of an 11-year-old.¹⁷

Public health in the city has long been a subject of concern for policy makers. Men and women on average can expect to live shorter, unhealthier lives than the rest of Scotland and the UK. In some areas of the city morbidity and mortality are amongst the highest in Western Europe. Glasgow has the lowest average life expectancy from birth for both men and women in Scotland; men living in Shettleston, Springburn and Maryhill have the lowest life expectancy in the UK¹⁸. Life expectancy continues to improve across all areas of deprivation in the city, but we remain below the Scottish average and children living in our poorest neighbourhoods can expect to live fourteen years less than those in our wealthier areas¹⁹.

Compounded with poverty, mental health is a significant issue and the single biggest factor in terms of ill health and disability in Glasgow. An estimated 75,000 people experience common mental health problems such as depression or anxiety while people with severe mental health illness experience higher mortality rates compared to the general population in Glasgow.²⁰

According to Understanding Glasgow, 20% of our girls and 9% of our boys report having low self-esteem. Almost 20% of our schoolchildren report that they have been bullied in the last year and over 20% report that they have been treated in an offensive way attributed primarily to their age. Over three-quarters of our secondary pupils report that they worry about something, with exams being the most common concern.

While loneliness and isolation can affect people of all ages and from all backgrounds, there is evidence which demonstrates social isolation is higher in the most deprived neighbourhoods. This can lead to physical and mental health problems with a lack of social connections being as damaging to health as smoking fifteen cigarettes a day. People in our city who are lonely and isolated are more likely to feel vulnerable, lack confidence and fear social stigma. It is generally agreed that loneliness is most common for the people of Glasgow who are living alone or with long-term conditions or disabilities, those of working age, those with no qualifications and those not in employment, training or education. Cultural and language barriers and growing older can also lead to loneliness and isolation.

Health and poverty related inequalities can disproportionately affect Glaswegians who have one or more of the 9 characteristics protected under the Equality Act 2010. They are also more likely to experience barriers to accessing support and services. People in our city who are not fluent English speakers are less likely than others to give a positive rating to their health and are also less likely to understand medical and health advice and information.²¹ In addition to Glasgow's health and poverty related inequalities, the erosion of community resilience is also an issue for our city. "The Glasgow Effect" has received significant media

¹⁷ Literacy Changes Lives, National Literacy Trust, 2014 <https://literacytrust.org.uk/research-services/research-reports/literacy-changes-lives-2014-new-perspective-health-employment-and-crime>

¹⁸ National Register for Scotland, Life Expectancy for Administrative Areas in Scotland 2014 – 2016

¹⁹ http://www.understandingglasgow.com/profiles/evidence_for_action_briefings/child_poverty

²⁰ Improving mental health and tackling social isolation and loneliness – Health and Inequality Commission

²¹ Black and Minority Ethnic Health and Wellbeing Final Report 2016 - NHS Greater Glasgow and Clyde

coverage over the last decade. This term refers to higher mortality than comparator post-industrial cities in the UK over and above that explained by differences in socio-economic deprivation alone. The erosion of social capital and participation in the city are considered to be contributing factors to the Glasgow Effect

What is the role of Community Learning and Development (CLD) in addressing these challenges in our city?

The context for CLD in Glasgow is therefore clearly complex and challenging. The scale of need for free, accessible learning and development opportunities in our communities is significant when compared with any other city in Scotland. CLD has a key role to play in enabling Glasgow's communities, in all their diversity, to find and own responses to the biggest challenges facing the city. Our approaches are based on working with communities to help people identify and understand the issues that affect them and develop solutions together, using existing resources wherever possible.

Our approach is fundamentally to empower communities and services towards approaches they jointly own and control. This is often called co-production, an approach which applies CLD values and practice across different service areas. The Scottish Government's National Performance Framework, Programme for Government, and legislation such as the Community Empowerment (Scotland) Act 2015 recognise this need to focus on prevention, outcomes and working to enable communities.

