

Glasgow Community Learning and Development

Strategic Plan

2021- 24

I've signed up to the Young Person's Guarantee programme to help me get more confidence and some work experience. My youth worker talked me through all the options and looked at what I could do. I have autism and I'm not good at reading and writing – I have dyslexia. I'm not confident dealing with people I don't know and the placement I've been offered will challenge me to get better at that. I'm happier now I have something to look forward to instead of sitting in the house with nothing to do and I'm looking forward to being out and about on the placement.

Young Person

September 2021

GLASGOW CLD STRATEGIC PLAN 202– 24

During lockdown, it's been great to have a learning experience online that connects to other people and to have something that stretches the mind in a way that is enjoyable while not being overly stressful. It's been something to share with my daughter during times we can otherwise not visit each other. It's also been very interesting. CLD Learner

I think it is great. It is a new world. Accessing entertainment and information I couldn't do otherwise. I am talking and meeting with friends on Zoom and paying bills online. All of which saves me from going out as I have limited mobility. Digital Learner

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Foreword

Thank you so much for letting me be part of reading the game, I loved it. I was so happy that my badge got picked for the team strips. I never knew literacy could be so much fun. I am now going to join a local basketball team and football team hopefully as a goalie. Young Person

I am delighted to introduce Glasgow's Community Learning and Development Plan 2021-24. Glasgow is a world class city with beautiful green spaces, state of the art sporting facilities and a rich cultural offer. Glasgow showcases international sporting and culture events like EURO 2020, the Aye Write! Book Festival and the global Climate Change Conference of the Parties (COP26) this year.

Glasgow faces even more challenges as a result of the Covid-19 pandemic. Despite this adversity, neighbourhoods have mobilised and galvanised support to ensure that the most vulnerable are taken care of. The people of Glasgow are its greatest asset. 'People Make Glasgow' and this Plan places them at the heart of Community Learning and Development (CLD) and recognises the need to work with them to address issues and improve their circumstances.

Although Glasgow is a highly desirable place to live, work and visit, it has high levels of deprivation, with health and poverty-related inequalities remaining a significant challenge. CLD addresses these inequalities by reducing barriers, improving life chances and raising the aspirations of individuals, families and communities in our city. This Plan sets out our vision for CLD in Glasgow during this extraordinary time. The impact of Covid-19 has widened and deepened inequalities in the city. It has reinforced the value of digital but has also reminded us of the preciousness of face-to-face contact.

During the lifespan of the previous CLD Plan 2018-21, we achieved a great deal. CLD helped people in the city to improve the language, literacy and digital skills necessary to flourish in their personal, family and working lives. Families facing poverty benefitted from a range of high-quality learning opportunities in their communities. Young people improved their confidence and skills to support them into work. CLD helped to develop thriving communities, grow volunteering and build the capacity of groups and organisations.

We need CLD more than ever, to support individuals, families, communities and enterprises to recover from the impacts of Covid-19. Effective CLD is truly life changing. It inspires ideas, ambition and activism. It reduces inequalities and helps make our city fairer and our communities flourish. It is vital that this Plan builds on the resilience of communities to recover from the pandemic.

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



Councillor Jennifer Layden
Chair of Glasgow Community Planning Partnership, Strategic Board

1. Executive Summary

I've found the Zoom meetings very productive and I've been able to work at home and prepare my writing and stories. I've been able to get feedback from my tutor which has meant I've been able to apply changes and I've now managed to achieve so much. I have my goals but being able to see each other on Zoom has helped my mental health hugely, it was a privilege to have this and share and learn together. Adult Learner

Produced by the Glasgow Community Learning and Development Strategic Partnership (GCLDSP), this Plan builds on the outcomes and ambitions of the CLD Plan 2018-21. It is recognised that the previous Plan's focus on health and poverty-related inequalities is even more important to support the city to recover from the pandemic. The vision and strategic direction of the previous Plan are even more relevant since Covid-19, but there is scope to plan more effectively, to ensure the absolute best use of resources across partners and sectors, to improve wellbeing and tackle poverty.

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. However, in recognition of reducing resources due to the struggling economy and the pandemic, a more focussed approach will be taken to ensure CLD is targeted at those who need it most. Although much of the previous Plan is still relevant, consultation lets us know that we need to do more to include and involve marginalised communities, focus on young people's mental health and employability, prioritise play and outdoor activities and improve transitions for those moving from the justice system back into communities. More focus needs to be placed on working with communities to strengthen resilience and shape CLD, as well as local services through campaigns like People Make Glasgow Communities (PMGC) which are supporting local groups to have more ownership of local venues.

This Plan is connected to wider Social Recovery planning in the city to support individuals, families and communities to recover from the devastating impacts of the pandemic. This Plan retains its three high level areas of focus: economic growth, resilient communities and a fairer more equal Glasgow. However, more focus will initially be placed on recovering rather than growing the economy in recognition of the adverse impacts of the pandemic.

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. Through the Young Person's Guarantee, employability and accredited programmes, we will develop the talents and ambitions of young people to support them into jobs during a very challenging time. Through our family learning and financial inclusion programmes we will endeavour to reduce the poverty-related attainment gap and to support families out of poverty. We will also build digital skills that enhance job prospects.

CLD plays a significant role in making our communities more resilient. It empowers local people to make changes in their communities. It inspires activism and pride and enables people to use their skills and talents. We will work with communities to support them to sustain the community activism which sprung up in response to the pandemic. We aspire to ensure a legacy of kindness in our communities, not only to take care of the most vulnerable during a crisis but to continue this long after Covid-19. We will work with local planning particularly Thriving Places, to embed CLD. We will address barriers, build skills and confidence which leads to increased volunteering in our city. We will work with individuals and communities to support them to influence decisions and shape services. We will work with community groups, voluntary organisations and social enterprise to build their resilience, for example through programmes such as Glasgow Makes Connections with capacity building partners and People Make Glasgow Communities.

CLD is paramount to making Glasgow a fairer and more equal place to live, learn and work. The pandemic has magnified the importance of having access to digital and the skills to use it. Although a key focus of the previous Plan was digital inclusion and participation, there is much more that we can do to address digital exclusion in the city. Our CLD practitioners need to be upskilled to be able to deliver using different digital platforms, in addition to recovering face-to-face provision. Our participants need access to free Wi-Fi and devices – as offered in our Libraries - as well as support to develop their digital skills in tandem with other learning. Glasgow continues to support Connecting Scotland initiatives by offering skill development. The pandemic has reaffirmed the importance of equipping all CLD participants with the digital skills they require for home, school or work.

