Item 10

3rd November 2026

Glasgow Community Planning Partnership.

Hillhead Area Partnership.

Report by Head of Policy and Corporate Governance

Contact: Inderpreet Singh Email: Inderpreet.Singh@glasgow.gov.uk

2025/26 AREA BUDGET: EVALUATION REPORT.

Purpose of Report:

To inform the Area Partnership of the details of projects selected to complete an Evaluation Report.

Recommendations:

The Area Partnership is asked to note the report in relation to the Hillhead Area Budget in 2025/26.

Background

1. The City Administration Committee on 13th March 2025 allocated £61,839 to the 2025/26 Hillhead Area Budget.

Expenditure

2. £61,839 (100%) of the allocation has been awarded for projects that were delivered by 31st March 2026.

Evaluation

3. Projects funded through the Area Budget are required to comply with the Council's Standard Conditions of Funding which states that organisations must comply in full with evaluation requirements.

4. 10% of projects funded during 2025/26 were identified and asked to complete an Evaluation Report. Details of the projects and of the evaluations are included in Appendix 1.

Recommendation

5. The Area Partnership is asked to note the report in relation to the Hillhead Area Budget 2025/26.

Appendix 1

Hillhead Area Partnership Budget 2025/26

Budget: £61,839	**Allocated: £61,839**	**Unallocated: £0**

Total Number of Awards: 24	**Awards under delegated authority: 0**	**Awards to GCC/ALEOs: 1**

Client/Project	**Evaluation Submitted by Deadline Y/N**	**Summary Findings** (please include how the project contributed to the investment priorities, the impact on the community and the wider area and the number of beneficiaries). Please also include any information relevant to breach of conditions of grant e.g. non/late submission of documentation or amendments.
DMW Association North Kelvin Pre-1919 Tenement Retrofit Action Case Study	Yes	<u>Summary of Project</u> Consultancy to engage homeowners was carried out in the North Kelvin Community to provide advice on generic retrofit to encourage pre-1919 tenement homeowners to carry out self-financed, voluntary, retrofit and climate adaptation measures that reduce local energy demand, fuel bills and carbon emissions to preserve the historic built environment, and build community wealth. <u>Impact of Project</u> Residents are more aware of the key practical issues relating to retrofitting of their individual flats and of the common closes. They are also aware of how to get advice on undertaking improvements. Glasgow City Council can share the findings from the report created and draw its own conclusions.

		Spend The full award of £5,000 was spent.
Sahara Scotland Together We Can	Yes	Summary of Project After hosting community conversations, the participants in the South Sector group wanted to have sewing classes and podcasting. In our original proposal, we did not factor the cost of sewing machines for the group in South side so therefore we followed up with just one activity which was podcasting. The Southside activity began with open conversations in a safe and supportive space. Participants explored their lived experiences, including when and how their journeys to the UK began, their family and ancestral migration stories, the challenges they faced when accessing services, language barriers, and how experiences of racism in the past compare with those experienced today. The participants were then enlisted with pens and paper supported by local artist to write their stories in a written format to start allowing conversations to take place. Following this discussion, hired podcasting equipment was introduced to show how recorded storytelling could enhance and preserve participants lived experiences. The local artist from Sahara-Scotland helped participants feel at ease by using old photographs and familiar images from their home countries to prompt memories and conversation. The use of spices and familiar scents also encouraged discussion, linking these sensory experiences to stories of healing and cultural connection. This then allowed the participants to feel more at ease to use the devices to help record their stories, which then led to making up story boards of lived experiences. A total number of 8 participants had participated in this activity, where those who felt more comfortable were also mentoring others, to help overcome barriers that they fell when talking into a microphone to share their stories. Evaluations were completed towards the end of this, and the majority of the participants would have preferred to talk and demonstrate through lived experiences about their home countries more. All the activities took place in a hired space from the Awaz, which was based within the Southside of the area to meet with the funding needs.

		In the Westend, the college had offered to teach how to make tote bags. The group covered in their first session about what sewing skills they had demonstrated this through practical exercises on how to use the sewing machine. The second session focused on sewing machine health and safety, including safe handling, what to do if a machine was faulty, how to thread the needle, and how to wind the bobbin, how to understand patterns. In the following sessions, the instructor and local artist worked together to support participants in reading and following the pattern. Participants completed their sewing activities under their supervision. Evaluation forms were completed by the 15 regular attendees, who also received certificates recognising the life skills they had developed. Each day was divided into two parts: one focused on sewing, while the other captured participants' lived experiences. These discussions explored when participants first arrived in the UK, the barriers they faced when accessing services, and how their past experiences of racism compare with those experienced today. <u>Impact of Project</u> The Hillhead project brought together participants from a range of cultural backgrounds and encouraged positive action through designing and making items. Using sewing machines, participants developed practical skills while learning about reducing waste by recycling materials from other projects and repurposing fabrics supplied by the college. The project also aimed to create a lasting legacy by reducing social, educational and financial barriers, while helping participants develop lifelong skills that can be shared with their families and passed on to future generations. Additional resources were left at the venue, enabling the group to continue meeting on Tuesdays. Using the resources already available, the group has developed into a peer-led weekly session. The Southside project brought together participants from different cultural backgrounds to share their lived experiences, including their journeys to the UK and how these experiences have shaped their lives. Through