The Glasgow Community Plan, Glasgow City Council's Strategic Plan and the Glasgow Community Planning Partnership Local Outcome Improvement Plans also place these aspirations front and centre. Our approaches are aligned to and articulate with both national and city approaches. For example, The National Standards of Community Engagement are built into our delivery of CLD. The Community Empowerment (Scotland) Act 2015 and the Fairer Scotland Duty requires us to target resources at those citizens who face the highest levels of poverty and disadvantage. This is an essential role of CLD: life-changing impact for some of our most vulnerable and disadvantaged individuals, families and communities. Glaswegians who participate in CLD improve the quality of their personal, social, community and working lives as well as their health and wellbeing. CLD has an invaluable role in making our city fairer by working with those who experience poverty and health related inequalities to build confidence, skills and aspirations.

We need to weave our approaches into the fabric of our communities and the culture of the city's agencies to ensure that Glasgow is best placed to meet the huge challenges caused by entrenched poverty and inequality, technological change and demographic shift. We will work to support our communities in owning and harnessing the opportunities available to Scotland's largest and most diverse city.

While we aim to promote empathy, understanding, reflection, curiosity and creativity, we also have an instrumental role in learning. For example, helping people develop new skills such as English as a second language or building the confidence to get back into a routine or ultimately work or volunteering. Our approaches help people to feel more in control of their lives and better able to live their lives to the fullest, which can directly support economic growth.

Glasgow's voluntary sector is making invaluable contributions to CLD in the city providing a wide range of education, citizenship and community development opportunities. Glasgow's voluntary sector is complex and diverse with over 2,500 charities and many more voluntary sector organisations, community groups and social enterprises. There are wide variations in size and scope from small local charities operating in one or two Glasgow wards to large national charities. Our voluntary sector plays a pivotal role in supporting local needs and connecting local people. The Glasgow Third Sector Interface (TSI) has the Scottish Government mandated role to support the third sector and ensure its representation on Community Planning Partnerships.

We have well-used community facilities and anchor organisations which support access to information and services in communities across the city. We have a wide range of voluntary sector projects in the city offering both neighbourhood services for local communities and tailored provision for targeted groups, making a valued contribution to the landscape of opportunities. Glasgow's colleges also play a key role in delivering in communities and supporting access to further education. Glasgow also has outstanding cultural venues, museums, sporting facilities and a vast array of public parks, gardens and green space. CLD has an important role to play in supporting our children, young people, adults and families to access, engage with and benefit from the city's rich array of community, cultural and sporting resources.

In Glasgow, we are committed to supporting people to make full use of libraries and the range of services they offer. Located in neighbourhoods across the city, libraries are vital community hubs that bring people together and give them access to services and support. These are community assets which can help people achieve their full potential and lead healthier and happier lives. Libraries have long been a natural place of learning and can provide a first step back into formal learning through accessing self-directed learning.

We will work with libraries to support access to relevant information and services. We know that at their core, libraries support the individual reading and literacy needs of the diverse communities they serve. They provide a safe and accessible community space open to everyone where people can meet and connect with others helping them to reduce social isolation and loneliness. Libraries support communities and improve outcomes through the delivery of innovative and engaging services which add value and help support national priorities. Libraries are also being geared up to play a pivotal role in supporting individuals and families to access computers and build digital skills so they are equipped to deal with welfare reform and the rollout of universal credit. Additionally, through their specialised services, libraries provide critical support within prisons to a marginalised population.

In today's increasingly digital society, every Glasgow citizen needs a basic set of digital skills and free or low cost access to the internet. When used responsibly, digital participation can also combat loneliness and isolation, helping people stay in touch with family and other support networks as well as encouraging social cohesion, helping communities to come together and have their voice heard. We will improve people's digital skills by blending digital learning elements into other opportunities including literacies and English as a second language. We will also help people understand how to participate online in a safe and respectful manner and where to find information on key services and support. We can work

with people to build safe, positive and respectful digital communities. This is a key part of how organisations and communities communicate with each other.