We will continue to 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. For example, we will focus more on developing language and literacy skills in the city's hotspot areas where children, young people and adults face more disadvantage. We will continue to work with partners to better meet the growing demand for ESOL learning in the city by building on the effectiveness of previous collaborations to reduce waiting lists, expedite placements and to improve access to life changing CLD opportunities.

Under the previous Plan, much was done to strengthen governance arrangements and to report collectively on our delivery of the Plan. This helped to raise awareness of the ambitions and effectiveness of the Plan to wider strategic partners. Progress was also made to embed CLD in local planning, particularly in the South, and we are committed to building on this in the North East and North West. We recognise there are gaps in awareness of CLD and we need to do more to promote it across the city. The GCLDSP also recognises that more could be done to raise the profile and promote the benefits of CLD, to share information which demonstrates the need for, scale and impact of CLD across providers and to improve all stages of learners' journeys.

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

This Plan describes the lead role of CLD in addressing our key challenges around health and poverty-related inequalities. A supporting yearly action plan with measurable outcomes will detail how we will fulfil this Plan's vision.

2. Introduction to CLD Plan 2021-24

Attending digital classes has led to many other things, new friendships, awareness of many things that are going on in Glasgow that I would never have been aware of. By going to the library for these classes I started to read books, which has been a God send during lockdown. The list of benefits that have come about as a result of the digital learning is endless! Digital Learner

The Gaelic programme is excellent. Please support and grow this offer. Gaelic Learner

Welcome to Glasgow's Community Learning and Development Plan 2021-24 produced by Glasgow's GCLDSP which comprises a wide range of partners 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 and we will

continue to 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 and targeted 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.

We recognise that Glasgow faces many significant challenges, made worse by the pandemic, but we know that people are our city's greatest asset. This is best illustrated by the grassroots networks that sprung up or redirected their activity in response to Covid-19, to look after the most vulnerable. One of our partners, Glasgow Council for the Voluntary Sector (GCVS), played a key role in supporting individuals and groups who were shielding and self-isolating through its quickly established Glasgow Helps website and helpline. In addition to the more coordinated efforts of organisations, thousands of individuals also stepped up to help neighbours in need. There was a real spirit of kindness and caring across the city and this Plan aspires to sustain this and turn it into a positive legacy.

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. An example of this is the work we will undertake as part of the People Make Glasgow Communities Campaign, which is reaching out to community groups and voluntary organisations to empower them to manage local assets. This initiative will give Glaswegians greater control over their local venues, enabling them to be more involved in making decisions that affect their communities. This is a fundamental step to strengthening community resilience and CLD has a key role to play by encouraging participation and working with communities to strengthen their confidence and talents.

We understand the importance of collaborating with wider partnerships to ensure that we are working together with and for the people, families and communities of Glasgow. Together we will address inequalities, improve life chances and work with communities to empower them to address local issues. Over the next three years, we will improve our approach by working in a more targeted way with partners and communities to increase the numbers of successful referrals onto CLD for those who face significant disadvantage. We recognise that improving our reach does not necessarily require new services but increased take up of existing provision through improved targeting.

A key focus of this Plan will be supporting our workforce and our participants to move to blended models of learning. The intrinsic value of face-to-face provision should not be underestimated. The pandemic has made us all acknowledge the importance of face-to-face contact with loved ones, colleagues and services. However, we also understand how important it is to have access to digital and to have the skills and confidence to use it. Being digitally excluded is a disadvantage and will be increasingly so in the future. Being able to confidently use a range of digital platforms and devices is an advantage for education, training and employment and it can save money, support access to services and connect people to loved ones. CLD has a key role to play in closing the digital divide.

A city with a culture of learning is a city that will flourish. In this Plan, we demonstrate how CLD will contribute to wider city priorities of economic recovery and growth, resilient communities and a fairer and more equal Glasgow. By working collaboratively, we begin to address our significant challenges including health and poverty-related inequalities and loneliness and isolation. We will work with individuals and communities, so they benefit more from the city's resources and prosperity. The following sections set out our key strategic commitments over the next three years.

3. Our Vision for Glasgow

I really enjoyed the bike maintenance sessions it helped me to learn how to fix my bike and that I was able to do this myself. I have always been interested in fixings things, when I leave school I want to become an engineer. I am even more determined now to do this and I want to learn more about fixing bikes and would want to continue doing this. Young Person

This Plan will continue to fulfil our vision for the city, to work in partnership to ensure the delivery 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 to access and participate in life changing CLD 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 which affect their families and 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. However, for some of our citizens and residents, targeted CLD is required to ensure equality of opportunity. We will provide targeted 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 to deliver family learning, to ensure 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 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 to develop volunteering opportunities and increase capacity building activities.

We will work with wider partners both strategically and locally 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 demonstrate the quality, value and impact that CLD makes in our city. We have a strong commitment to ensuring the ongoing development of this Plan over its lifespan and will continue to co-produce its development and implementation with a range of stakeholders to ensure it continues to meet city and local needs. We also recognise the importance of working with other partnerships around poverty and health to support recovery from the impacts of Covid-19 and to build on individual and community resilience, kindness and activism in response to the pandemic.

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

ESOL classes are the most important thing for the people who recently moved to Scotland. It helps us meet new people which helps our psychology, you learn English, which is most important because you need it everywhere (new job, daily life, etc). ESOL Learner

Glasgow is facing an unprecedented time of economic and social change and upheaval that will significantly impact citizens, businesses and communities. The city has made considerable progress

since the late '60's. Yet, there remain intractable problems with economic and health inequality, problems which have deepened as a result of the pandemic.

Glasgow's profile is unique with over 633,000¹ people, 1.8 million in the greater Glasgow area, and the population continues to grow. Glasgow's population has increased by 4% between 2015-2019, a rate which is 3% higher than the national population growth. Unlike the rest of Scotland, the population growth in Glasgow is from the working age population which is contributed to by increased migration to the city. We are Scotland's biggest and most ethnically diverse city. In fact, the percentage of the population from non-white ethnic groups has increased to 12% of the city's population compared with 4% for Scotland as a whole². Glasgow City is the local authority with the most dispersed asylum seekers in the UK³. There are now 15,900 children attending Glasgow schools who have English as an additional language, 33% of the Scottish total⁴.

32% of Glasgow's children live in poverty, 5% more than in 2015 and 8% more than the national level⁵. This rises to as much as 41% in some of our most deprived areas. Glasgow also has the highest proportion of looked after children in Scotland⁶. Children from low income families are more likely to experience negative health impacts, perform worse in school and have fewer prospects⁷.