		discussion and the creation of talking storyboards, participants were given a voice and the opportunity to learn new podcasting skills by recording and sharing their personal stories. The pilot also provided support for participants who were digitally excluded, helping them build confidence, reduce barriers to accessing mental health and wellbeing services, and feel more empowered to connect with service provision. Participants became more confident in accessing services using QR codes, while the project created lasting memories and a legacy of shared experiences. <u>Spend</u> Sahara Scotland received £7,500 in total from Hillhead (£3,225) & Southside Central (£4,275) Area Partnership. Sahara Scotland confirmed they only spent £4,400 and noted an underspend of £3,100 which was returned to Glasgow City Council. The project underspend was mainly due to minor changes on the project scope which resulted in actual expenditure being lower than the original budget estimate. For example: Hillhead sector: The activities were piloted through planned classes and were delivered efficiently that were delivered by external partner, which we had budgeted for an expense. We only had to utilised the money for the local artist to support the group. There was an option of various activities through the community conversations, within the Southside, originally the activity covering mental health and wellbeing through a local artist, however, was it was agreed by the participants that they wished to do something in Podcasting activities with a follow up of sewing group. We had to juggle the expenditure for the first instance for hire of Podcasting equipment instead as a pilot through the original costings. We also did not add in the cost of sewing machines for the south sector due to costings then being too high. The original budget calculation which covered through costings was also to cover contingency planning to manage potential delivery risks, including alternative premises, in case the planned venue was unavailable in both sectors. Backup plans for activity delivery for equipment failure or equipment issues i.e. community focus groups collectively decided to pursue sewing classes instead of the therapy classes/ mindfulness classes. Also, as project was community led, the cost of materials and sewing equipment were supplied by the external host for the Hillhead project at no cost.

		Feedback from community conversations, participants expressed a preference for making a take home piece from the project, for reflective purpose for empowerment.
Alasdair Gray Archive Our City, Our Stories: Exploring North Glasgow Through Alasdair Gray	Yes	<u>Summary of Project</u> Our City, Our Stories: Exploring North Glasgow Through Alasdair Gray was a Schools and Community Engagement Programme that connected young people, teachers and local communities with the work of Alasdair Gray through creative learning, storytelling and archival exploration. Drawing on artworks, writings and archival materials from the Alasdair Gray Archive (AGA) collection, the programme encouraged participants to explore North Glasgow through personal experience, local history and shared narratives. The programme was delivered across North Glasgow through a combination of community workshops, school-based activities and teacher professional learning sessions. Activities took place at the Alasdair Gray Archive and in four local primary schools serving communities in areas of high deprivation, where opportunities for cultural participation can often be limited. Over the course of the programme, approximately 223 people took part, including: • 120 pupils across four local primary schools (approximately 30 pupils per class). • 8 school staff who participated in and supported the workshops (2 staff per school). • More than 80 people who attended the community event and archive-making activities at AGA. • 15 teachers who participated in Continuing Professional Development (CPD) sessions. The project provided: • Community workshops and events at AGA, including My City, My Story archive-making sessions and talks exploring Alasdair Gray's connection to North Glasgow. • Creative workshops in four local primary schools using the Travelling Archive, enabling pupils to engage directly with Gray's life and work through handling archive materials, creative writing, drawing and object-making.

		• Continuing Professional Development (CPD) sessions for teachers, supporting the use of Alasdair Gray's work across the Curriculum for Excellence and providing practical classroom resources. Building on pilot activity delivered in 2024, the programme was shaped by feedback from teachers, pupils and community participants. Evaluation demonstrated particularly high levels of engagement with the hands-on archive activities, with participants responding enthusiastically to opportunities to handle archival materials and create personal archive boxes inspired by their own lives, families and communities. Pupils created mini-books, drawings and artworks, brought in treasured objects, and shared stories reflecting their identities and cultural backgrounds. Teachers reported that the workshops successfully engaged children with a wide range of learning styles and needs, including pupils who did not usually participate confidently in classroom activities. One teacher described the project as "a winner" because of the level of engagement across the whole class, while pupils described the sessions as "so fun" and requested further visits and activities. Teachers also identified lasting benefits from the programme, incorporating archive-making activities into classroom displays, literacy projects and "get to know you" exercises. The tactile and creative nature of the Travelling Archive encouraged curiosity, discussion and peer learning, while supporting pupils to make meaningful connections between local heritage and their own lived experiences. Overall, the programme strengthened relationships between AGA, local schools and community groups, increased awareness of Alasdair Gray's artistic legacy, and enabled participants to explore and celebrate their own stories through creative practice. By foregrounding creativity, accessibility and community participation, the project continued AGA's commitment to providing meaningful cultural experiences that reflect the identities, histories and aspirations of North Glasgow communities. <u>Impact of Project</u> The Our City, Our Stories programme had a positive impact on children, teachers and local communities by increasing access to high-quality arts and heritage learning, encouraging creative self-expression, and strengthening participants' connection to their local area. Through creative workshops, archive exploration and storytelling, participants developed confidence, shared personal experiences, and gained a greater understanding of Alasdair Gray's work and the cultural heritage of Glasgow.