We support the city's economy and its wellbeing. We help our children to attain and flourish, our young people and adults to gain important skills for work and our families to learn together. Glaswegians who participate in CLD tell us it makes them happier, more positive and less lonely. They say it improves their wellbeing and makes them feel better about themselves. They tell us it helps them make better choices and decisions and helps them cope with change. They also say it makes them more confident and ready for work. Our young people tell us it helps them at school and their parents tell us CLD enables them to help their children with schoolwork.

This evidence confirms the vital role that we play and must continue to develop. We now present our plan detailing CLD approaches which we will continue to develop to ensure we build increasingly literate, safe, healthy and engaged communities in our city. Our planned priorities will support our citizens to develop the confidence, skills and attributes needed to allow Glasgow to continue to flourish.

5. Developing the Plan

I enjoy the ESOL Class and have made new friends. I need to learn English as my daughter is at nursery. I need to speak to the teacher and other mums, this class helps if I need anything from the shops or if I go to the doctors. I need to be good at speaking and understanding what people say.
CLD ESOL Adult Learner

A wide range of stakeholders were consulted to determine the priorities for this plan including our learners, practitioners, volunteers and partners. We also sought the opinions of wider partners who are not directly involved in CLD to consider perceptions of CLD and identify barriers to access and participation

We organised a CLD planning event, produced surveys and held consultations with stakeholders to co-produce this plan. Our first 3 areas of focus mirror the Glasgow Community Plan and these are: Economic Growth, Resilient Communities and A Fairer and More Equal Glasgow. Additionally, the Community Plan underwent extensive consultation with a range of community groups, third sector and public organisations. The Community Plan also shares ambitions with [Glasgow's Economic Strategy](#); [Resilient Glasgow Strategy](#); and [People Make Glasgow Fairer Strategy](#).

We also carried out a self-evaluation of our partnership to strengthen our leadership and planning of CLD. This evidenced our willingness to collaborate to improve the quality, scope and impacts of CLD in the city. This resulted in an explicit commitment to strengthen the profile and better demonstrate the value CLD brings to the city. As a result of our self-evaluation, we will focus on two additional cross-cutting areas of focus: Strengthening and Embedding and Continuous Development and Improvement of CLD.

Each of the 5 areas of focus have 3 priorities for CLD. These 15 priorities will be introduced in the next section. We will continue to organise our planning and delivery through the following CLD work strands:

1. Community Based Adult Learning (CBAL)
2. Working with Young People
3. Children and Families
4. Community Development
5. Digital Participation and Inclusion

This will support more effective reporting allowing us to evidence our impacts against the 5 areas of focus as well as our impacts on children and families, adults, young people and communities. This will also allow us to report on the outcomes of digital learning.

The following graphic illustrates how we are aligning priorities and shaping our CLD planning and development.

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6. Shared Areas of Focus and their Priorities

The Duke of Edinburgh Award has helped to boost my confidence greatly. I've experienced new things such as the expedition. I've met new people and tried new things. It's helped me in school by making it easier to stand up and talk in class. I'm going to do the next level now even though the expedition was really hard. **CLD Duke of Edinburgh Youth Participant**

We now outline our plan's contributions to making our city fairer, more resilient and prosperous for all. Our priorities will support more of our citizens to develop their skills, talents and aspirations to enable them to flourish and benefit from our city's successes.

6.1 Economic Growth

The workers helped me to understand and fill out a job application. I was able to use the things I've done in the club to talk about how I've been a leader and how my other skills have improved. I got the job! **CLD Youth Club Participant**

CLD, through its wide range of accessible lifelong and life-wide learning opportunities, develops essential skills for work including communication, language, literacy, numeracy and digital. CLD allows people to enhance their skills, employability and prospects regardless of circumstance. We will contribute to the city's economic growth by developing skills, confidence and aspirations particularly for those who face disadvantage. We will work with partners to engage people who are long-term unemployed or in receipt of benefits.