Glasgow's Improvement Challenge is a holistic strategy for raising attainment in literacy, numeracy and qualifications for Glasgow's pupils and has resulted in more young people than ever achieving qualifications. However there remains a stark divide in attainment levels between pupils in the least and most deprived areas. The 2020 evaluation of the Attainment Scotland Fund showed that in 2018/19 in Glasgow, primary and secondary pupils' performance in literacy and numeracy remained below the national level. 65% of primary pupils from the most deprived areas achieved the expected level for literacy, 21% below those from the least deprived areas⁸.

Glasgow remains one of the most deprived local authorities in Scotland with 44% of the population living in some of the most deprived areas in the country⁹. This is a 4% improvement from 2016. In addition to poverty, too many of our children experience adverse childhood experiences (ACEs) due to neglect, abuse or adversity such as domestic violence, substance misuse and living in care¹⁰. We know from studies in other countries that children with ACEs are more likely to have health-harming behaviours, disease or chronic health conditions and poorer educational and employment prospects.

Literacy and numeracy skills are vital for confident citizens to contribute to our city's success. In 2009, the Scottish Government carried out a national mapping exercise to identify areas with the highest need of support for Adult Literacy and Numeracy (ALN). Glasgow was identified as one of the country's hotspot areas. Further research identified eight hotspots across the city where people were more likely to have difficulties with reading, writing and using numbers. Children, young people and adults with literacy issues are disadvantaged from attainment and employment.

¹ <https://glasgow.gov.uk/index.aspx?articleid=26906>

² https://www.understandingglasgow.com/indicators/population/ethnicity/scottish_cities

³ <https://researchbriefings.files.parliament.uk/documents/SN01403/SN01403.pdf>

⁴ <https://www.gov.scot/publications/pupil-census-supplementary-statistics/>

⁵ <http://www.endchildpoverty.org.uk/local-child-poverty-data-2014-15-2019-20/>

⁶ <https://www.gov.scot/publications/childrens-social-work-statistics-scotland-2018-2019/documents/>

⁷ <https://www.gov.scot/publications/evaluation-attainment-scotland-fund-third-interim-report-year-4/>

⁸ <https://www.gov.scot/publications/evaluation-attainment-scotland-fund-third-interim-report-year-4/>

⁹ <https://www.gov.scot/news/scottish-index-of-multiple-deprivation-2020/>

¹⁰ https://www.scotphn.net/wp-content/uploads/2016/05/2016_05_26-ACE-Report-Final2.pdf

Research from the Literacy Foundation discusses the inter-generational transmission of literacy with children born into families with little to no formal education and literacy issues having a higher likelihood of being illiterate or experiencing learning difficulties¹¹. The research also discusses the changes in the employment market, with the decline in well paid employment leading to increased unemployment and barriers for those with literacy issues in finding work.

Research from the UN says that "illiteracy has a direct impact on human health"¹². It can affect people's ability to manage their health and can mean an inability to read medicine labels or a lack of confidence in seeking help due to fears of filling out forms. Health literacy is about having enough knowledge, skills and confidence to use health information and services. Those with lower levels of health literacy are likely to have poorer health, wait until they are sicker before going to the doctor and are less able to make informed choices about their health care.

The Office for National Statistics showed that between 2015-2017, Glasgow was the lowest ranked local authority for life expectancy for both males and females, with life expectancy at 73 years for males and 78 years for females¹³. Research has shown that there are further inequalities within the city, with male life expectancy in Kelvindale /Kelvinside being 80 and just 66 in Ruchill/Possilpark.

A Glasgow Centre for Population Health report on mental health showed that across most indicators examined, Greater Glasgow and Clyde Health Board performed less well than Scotland and that stark inequalities in mental health and wellbeing persist. In the most deprived areas, there were significantly higher levels of mental health related drug and alcohol deaths (18-fold and 7.5-fold) and suicides (3.7-fold) when compared with the least deprived areas¹⁴.

Glasgow has a higher level of its population aged 16-64 than the rest of Scotland, (71% compared with 64%), however it has a lower rate of that population being economically active (73% compared with 77%). 24% of Glasgow's households are workless, 6% higher than the Scottish rate. 7% of Glasgow's working population claim for Universal Credit¹⁵, 2% higher than the Scottish rate. Glasgow's struggles with its health and wellbeing are known and this contributes to unemployment with 33% of those economically inactive unable to work due to long-term sickness¹⁶. Unemployment has increased to 4.8% at the end of July 2021¹⁷ and the office of budget responsibility suggested that this rate could double from pre-pandemic levels rising to around 7.5%¹⁸, although the timing and duration are still not clear. In March 2020 there were 3 million people receiving Universal Credit, however as of January 2021 this had doubled to 6 million people¹⁹.

¹¹ <https://www.fondationalphabetisation.org/en/causes-of-illiteracy/>

¹² <https://www.un.org/press/en/2008/sgsm11746.doc.htm>

¹³

<https://www.ons.gov.uk/peoplepopulationandcommunity/healthandsocialcare/healthandlifeexpectancies/bulletins/healthstatelifeexpectanciesuk/2015to2017>

¹⁴ https://www.gcph.co.uk/assets/0000/2748/Mental_Health_in_Focus_15_11_11.pdf

¹⁵ <http://www.nomisweb.co.uk/reports/lmp/la/1946157420/printable.aspx>

¹⁶ <https://researchbriefings.files.parliament.uk/documents/CBP-9152/CBP-9152.pdf>

¹⁷

<https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/bulletins/employmentintheuk/july2021>

¹⁸ <https://www.theguardian.com/business/2021/jan/26/uk-unemployment-high-covid-19-lockdown-jobless>

¹⁹ <https://www.gov.uk/government/statistics/universal-credit-statistics-29-april-2013-to-14-january-2021/universal-credit-statistics-29-april-2013-to-14-january-2021>

Alongside the health impacts of the virus itself, there is a documented rise in further effects on people's health and wellbeing as a result of the measures taken to prevent infection. Studies have shown levels of anxiety and worry associated with Covid-19 and potential financial impacts were high and that 48% of adults said their wellbeing had been affected²⁰. People with pre-existing health conditions, homeless people or those living in insecure or unsuitable housing, are more vulnerable to the virus and to the longer-term social and economic effect²¹.

The pandemic has seen a reported rise in domestic abuse in the UK with the charity Refuge saying that demand for its services have substantially increased with an average of 13,000 calls per month between April 2020 and February 2021, a 60% increase from the start of 2020²².