		The project particularly benefited pupils from schools serving communities experiencing high levels of deprivation in North Glasgow. Teachers reported increased participation from children who do not usually engage confidently in classroom activities, with the hands-on nature of the Travelling Archive providing an accessible way for pupils with different learning styles and needs to participate. Pupils demonstrated increased confidence in sharing their own stories, working collaboratively and expressing their ideas through writing, drawing and object-making. The programme also created lasting benefits for schools by providing teachers with resources and approaches that could be embedded within Curriculum for Excellence. Teachers continued to use archive-making activities to support literacy, personal identity work and classroom displays, extending the impact of the project beyond the workshops themselves. For community participants, the programme created opportunities to explore local history, celebrate personal and family stories, and connect with others through shared creative activity. The community event attracted over 80 attendees, strengthening engagement with the Alasdair Gray Archive and increasing awareness of this important cultural resource. The project directly supported several Area Partnership priorities: • Community Empowerment (Ward 10): Participants were encouraged to share their own stories, contribute their experiences and celebrate the diverse identities and histories of their communities through creative archive-making. • Making Anderston and Townhead Thriving Places (Ward 10): By attracting visitors to the Alasdair Gray Archive and delivering accessible cultural programming, the project strengthened the role of local cultural assets in creating vibrant, welcoming communities. • Community Engagement (Ward 11): Although delivery was focused on North Glasgow schools and communities, the programme model demonstrated how cultural participation can strengthen community connections, encourage civic pride and improve wellbeing through shared creative experiences. Overall, the project strengthened community connections, celebrated local heritage and supported people of all ages to recognise the value of their own stories alongside those of one of Glasgow's most significant artists. By reducing barriers to cultural participation and creating welcoming opportunities for learning and creativity, the programme contributed to more confident, connected and resilient communities.

		Spend Alasdair Gray Archive were awarded £5,775 in total from Hillhead (£3,150) & Anderston/City/Yorkhill (£2,625) Area Partnership which was spent in full.
Queens Cross Housing Association Winter Warmers in Woodside	Yes	Summary of Project The Winter Warmers in Woodside project supported older, vulnerable people by providing access to a safe, warm, and welcoming space during the winter months. The sessions took place in Windsor Hall, 1 Windsor Street, Woodside G20 7NA and weekly we welcomed 15 people to take part at each session. Sessions were designed to address social isolation and improve wellbeing among vulnerable groups during the colder months. A free access activity with free snacks provided and facilitated by our project staff helped to create a welcoming and inclusive warm space. Participants had choice of engaging activities such as dominoes, fun bingo and chat – alongside food and refreshments. These regular sessions ensured that participants feel supported, connected and valued within their community. Impact of Project The Winter Warmers in Woodside project provided a safe, warm, and welcoming environment for older and vulnerable residents during the winter months, helping to reduce social isolation and improve wellbeing. Based at Windsor Hall, the project welcomed around 15 participants each week, offering free access to activities, refreshments, and opportunities for social connection. The project had a particularly positive impact on vulnerable people (an AP priority for Hillhead) by supporting older residents who were at risk of loneliness, poor mental wellbeing, and financial hardship. Participants benefited from regular social interaction, helping them maintain friendships, build confidence and feel more connected to their local community. The sessions also provided a

		warm space and free food and hot drinks, reducing some of the pressures associated with increased energy and living costs during winter. The project contributed to community safety and security (an AP priority for Hillhead) by providing a trusted, supervised community space where participants felt safe and supported. For some attendees, particularly those living alone, the weekly sessions offered an important opportunity for regular contact with others, helping to reduce isolation and ensuring that people remained connected to community networks and sources of support. The project supported the priority of Woodside as a thriving place (an AP priority for Hillhead) by increasing use of a local community facility and bringing residents together in a positive and inclusive environment. Through shared activities and social interaction, participants developed stronger relationships with neighbours and strengthened community ties, contributing to a greater sense of belonging and community cohesion within Woodside. <u>Spend</u> QCHA were awarded £2,185 which they spent in full.