Through the range of partners working to develop the confidence, skills and aspirations of our young people, we are well-placed to contribute to the [Glasgow Guarantee](#) which offers support for training, apprenticeships and work. We will increase the number of out of school coding clubs for children and young people using capacity-building approaches. We will continue to develop vocational and accredited opportunities for our young people. We will continue to work closely with schools and other partners to provide more opportunities for families to play, learn and achieve together to close the poverty related attainment gap.

Volunteering contributes to the city's economy by developing skills leading to employment. It also fosters city and local pride and improves health and wellbeing. Volunteering can make us feel more worthwhile and valued and helps to make best use of our talents. We will create more opportunities for people to volunteer and will encourage volunteering by building skills and confidence. We will work with people to address barriers to ensure more inclusive and representative participation in volunteering in the city. We will also promote volunteering as an important pathway from CLD provision.

Our specific planned contributions to economic growth are:

- A. Targeting lifelong learning opportunities that develop the skills, confidence and aspirations required for inclusive growth and active participation in society in identified areas of the city
- B. Targeting the development of the skills of Glasgow's young people to enhance their employability, raise aspirations and support them into sustainable employment
- C. Developing the skills and empowering people who are long-term unemployed or in receipt of benefits

6.2 Resilient Communities

CLD is instrumental in improving opportunities for people to connect and contribute to their local area. We will encourage people to make the best use of their local skills and experiences to make their communities thrive. We 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 work with communities around the themes of health and poverty related inequalities and loneliness and isolation to identify ways to address these. We will expand our offer of Community Achievement Awards to support individuals to contribute to their communities and to identify their impacts on others.

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.

We will continue to fulfil the Glasgow Volunteer Charter pledges and contribute to the city's strategic volunteering priorities which are being refreshed in the Glasgow Strategic Volunteering Framework. We will work together to increase the number of volunteering opportunities for people in the city to support the development and delivery of digital skills, English for speakers of other languages (ESOL) and literacies.

To ensure the benefits of CLD provision are maximised, we will work more effectively with Community and Locality planning structures to ensure a more joined up and coherent approach to improve outcomes for communities. Currently Community Planning in the city is undergoing a review and once this is completed, we will ensure CLD is embedded in the emergent planning structures.

CLD is a key part of Locality Planning. In Glasgow, Locality Planning is delivered through Thriving Places, a 10 year, asset-based community development programme that aims to bring people together to help improve the quality of people's lives in 10 local areas across the city. Thriving Places aims to support people who live, learn, volunteer or work in those local areas. It does this by informing, consulting and engaging local people, businesses and services to co-produce local solutions for locally identified issues. This means building stronger links between local community groups, services and organisations. Thriving Places is at different stages throughout the city, but partners are involved in all areas. Work is ongoing to ensure that meaningful community engagement gives people a real say in how services are provided within their local area.

Empowering Communities

In my time with Glasgow Youth Council (GYC) and Scottish Youth Parliament (SYP), I can honestly say I've completely evolved as a person. Both groups have allowed me to meet so many interesting people and make friends that I wouldn't have met otherwise. They've opened up my world view through exposure to so much diversity and difference of opinion and I believe this has made me a much more accepting, open-minded and well-rounded person. The breadth of the experiences I've gained have given me a world of confidence in myself and my abilities. SYP and GYC have changed me for the better and I hope I've done the same to others through my involvement.

Glasgow Youth Council and Scottish Youth Parliament Member and CLD Participant

The Community Empowerment Act is a key driver for service reform. It is about changing the relationship and balance of power between public bodies and communities transforming the ways in which public services are delivered. We believe that CLD has a crucial role in enabling communities to realise these changes.

