Glasgowlife



Glasgow Community Learning and Development Strategic Partnership (GCLDSP)

Annual Report 2025-26

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Introduction

Annual Report 2025-26

This report summarises the scope, scale, impact and progress of Glasgow's Community Learning and Development (CLD) partners against the priorities and objectives of the 2024-27 CLD Strategic Plan and Action Plans during 2025-26, the second year of delivery.

Partnership working brings together specialist expertise, community connections and shared resources to target support where it is most needed. CLD reporting demonstrates how collaboration across Glasgow Life, Glasgow City Council, the third sector and community organisations strengthens planning, reduces barriers to participation and improves learner journeys and outcomes. It also strengthens community involvement and embeds CLD's contribution within wider city priorities, particularly tackling poverty and health inequalities.

Data & Performance Reporting 2025-26

The 47 partner responses covered local colleges, health and employability providers, key council services and a wide range of third sector and community-based voluntary organisations, which accounted for more than half of respondents. Quantitative and qualitative evidence has been organised around the Strategic Plan priorities, cross-referenced with Strategic and Thematic Plan outcomes and compared with the 2024/25 survey. As the responding organisations change each year, totals inevitably fluctuate. The analysis therefore focuses primarily on learner and participant impacts while highlighting significant statistical changes.

Glasgow CLD Participants – demography

CLD participants are highly diverse and include people affected by poverty, low income, disability, Additional Support Needs, racial inequality, migration and asylum status, homelessness, addiction, poor mental health, unemployment, digital exclusion and social isolation. Provision also reaches care-experienced and LGBTQ+ young people, older adults, single and young parents, families in areas of multiple deprivation, people involved with criminal justice services, racially minoritised communities, refugees, asylum seekers, migrants, ESOL learners and Muslim and minority ethnic women. Overall, provision aims to widen access, reduce inequality and support those furthest from learning, employment and community participation.

Non-institutional routes, including outreach and partnership referral routes into community learning and development, widens access to learners facing barriers to participation. Working within the learners and participants geographic neighbourhoods the community-based provision delivered by Glasgow Life and third sector partners supports learning shaped around participants' needs, helping build skills, confidence, wellbeing and social connections, while creating pathways to qualifications, employment and greater involvement in community life.

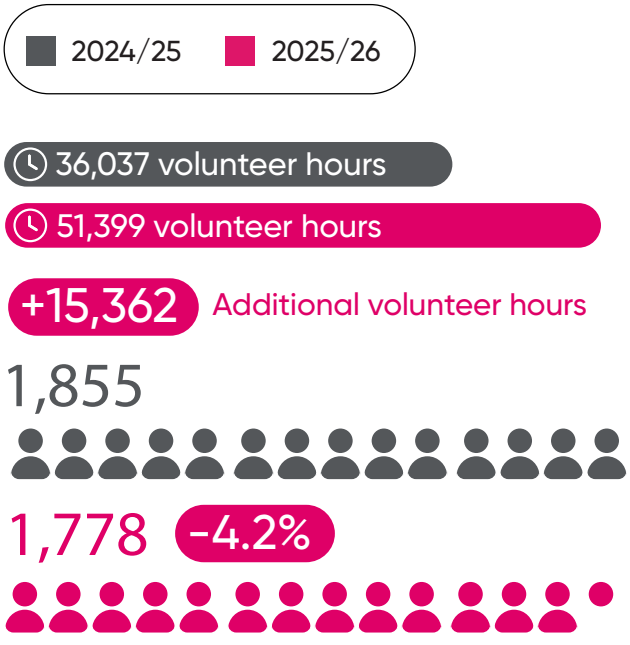
Responses show CLD activity across every Glasgow electoral ward, indicating citywide reach. Reported activity was highest in Calton, Southside Central, Anderston/City/Yorkhill and Maryhill/Kelvin. Victoria Park, Newlands/Auldburn, East Centre and Baillieston reported comparatively lower, but still significant, provision. Partners are therefore operating across communities with differing geography, population needs and profiles.