When schools closed across the UK, education moved online with parents being asked to help with their children's learning. Parent's ability to support their children's learning was impacted in a number of ways with working parents less likely to be able to support their child's learning. The qualifications held by the parent also made a difference, with 83% of parents with a degree-level qualification supporting their child's learning compared with 62% of parents without any formal qualifications. Only 49% of parents who were home-schooling agreed they were confident. Parents also reported that home-schooling was negatively affecting their jobs and family wellbeing²³. This was likely felt hardest by single parents with young children.

Glasgow remains a city with complex needs, with provision often unable to match need, exemplified by the thousands of people in Glasgow looking to access English for Speakers of Other Languages (ESOL) learning, with a waiting list of up to 2 years²⁴. As a result of the pandemic, access to interventions are proving more difficult. The first lockdown saw all the city's libraries, community centres, colleges, schools and public buildings close, disrupting access to key services in the city. Nearly all community learning was disrupted, with some providers eventually adapting to offer online provision. This presents additional complexities, with Ofcom reports showing that 31% of Glaswegians don't have broadband internet access in the home and this is most prevalent in areas of deprivation and in older people's homes²⁵. This increases barriers to access for those most likely in need of CLD and those most likely to suffer from isolation.

What is the role of Community Learning and Development in addressing these city challenges?

Apart from my family, this class is the only regular face-to-face contact I have. So, it's good for my mental health. When Covid happened everything just stopped. Adult Learner

The context for CLD in Glasgow is complex and challenging and the scale of need for free, accessible learning and development opportunities in our communities is significant when compared with any other city in Scotland. This has been magnified by the pandemic. CLD has a key role to play in enabling Glasgow's communities, in all their diversity, to find responses to the biggest challenges

²⁰ www.gov.scot

²¹ NESTA.org.uk

²² <https://www.bbc.co.uk/news/uk-56491643>

²³

<https://www.ons.gov.uk/peoplepopulationandcommunity/educationandchildcare/articles/coronavirusandhomeschoolinggreatbritain/apriltojune2020>

²⁴ <http://www.learnesolglasgow.com/glasgow-esol-register.html>

²⁵ https://www.ofcom.org.uk/_data/assets/pdf_file/0024/43476/CMR_Scotland_2016.pdf

https://www.ofcom.org.uk/_data/assets/pdf_file/0014/82112/2015_adults_media_use_and_attitudes_report.pdf

facing the city. Our approaches are based on working with communities to help people identify and understand the issues that affect them and to develop solutions together.

Our Plan is outward facing, developing a CLD offer that addresses the health and poverty-related inequalities in Glasgow. This is a Plan for the children and families, young people, adults and communities in Glasgow. This Plan builds on the previous one but will put more focus on those who need it most. This includes areas of deprivation as well as marginalised individuals and groups. It aims to improve the journeys of learners in the city, including those struggling to read and write, those learning English, young people who have disengaged from school and those trying to get their lives back on track after being rehabilitated within the justice system.

Our approach is fundamentally to empower communities to have more say and ownership of local assets and services. This is called co-production, an approach which applies CLD values and practice. 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.

We need to weave our approaches into the fabric of our communities and the culture of our agencies to ensure that Glasgow is best placed to meet the huge challenges caused by entrenched poverty and inequality, technological change and demographic shift, as well as the pandemic. We aim to support our communities in owning and harnessing the opportunities available in Glasgow. Together we will support our citizens, residents and communities to recover from the pandemic.

We aim to promote kindness, understanding and creativity in learning. For example, helping people develop new skills such as ESOL or building the confidence to get back into a routine of work or volunteering. A key focus needs to be supporting people to access and use digital with confidence. 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. The pandemic illustrates that 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 voices heard. We will improve people's digital skills by blending these into other learning like literacies and ESOL.

We have a wide range of community groups, voluntary organisations and social enterprises offering targeted and tailored provision, who continue to build on Covid-19 support work and are adapting to community needs, thus making a valued contribution to the landscape of opportunities. Glasgow's colleges also play a key role in progressing our learners and supporting access to further education.

We support the city's economy and its wellbeing. We help our children to attain and flourish, our young people and adults to gain 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. They tell us it helps them make better choices, cope with change and 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 confirms the vital role that we must continue to play and 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 commitments will support our citizens to develop the confidence, skills and attributes needed to allow Glasgow to continue to flourish. Critically, it will also help the citizens and residents of Glasgow to recover from the pandemic.

5. Developing the Plan

I believe that the pandemic has shown that working with learners online is both a viable and effective option and that continuing to offer this to new and existing learners should be seriously considered. CLD Practitioner

Thank you for giving me this opportunity to have an ESOL class online. I wish that we can keep these online classes even when everything comes back to normal. As a mum with four children full of responsibility, it's easy for me to join online classes. ESOL Learner

A wide range of stakeholders including participants, practitioners, local groups and strategic partners were consulted to determine the priorities for this Plan. Due to Covid-19 restrictions most engagement happened remotely. While this was effective with a wide range of partners including Health, Education, Community Justice, and the Third Sector, it has been more restrictive for participants and therefore, additional consultations will be planned over the period of this Plan.

Consultation with adult and family learners indicated a mixed picture of those wanting to engage online and those who prefer face-to-face support, with respondents placing a high value on regular contact from practitioners who checked on their wellbeing and supported their learning. A total of 830 pupils were consulted on what the key messages and priorities should be for the Plan. They highlighted key needs including economic and financial support and digital exclusion with barriers to online learning including lack of privacy, feeling lonely and pressure to complete online schoolwork. Most young people agreed they should be actively involved in decision making and in shaping programmes, to ensure these are more engaging and relevant. They also highlighted the most important consideration for participants in any youth activity was that it must be fun and interesting, followed by increasing confidence and making them feel better and more positive.

Consultation with learners reaffirmed how vital CLD is, not only to the continued development of their skills but to their wellbeing. As part of the consultation on this Plan and through other forms of evaluation, like the Glasgow Life Outcome Evaluation System, participants tell us that learning improves their mental health, makes them feel more positive, less lonely and boosts their self-esteem and confidence. This demonstrates that, in addition to supporting people to develop critical skills. Many also reported the benefits of having to learn new digital skills and using these beyond their programmes to keep in touch with friends and family as well as use services online.

There is a strong foundation to build on, as learners told us that participation in learning is having a very positive impact on their wellbeing with 86% of adults surveyed reporting increased confidence; 83% feel happier and more positive and 54% feel more included and less lonely. With 80% of respondents keen on getting involved in decision-making, the GCLDSP is committed to ongoing consultation using various approaches to reflect different preferences.