It is our view that citizens should have a greater say in decision making and that their views and expertise should be recognised and acted upon. Through the use of Participatory Budgeting and other community engagement methodologies we aim to empower communities and reduce poverty and inequality. We will directly involve local people in making decisions on the spending priorities that affect them. This means engaging residents and community groups, representative of all parts of the community, to discuss spending and vote on budget priorities and proposals ensuring that they play a key role in deciding on the allocation of resources and delivery of services in their neighbourhoods.

A number of our CLD partners are already contributing to the co-production of Glasgow's Participatory Budgeting framework. Over the next three years CLD partners will engage with partners and communities to develop their skills and confidence to participate in budgeting in line with the framework. We will work with partners to develop and build the capacity of a Citizen's Panel to oversee the delivery of Participatory Budgeting.

We will also engage with communities to lay the groundwork for them to have greater decisions in how future CLD resources (all of which have value and costs attributed to them) are used. It is anticipated that over the next three years, we will focus on deliberative dialogue, capacity building and developing and testing models of participatory budgeting and other methodologies. We believe this will enable communities to make informed decisions about the allocation of CLD in the forthcoming plan 2021-24.

The Act specifically includes a right for community bodies to make requests for the asset transfer of land or buildings. By effective signposting to relevant national support structures and using models such as the Keystone Award, we will continue to develop the skills and expertise of community bodies to ensure they are better equipped to manage their own buildings and develop local services and activities which meet the needs of local people.

Our specific planned contributions to resilient communities are:

- A. Growing and developing new community groups and strengthening the skills of existing ones
- B. Engaging with and building the capacity of individuals and communities to identify need, shape services, influence spend and build resilience
- C. Building skills and confidence and increasing opportunities for volunteering

6.3 A Fairer and More Equal Glasgow

*I have recently come out as gay and felt isolated from most people my age. On day one I quickly realised that I could actually gain something from this group. I set myself a personal goal of building my confidence so I could then audition for parts in the upcoming school play. Making new friends and assuming a leadership role in the group made my confidence soar. My sexuality is irrelevant within this group and I feel valued. I believe I have found friends for life. **CLD Youth Participant***

We will work together within and beyond CLD to make our city fairer and more equal. We will work together to reduce the number of children and families experiencing poverty and improve achievement and 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 disadvantage and inequalities and develop the confidence, skills and aspirations of adults and young people facing poverty and other hardships to enable them to gain and sustain meaningful work. We will work with individuals, families and communities to foster more inclusive, understanding and fairer communities while addressing barriers to access and participation faced by marginalised, under-represented and disadvantaged groups. Together we will work with communities to develop their kindness and support for those who face poverty, poor health and isolation.

We will continue to collaborate across providers to improve referrals, assessments and placements to better meet the growing demand for ESOL in the city. We will co-produce new learning models supporting volunteers to deliver self-directed learning using digital technologies to enable learners on waiting lists to start learning English earlier and better prepare them for success. We will blend digital delivery into ESOL provision to support our participants to 'top up' their learning in a self-directed way. We will increase the number of volunteer opportunities and develop new pathways for ESOL learners completing college courses to apply their newly developed skills in their communities. We will continue to offer ESOL literacies support people with limited reading and writing skills in their first language.

We will work together in a much more focussed way in the 'hotspots' where people are more likely to have a literacy issue which impacts on their prospects. We will raise awareness, challenge stigma and ultimately get new learners onto programmes that improve their reading, writing and numbers. We will work more effectively with other organisations to support those who struggle to read, write and count onto literacies programmes. In the 'hotspots', we will blend more literacies learning into other activities for children, young people, adults and families. Although we will work together to focus on our 'hotspots', CLD partners will continue to offer literacy and numeracy support across the city.

We will strengthen our youth literacies offer including developing critical skills which support young people to determine the reliability of the information they access through digital and social media. We will promote positive wellbeing by encouraging people, families and communities to read more. We will run a reading campaign in the city to stimulate reading and will provide additional support to encourage reader development in the city's 'hotspots'. We will grow and improve volunteering to champion literacies and reader engagement and

development. We will continue to work with families living in poorer areas to boost the reading, writing and number skills of both children and adults.