It has been affirmed both by the GCLDSP and other partners that this Plan must tie into wider social recovery in the city and that CLD must continue to align to other plans and strategies particularly relating to health and wellbeing and poverty. Consultation feedback has also made us aware that this Plan needs to focus more on reaching marginalised individuals and groups, those within the community justice system and we also need to prioritise play and outdoor learning.

We carried out a workshop with CLD Partners to evaluate the progress of the previous Plan, to strengthen leadership and planning of CLD and to agree how best to progress as Glasgow recovers from Covid-19. This evidenced our willingness to collaborate to improve the quality, scope and impacts of CLD and renewed our commitment to better demonstrate the value it brings to the city.

CLD partners agreed that this Plan should be a refresh rather than a rewrite of the previous one. It retains a focus on three areas shared with the city: economic growth, resilient communities and a fairer and more equal city and two cross-cutting areas of focus: strengthening and embedding and continuous development and improvement of CLD. These are even more relevant since the pandemic. Initial focus is placed on economic recovery rather than growth, due to the impact of the pandemic. Each area of focus has three strategic commitments, which have been updated to reflect changing need. We have retained our focus on the community-based adult learning, working with young people, children and families, community development and digital inclusion and participation.

The following graphic illustrates how we are aligning priorities and shaping our planning:



6. Shared Areas of Focus and their Priorities

Without the support of this project, I wouldn't have been able to find a job and keep it. Young Person

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 Inclusive Recovery and Growth for a Wellbeing Economy

I just want to tell you that you have honestly saved my life so many times and I genuinely don't have a clue where I'd be if it wasn't for you. Thank you for everything you have done for me. I appreciate it so much. I never used to come to school but since you've helped me things are looking up. I've got my qualifications and I'm now starting college to study NC in Social Care so I can help others. Young Person

As our city begins the long road of recovery from the effects of the pandemic, the transformative power of CLD and its ability to change lives by enhancing skills, employability and prospects regardless of circumstance, will have a pivotal role to play. Covid-19 has had a seismic effect, not just

on how we live, work and socialise but on our economy, one effect being Glasgow seeing its largest increase in Claimant Counts between August 2019- 2020²⁶. The Social Metrics Commission reported that people living in poverty are more likely to be adversely impacted by the lockdown from furlough, reduced wages or unemployment. The employment sectors most at risk are in Retail, Food and Accommodation and Arts, Entertainment and Recreation which employ more than 170,000 people in the city. Many of these jobs are held by those already struggling on low incomes.

It is more important than ever for all the city's CLD partners to work together to help those most affected by the pandemic, by taking a person-centred approach to empower our learners to develop the solutions that best meet their needs, while focussing on the skills for life and work which will help them adapt and thrive in our changing labour market. This is particularly true in partners' work to develop the confidence, skills and aspirations of our young people and enhance their future prospects by working with the Local Employability Partnership (LEP) to contribute to the suite of No One Left Behind employability programmes. We will continue to develop vocational and accredited opportunities for our young people, working with schools and other partners to focus on those leaving school without a positive destination. We are well-placed to contribute to Glasgow's Young Person's Guarantee, the Scottish Government Initiative which offers comprehensive employability support including training, placements, volunteering and work opportunities. We will continue to deliver coding clubs for children and young people using capacity-building approaches.

CLD, through its range of accessible lifelong and life-wide learning opportunities, develops skills for work including communication, language, literacy, numeracy and digital. We will continue to contribute to the city's economic recovery by developing confidence and skills with a focus on those who face additional barriers; working families in poverty, young people and the unemployed.

Covid-19 has deepened the divide between the digital haves and have nots. An additional 1.5m people in the UK went online for the first time last year and many services have moved exclusively online, further disadvantaging those without digital skills and access. Although 88% of Glaswegians report being online, low digital engagement remains a problem, particularly for the over 70s and benefits claimants. Glasgow Life and partners have made great progress and now offer a free flexibly delivered pathway from essential digital skills, to skills for employability and advanced coding. Connecting Scotland has distributed over 4,000 devices to the city's most vulnerable citizens. Widening digital participation continues to be a priority. We will build on the Digital Glasgow Strategy to ensure all citizens have access and skills to engage with economic, social and civic life.

Given COP26 is being held in our city in late 2021, we aim to build on its legacy by supporting Glaswegians to raise their awareness and understanding of and aspirations and skills to contribute to a greener and circular economy which benefits not only businesses but society and the environment.

Our commitments to inclusive recovery & growth for a wellbeing economy are:

- A. Targeting a range of lifelong learning programmes and activities to develop the skills, confidence, wellbeing and aspirations required for inclusive growth and active participation
- B. Young people engage in programmes and activities that support their wellbeing and develops skills that enhance their employability, raise aspirations and support them into employment
- C. Supporting recovery from Covid-19 by fostering digital inclusion and participation and supporting those at risk of losing jobs or income

²⁶ Glasgow City Region Economic Recovery Plan, Dec 2020

6.2 Resilient Communities

I think it's important for young people to be heard and I think our thoughts are starting to be taken into consideration a lot more. Young Person

I get great job satisfaction and a lovely feeling knowing that I'm helping the city and people here to live great Glasgow lives. Glasgow Volunteer

The role of the third sector has been integral to Glasgow's Covid-19 response, with many community groups, voluntary organisations and social enterprises taking the lead and adapting rapidly to respond to the increasing needs of their communities in challenging circumstances. The emergence of mutual aid grassroots groups demonstrated kindness and activism, as people came together, often via social media, to support their neighbours and others in need.

This Plan recognises the importance of addressing inequalities and barriers, particularly for those with complex needs and multiple disadvantages which have been compounded by Covid-19. As Glasgow's communities emerge from the pandemic, CLD will continue to have a key role in building resilience and recovery. Funding and fundraising to support project and organisation sustainability are essential to help mitigate the implications of the reliance on short-term grants in an incredibly competitive environment. Organisations also need support to find new income streams, to develop enterprise activity and more sustainable approaches to service delivery.

Awareness of the previous CLD Plan has improved through promotion and capacity building. However, there are local organisations that still do not have a clear understanding of CLD. Many providers still do not recognise the potential to build stronger connections and to work collaboratively, such as happened in response to Covid-19. Therefore, this Plan aims to build on this, to increase the reach and relevance of the CLD, especially with the one-year action plan. The new Community Grant Fund in Glasgow also provides an excellent opportunity to identify, support and collaborate with organisations that are delivering CLD through its funding.

We will develop community capital and resilience by growing and developing new and existing community groups, third sector organisations and social enterprises to establish connections, build capacity and increase sustainability. Partners that deliver capacity building support to groups and organisations will improve the coordination and visibility of the whole offer across Glasgow. Capacity building will have a role to play within key national and local drivers, especially in the most deprived communities with community empowerment, participatory budgeting and the PMGC, the programme to encourage community engagement with local spaces.

CLD is instrumental in improving opportunities for people to connect and contribute to their local area. CLD in Glasgow aims to ensure that communities are at the heart of decision making and not relegated to the fringes. We do see individuals accessing more opportunities and volunteering, which result in less dependency on services, while increasing their skills, confidence and aspirations. This all contributes to better, more sustainable health and wellbeing, improved employability, reduced social isolation and greater community cohesion. However, for many, the restrictions around Covid-19 have limited opportunities and there are now increased barriers for people experiencing poor mental health and unexpected changes to service provision.

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

inequalities, mental health, loneliness and isolation to identify ways to address these. We will support integration and inclusion for marginalised groups.

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

As we emerge from Covid-19 restrictions, we will refresh community engagement and strengthen participant voice. There are opportunities around integration of ESOL learners, youth voice and activism where we need a better understanding of the needs of the most deprived communities and how communities can be supported to address these.

In recognition of the opportunities posed by COP26 we will also work with communities to engage them around environmental issues that affect them particularly at a local level.

6.2.1 Skills, Confidence and Opportunities for Volunteering

The programme helped me feel less isolated and more able to engage with volunteering. Young Volunteer

He is excited about the challenges ahead and this will give him experience to gain more skills and become more independent. Young Volunteer's Mum

I volunteered to help teach my younger sister for my Duke of Edinburgh's Award. I had to plan lessons the night before, so my organisation improved massively. Being on time got a little better as well as I had to help her every morning. Duke of Edinburgh Participant

People's volunteering responses to the pandemic have been outstanding and help to illustrate the fundamental importance of people's unpaid contributions to communities and the wider economy, not just during crisis, but always. Volunteering refers to both formal (i.e. through a third-party organisation) and informal (i.e. helping someone out-with an organisation). In terms of formal volunteering, people have volunteered to support Covid-19 responses in both third and public sector programmes across hundreds of organisations. The pandemic has generated grassroots mutual aid groups and encouraged support for neighbours, often activating acts of kindness between strangers.

The value of volunteering to the city is recognised for fostering local and city pride, its contributions to wellbeing as well as to services like CLD and the city's economy. Volunteering can make us feel more worthwhile, valued and makes best use of our talents. We will create more opportunities for people to volunteer and will work with people to address barriers to ensure more inclusive volunteering, to ensure that Glasgow's volunteers represent the diversity in the city. We will also promote volunteering as a progression route from CLD provision.

The Social Recovery Task Force volunteering workstream is reviewing the city's Volunteering Strategy which takes account of the Scottish Government's plan for delivering the National Volunteering Outcomes Framework. This offers direction for our one-year action plan focuses on:

- facilitating positive experiences for the people who are volunteering to be involved in the groups, networks, organisations, initiatives and developments that they support
- involving people effectively in positive volunteering opportunities to help deliver activities and services, taking advantage of Volunteer Glasgow (VG) services to find volunteers
- ensuring access to a range of volunteering opportunities via VG for development and wellbeing and for social connections, resilience and social and economic capital
- supporting volunteers to access digital and develop their skills to use it

6.2.2 Empowering Communities

It's really good we all enjoy this as a family, it helps us learn and gives us something to do together as we are just usually at home not doing much. I'd like more classes after school and at the weekend. Parent

There really is nothing quite like volunteering: nothing else can match the experience, fun, and enjoyment you get from being part of something so special. I initially got started as I wanted to give something back to the community and play a wee role in looking out for others and doing my bit to help and I've got so much more from it than I ever expected to and learnt a lot of new skills! Glasgow Volunteer

The Community Empowerment Act is a key driver for service reform. It is about changing the relationship between public bodies and communities, transforming the ways in which public services are delivered. CLD has a crucial role in enabling communities to realise these changes. Although a broad range of community empowerment takes place in Glasgow, there is scope for CLD to facilitate a more coordinated approach. For example, CLD should play a role in the city's aims to develop Community Hubs to join up services and venues. The Act includes a right for community bodies to make requests for asset transfer. Glasgow now has its own initiative, PMGC, to encourage people to take an active role in the use of their community assets.

Citizens should have a greater say in decision making and their views should be recognised and acted on. Through Participatory Budgeting, we continue to empower communities and reduce inequalities. We will involve local people in making decisions on the spending priorities that affect them. We aim to build on the production of Glasgow's participatory budgeting framework and support communities to engage with the process. We will incorporate the recommendations from a recent consultation which was conducted with shielding adults and with young people as part of the Social Renewal Task Force's commitment to plan with communities to recover from the pandemic.

CLD is a key part of Locality Planning (LP). In Glasgow, LP is delivered through Thriving Places, a ten-year, asset-based community development programme that brings people together to improve the quality of their lives in ten local areas. Thriving Places supports people who live, learn, or work in these areas by engaging local people, businesses and services to find local solutions for local issues.

Our commitments to resilient communities are:

- A. Developing community capital and resilience by growing and developing new and existing community groups, third sector organisations and social enterprises to establish connections, build capacity and increase sustainability
- B. Engaging with individuals, enabling and building their skills and confidence to identify need, shape services, influence spend to develop more active, healthier, inclusive and connected communities in our most deprived neighbourhoods and with marginalised groups
- C. Building skills and confidence and increasing opportunities for volunteering to widen participation and improve wellbeing

6.3 A Fairer and More Equal Glasgow

I've been feeling a bit isolated, sitting in the house. I feel like the freedom's gone. I know why; it's understandable. At the moment I'm going through battling anxiety and depression. The classes are good. It's good to talk to somebody. It's good to be doing something to educate myself. CLD Participant

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

We aim to improve chances for children and families experiencing poverty and boost attainment. We will develop the skills of some of the city's most disadvantaged citizens to support them to manage their money and cope with the impact of welfare reform. We will work with Health Improvement Partnerships to expand our health service for young people. We will work with communities to address the impacts of inequalities and develop the confidence, skills and aspirations of those facing hardships to enable them to gain and sustain meaningful work. We will work with groups to foster more inclusive, understanding and fairer communities while addressing barriers to access and participation faced by marginalised and under-represented groups. We will work with communities to develop their kindness and support for the vulnerable and isolated. Much of our CLD provision will contribute to the city's ambition to be fairer and more equal through targeted programmes shaped by city data, learner feedback and alignment to the city's priorities. This includes information from the Glasgow ESOL Register and ALN Hotspot analysis.