Digital is increasingly being recognised as the fourth literacy and therefore, we will blend digital skill development into literacies provision to support people to read, write and fill in forms using different platforms. We will also blend financial capability learning into family learning and other programmes to support families to cope with welfare reform.

We will increase our focus on early intervention by working with health, housing and family support partners and schools to engage families in positive learning opportunities to reduce the risk of adverse childhood experiences, poverty and homelessness. Targeted CLD can be an effective early intervention providing families with skills and strategies to cope with change and adversity. We will work with partners to identify and support families, at risk of increased hardship as a result of welfare reform and will improve our referrals and transitions from statutory services onto CLD. We will continue to work with schools to provide family learning opportunities in areas affected by the poverty related attainment gap.

We will also work with partners to determine how CLD can effectively contribute to Glasgow's expansion of Children's Neighborhoods in Scotland, a distinctive approach to improving outcomes for all children and young people in communities with high levels of poverty. We will embed CLD in and align our efforts to these locality-based approaches to improve opportunities, outcomes and life chances for our children and young people.

Our specific planned contributions to make Glasgow fairer and more equal are:

- A. Working collaboratively to better meet the demand for ESOL in the city by improving referrals, assessments and placements
- B. Working collaboratively to address barriers to the take up of literacies learning opportunities and develop literacies support in a wide range of settings and platforms to raise literacies levels in our city
- C. Developing early intervention approaches to combat poverty, address inequalities and improve attainment and achievement

7. Cross-cutting Areas of Focus and their Priorities

I felt that if it wasn't for having the local youth club I could have been out doing things that I wasn't supposed to do, but because I went to the club I was involved in loads of different things within the community. It helped me to learn how to deal with my emotions and my peers as well as helping me with CVs, college applications and interview prepping. I gained loads of confidence from working with the youth leaders and my peers which led me to being able to work with younger kids and move successfully from school to college with ease. I have had music lessons, money management help, educational and motivational trips and also helped to paint and lay mosaic tiles in the centre. These are all things that I can gain skills from as well as be proud of. **CLD Youth Participant who went on to Volunteer**

The following two areas of focus and their priorities are the result of our continuous journey of self-improvement of CLD in the city. We recognise the need to work with our partners to ensure there is an increased understanding and recognition of the value that CLD brings to the city.

7.1 Strengthening the value of and embedding CLD in the city through leadership, sharing ambition and new ways of collaborative working

I've gotten better at numeracy which helps me to budget when I go shopping. **CLD Adult Participant**

Our key ambition is to strengthen the planning, leadership and decision making of CLD in the city. During a recent inspection, the commitment, ethos and vision of CLD partners were acknowledged. However, we recognise the need to strengthen leadership and visibility at all levels. While we understand the important contributions CLD makes to the city, it is important that we clearly demonstrate this to our stakeholders. We will work together to develop our leadership to ensure CLD influences city and local decision making structures.

For example, promoting the National Standards of Community Engagement is one way of emphasising the importance of CLD and improving participation within service design and delivery. We are committed to working more closely with health, poverty and inequalities partnerships to target resources more effectively at those who have the greatest need. We will work to create mechanisms to capture impact at scale where significant financial resources are allocated to CLD activity, such as the City Council's Integrated Grant Fund and Scottish Government Pupil Equity Funding.

Given the scale and complexity of need in the city and the number and range of providers, it is challenging to get a coherent picture of the reach and impact of CLD. However, we understand that it crucial to find ways to gather and share data which evidences the need for and impact of our work.

We will continue to work with other CLD 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 and structured approach to evidencing impact and quality assuring our provision.