Participation in programmes will continue to develop key life and employability skills and improve learner wellbeing, contributing to measures to tackle inequalities. Key learning outcomes include building improved language and literacy skills, better parenting, increased achievement and better mental health and resilience through individual and group support and social connections.

Consultation with key stakeholders confirmed that there is still a need to focus on ESOL learners and this priority will remain. We will deliver the ESOL Business Case which was put to Glasgow City Council's (GCC) Chief Executive in 2020. The business case brings all relevant partners together and focuses resources to ensure that ESOL learners get access to the right support. It is likely that demand will continue to exceed provision. However, improved partnership working and increased resource from GCC is increasing the offer. Even with the combined resource in the city, it will be difficult to meet the increasing demand for ESOL, but we will continue to work together to improve marketing, referrals and placements. We will also work together to seek additional resources to meet demand and to develop new approaches to the delivery of ESOL. We will co-produce new learning models, supporting volunteers to deliver self-directed learning using digital to enable learners on waiting lists to start English programmes earlier. We will blend digital delivery into ESOL provision to support learners to 'top up' their learning in a self-directed way.

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

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

we hope to address health inequalities as well as literacies issues. Although we will work together to focus on our 'hotspots', CLD partners will continue to offer literacies support across the city.

Targeted CLD is an effective early intervention, providing individuals and families with skills and strategies to cope with change and adversity. We will work with partners to improve referrals and transitions of families at risk of hardship due to welfare reform and the pandemic. We will build on the effective financial inclusion work delivered by Glasgow Life and the Child Poverty Action Plan teams to help families access financial support to enable them to maximise their incomes and learn new skills. We will increase our focus on early intervention by working with education, health, housing and family support partners to reduce the risk of ACES, poverty and homelessness.

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

Partners will support young people affected by the pandemic through detached youth work, youth clubs and programmes in schools. These approaches, including Duke of Edinburgh (DoE), will enable us to maintain engagement with young people face-to-face in their own spaces and outdoors. We will provide work with Community Justice Partners and provide diversionary activities to ensure that young people who display challenging behaviours, including offending, are given support to enable them to remain in their communities, change their behaviour and make positive choices.

We will work with partners to ensure CLD contributes to Glasgow's expansion of Children's Neighbourhoods, a distinctive approach to improving outcomes for all children and young people in areas with high levels of poverty. Glasgow has a vibrant children's sector with many third sector organisations aligned to the Everyone's Children network run by GCVS. CLD has a key role to play in assisting parents to be part of their child's learning. We will build on the strengths of our Family Learning Team, coordinated by GCC Education and Glasgow Life, to build education staff's capacity to use CLD approaches to engage families, support home learning and develop parents' skills.

This Plan places a greater focus on improving wellbeing through high quality CLD in response to the pandemic's adverse impacts on the mental health and toxic stress. CLD needs to be responsive to the higher levels of mental health issues as a result of lockdown including financial insecurity, school disruption, bereavement, isolation and lack of access to face-to-face services, culture and leisure.

Our commitments to a fairer & more equal Glasgow are:

- A. Working collaboratively to coordinate resources and identify solutions to better meet the increasing demand for ESOL in the city to improve integration, inclusion and wellbeing
- B. Working collaboratively to improve reading, writing and numbers for children, young people, adults and families to tackle inequalities and improve life chances and wellbeing in city's literacy hotspot areas
- C. Delivering a wide range of targeted opportunities to reduce inequalities, tackle child and family poverty, improve mental wellbeing and boost achievement and attainment

7. Cross-cutting Areas of Focus and their Priorities

I want to help my reading and writing, just like before we finished going to classes. I want to finish my SQA. I'd like to go to college in the future but I've no idea what I want to do long term. Lots of things are going on. At some point I'd like to get my own house. Doing this is getting my mind going. I'm thinking more about my writing. This gets my mind off of my anxiety and depression. Adult Learner

The following two areas of focus and their priorities are the result of our continuous journey of self-improvement of CLD. 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

This programme has really helped me to learn and has built my confidence level also. During the lockdown, I was a very stressed person, but when I started this programme I had some self-confidence and I really enjoy interacting with my tutor. CLD Participant

Our ambition is to strengthen the planning, leadership and decision making of CLD in the city. Our vision is to ensure that CLD is recognised as a vital means to reducing health and poverty-related inequalities and is embedded in and placed at the heart of wider city and local planning. CLD partners in the city share a commitment, ethos and vision of CLD which is encapsulated in this Plan. However, it is critical that the value and benefits of CLD to the city and local efforts to supporting inclusive economic recovery and growth and resilient and fairer and more equal communities are evidenced. As part of the development of this Plan, city partnerships with a focus on health and poverty-related inequalities were consulted. This Plan will continue to link with wider city strategic planning around key challenges including family and child poverty, digital inclusion and participation, community justice, youth mental health and closing the poverty-related attainment gap.

During the last three years much was accomplished to strengthen visibility, governance and leadership of CLD in the city. However, we continue to recognise the need to embed CLD in wider strategic and local planning in the city. Since Covid-19 has both deepened and widened inequalities in the city, it is even more important to work together to plan and deliver CLD that will support individuals, families and the communities to recover from its immediate and long-term impacts. More focus will be placed on ensuring that CLD is embedded in local planning arrangements to improve pathways, ensure connectivity with wider services and strengthen community resilience.

GCLDSP through its wide-reaching, cross-sectoral partnership will continue to ensure that the value and benefits of CLD are raised within their organisations and sectors. GCVS, for example, plays a pivotal role in building capacity, raising awareness and ensuring a strong commitment to CLD across third sector organisations. GCLDSP recognises the significant role of the voluntary sector in the development of CLD and participatory democracy approaches. This Plan will connect with the work of the third sector strand of the Social Renewal Taskforce which aims to strengthen relationships between the third and public sectors. The GCLDSP has a role to play in promoting and amplifying the voice of the third sector and supporting its involvement in initiatives like PMGC. Likewise, the voluntary sector has a role to play in ensuring CLD principles are embedded across the sector.