Our planned priorities to strengthen the value of and embed CLD through leadership, sharing ambition and new ways of collaborative working are:

- A. Clearly articulate CLD's contributions to wider strategies and policies in the city
- B. Work collaboratively to target resources to address barriers and improve access and participation
- C. Share information, data and practice to improve our understanding of the scale, reach and impact of CLD

7.2 Continuous Development and Improvement

*I was fairly quiet within the Adult Literacy and Numeracy group when I first started, but the warm welcome I received from the other learners helped me settle in. My confidence was further improved when I realised how rapidly my learning was progressing. For example, I learned to tell the time within only a few sessions, something that pleased me very much. **CLD Adult Literacy Learner***

We will improve the journeys of our learners by reducing barriers to access and participation, ensuring clearer pathways within CLD and beyond. We will evaluate together using [How Good Is the Learning and Development in our Community](#) to ensure a consistently high quality of provision. Our 'Learner Promise' and 'Learning Partner Commitment' will be launched as part of a communication strategy to share our vision and to let all stakeholders know the standard of quality and care they can expect under the 'Glasgow's Learning' brand. We will use the 'Glasgow's Learning' brand to ensure that people are aware of the range of free learning opportunities on offer in their communities. We will also widely promote CLD through the 'Glasgow's Learning' brand to our partners at city and local levels to increase the number of new learners in the city coming from our most disadvantaged areas. We will share information across providers to improve pathways and transitions.

Volunteers are essential to fulfilling the vision for this plan. Volunteers make a significant contribution to the economy of the city supporting the delivery of health, housing, social care, sport and culture and CLD. People also feel better and more positive as a result of volunteering and therefore we will invest more resource in their development and growth. Volunteering can also enhance the quality and reach of CLD. We will develop increased opportunities to volunteer to support our ESOL, literacies and digital provision. We will also increase opportunities for young people to volunteer and to gain Community Achievement Awards which help them to demonstrate the difference they are making to others.

Our focus for volunteering over the next three years will be to increase the number of opportunities for people and families to volunteer while ensuring our volunteers reflect the vibrant diversity of our city. We will develop increased pathways from CLD opportunities into volunteering allowing our learners to utilise the skills and confidence they have gained. We will also develop inclusive volunteering opportunities and increase volunteering that supports CLD activities, enhances the quality of our provision and increases the reach of our offer.

Developing a highly skilled, confident and committed workforce is integral to delivering high quality provision. We will further develop our staff and volunteers to better support learners to achieve their goals including co-developing a learning support and guidance toolkit for our practitioners. We will promote registration with the CLD Standards Council to develop professionalism and a shared ethos among our workforce. We will develop a better understanding of our workforce and their identified development needs including: community development, participatory budgeting, supporting volunteers and teaching using digital platforms. We will continue to provide support, information and a range of continuous professional development opportunities to a diverse workforce with varied roles, remits and contracts. We will collectively ensure that our practitioners place the learner at the centre of their practice and adhere to the national competencies illustrated below.



Our planned priorities to ensure a journey of continuous improvement and development are:

- A. Improving the journeys of our learners at every stage
- B. Tackling barriers to access and participation through effective partnership planning and promotion and offering a balance of universal and targeted provision
- C. Developing a highly skilled, confident and committed workforce including more people volunteering from across Glasgow's diverse communities

8. Next Steps: Implementing the Plan

I get to learn with my child in school and support them with their reading and numbers. **CLD Family Learner**

This plan describes the clear role of CLD in addressing the city's key challenges around its health and poverty related inequalities. It reflects our shared vision, aspirations and priorities for CLD in the city. It will help us improve life chances for individuals, families and communities to contribute to and benefit from the city's prosperity. It will empower people to have a say and make a difference and will help make our city more cohesive and fairer for all. It also outlines how we will strengthen the leadership and visibility of CLD in the city and work together to ensure its continuous improvement. A supporting implementation plan with smart actions, targets and outcomes will detail how we will fulfil the aspirations of this plan.