We will build on our work to embed CLD in local planning, for example through the work of area adult learning groups and contributions to Thriving Places. Collaboration between CLD providers and

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

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

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

The hosting of COP26 in Glasgow in November 2021 will likely influence CLD and service provision for the coming years. Additionally, in July 2019 Glasgow successfully applied to become a member of United Nation's Educational, Scientific and Cultural Organisation (UNESCO) Global Network of Learning Cities. Although this includes all learning in the city, the vision and outcomes are very much shared by this Plan. This, as well as COP26, provides an important opportunity for the GCLDSP to showcase the value and impacts of Glasgow's CLD offer on a global stage.

Our commitments to strengthening the value of & embedding CLD in the city through leadership, sharing ambition & new ways of collaborative working are:

- A. Clearly articulate CLD's contributions to wider strategies and policies in the city and ensure alignment with wider Social Renewal Planning
- B. Embedding CLD in local planning to ensure it is responsive to changing community needs and to plan and target CLD resources to the most disadvantaged in the city particularly those facing health and poverty-related inequalities and adverse impacts of Covid.
- C. Work collaboratively to demonstrate the scale, reach and value of CLD in the city and to demonstrate its impact on reducing health and poverty-related inequalities.

7.2 Continuous Development and Improvement

It has been my son's only regular social activity during the Covid period. He has greatly looked forward to seeing familiar friendly faces at the weekly online sessions. Parent

There's nowhere better in the world to live than Glasgow and so there's nowhere better to volunteer than Glasgow! Glasgow Volunteer

CLD partners are committed to improve the journeys of learners by reducing barriers to access and participation, ensuring clearer pathways within CLD and beyond. We will evaluate together using the How Good is Our CLD framework to ensure a consistently high quality of provision. Our 'Learner Promise' and 'Learning Partner Commitment' will continue to be rolled out 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 are committed to widely promoting CLD through our brand at city and local levels to increase the number of new learners coming from our most disadvantaged areas. We will continue to share information to improve pathways and transitions.

Communication between learners and CLD providers needs to be improved, including use of websites and social media. CLD Partners will consider how best to promote pathways which improve learner choice and progression. This builds on mapping activity including the Glasgow Gaelic Learning Network Map, Glasgow's Learning ALN database and the Glasgow ESOL Provider Map.

During the pandemic we have found that many barriers experienced by learners relate to digital skills, access to kit and connectivity. While many participants still value face-to-face, digital is increasingly being recognised as the fourth literacy. Therefore, we will blend digital skill development into literacies and ESOL to support people to read, write and fill in forms using digital. Blended approaches making the best of face-to-face and digital learning are clearly the way forward and workforce development will focus on digital skills and confidence, including remote and blended learning content delivery. Consultations with practitioners and learners during the pandemic has identified that digital learning is a priority. 64% of adult learners indicate that they would like to develop their digital skills, CBAL providers will address this by integrating digital skills across programmes, referring adults onto digital courses and engaging with digital access schemes to link learners to devices and data. Most learners reported that their programmes were at the right pace and level and they were developing skills and achieving their goals. We will focus on maintaining this standard. We will also act on the survey feedback by adult learners who want to see different or more programmes in their areas.

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

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

A highly skilled, confident and committed workforce is integral to delivering high quality CLD. We will continue to promote registration with the CLD Standards Council to develop professionalism and a shared ethos among our workforce. We will develop a better understanding of staff development needs including community development, supporting volunteers and teaching using digital platforms.

Our commitments to a journey of continuous improvement & development are:

- A. Tackling barriers to access and participation including digital and improving learner and participant journeys and outcomes at every stage
- B. Working collaboratively to develop blended CLD models that prepare learners for the future, widen our offer and improve our reach and impact
- C. Improving the quality of community learning and development opportunities by developing a highly skilled, digitally agile and confident volunteer and workforce

8. Outdoor Learning

8.1 Outdoor Learning for Adults and Families

These things have kept me in touch with people although I am not able to meet them face-to-face. This has been very good for my mental health. Adult Learner

While venue based, face-to-face CBAL will continue, many providers now have more limited access to indoor spaces. Outdoor learning, as part of a blended approach, will support participants to continue with their learning and connect with tutors and other learners in parks and local spaces while reducing social isolation. ESOL learners can practise conversational English and socialise with other learners. ALN and creative writing learners can discuss how they have used their skills while finding inspiration for writing. Our outdoor learning will target learners who cannot engage online.

8.2 Outdoor Learning Children and Young People

I really enjoyed everything with the bikes at the Glenburn. It was great cycling to lots of different places every week and I still can't believe we made it all the way to Kelvingrove and back. The sausage supper was worth it but, I also learned to fix bikes with the Youth Worker at the Glenburn and I loved doing it. Young Person

Outdoor learning for children and young people will focus on Play, detached and outreach street work and Duke of Edinburgh (DoE). A key focus will be to work with Play providers to facilitate a co-ordinated approach to ensuring that children have access to safe local play that stimulates their imagination, promotes activity and improves their wellbeing. Street work will take place with the level and frequency adjusted to reflect local need, priorities and staffing levels. We will support young people to achieve their DoE through Open Awards delivered by Education and other CLD Partners. DoE groups are open to any young person who resides or studies in Glasgow, but priority is given to those from the most deprived 15% of areas. DoE groups are run across the city making use of parks, countryside, rivers and cycle routes, with elements delivered online as required.

8.3 Outdoor Learning Outcomes

Today has been amazing. The streetworkers visited us all summer then sorted for us to be part of this football tournament where we were the runners up. I played football with a person who took his own life a few weeks ago. Today has been good as it's the first time I've seen a lot of my friends and got to speak about it. The youth workers have been brilliant giving us advice and free stuff around mental health Young Person

Outdoor learning will be shaped to support health and specific learning outcomes. Outdoor learning improves wellbeing including making and keeping connections; boosting creativity, motivation and confidence; increasing connectivity with communities and walking as a way to be happier and healthier. It also fosters environmental awareness, active citizenship and connectivity with nature particularly at a local level. It can offer a safe place for children, young people and families to have adventures, play together and benefit from Glasgow's many green spaces. Supported by our committed youth workers, it can also reduce or prevent offending or challenging behaviour.

9. Next Steps: Implementing the Plan

This class is very good because it makes me focus on me! I can learn what I want – grammar and speaking. I can get a lot of information and it supports me to speak and learn dialogues. I know my English is very bad but my teacher supports me and pushes me! These times are very important for me and if I go to college next year that's because this learning has made me more confident. ESOL 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 recover from the pandemic and 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. An initial one-year action plan will be developed in September 21 which will focus on recovery from the pandemic. Subsequent to this, a yearly action plan will be produced each September in consultation with stakeholders to ensure the effective delivery of this Plan.