CLD Staff and Volunteer Development



Training increased confidence, knowledge, competence and practical skills across safeguarding, trauma-informed practice, inclusion, anti-racism, mental health, engagement, digital support, volunteer development and evaluation. This strengthened responses to changing community needs, improved inclusive and community-centred delivery, and supported reflective practice, morale, peer learning, professional growth and progression. Investment in development is contributing to a more skilled, resilient and values-led CLD workforce.



CLD Strategic Priority 1:

Mental & Physical Health and Wellbeing

Adults reporting improved mental health and wellbeing outcomes through CLD activity increased from 4,467 to 8,105 (+3,638), while referrals to health and wellbeing activity rose from 581 to 3,190 (+2,609).

Evidence shows improved confidence, emotional wellbeing, resilience and social connection, with many participants also progressing in learning, employability and family life. A notable strength is the breadth and inclusivity of delivery. Accessible, community-based and person- centered provision reached children and families, disabled people, people living with dementia, women, ESOL learners and people affected by trauma, addiction, poverty and isolation. Trusted environments helped participants strengthen relationships, stability, self-worth and belonging.



CLD Strategic Priority 2:

Employability Skills & Financial Inclusion

Employability Skills

Partners delivered CV and interview preparation, employability and sector-specific qualifications, digital skills, volunteering, work experience, internships and modern apprenticeships, often with tailored pre- and aftercare support delivered with colleges and employers. The 4,893 employability learners included 362 young people on youth employability programmes.

Nationally recognised awards increased by 767. Provision included training in sport, ICT, healthcare, housing and social services; wraparound mentoring; and culturally and linguistically appropriate support for ethnic minority communities. Employment skills were frequently combined with addiction, disability, ESOL and literacy support. Awards ranged from SCQF levels 2-8 and included Personal Development Awards, SQA Skills for Customer Care, Certificate in Work Readiness and a PDA in Data Science.

Reported impacts included greater confidence and social skills, transferable skills, resilience, reduced anxiety and improved work readiness, contributing to reduced poverty and better job security.



CLD Strategic Priority 3:

Youth Services & Youth Voice

Digital, STEM and core skills programmes developed young people's digital literacy, coding, social media, climate awareness, numeracy and understanding of community health issues. These skills strengthened young people's community connections, mental wellbeing and progression into employment, education and training.

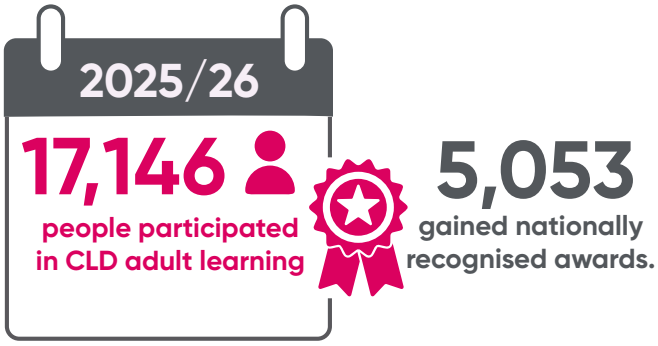
Young people, staff and volunteers gained accredited and stand-alone awards, including Health Issues in the Community, Community Achievement Awards, Construction Aware, King's Trust and Youth Access awards, with SCQF-rated provision from levels 2-5. Reported impacts included improved confidence, creativity, STEM understanding, peer support, leadership, communication and employability.

Health and wellbeing programmes included community activities, outdoor learning, collaborative community-building, LGBTQ+ groups and one-to-one asset-based coaching, with targeted support for LGBTQ+ and care-experienced young people and those with Additional Support Needs. Benefits included greater self-esteem, belonging, confidence, communication, health awareness and coping skills; reduced barriers, anger, loneliness and isolation; and better preparation for employment or further learning.



CLD Strategic Priority 4:

Adult Learning



In 2025/26, 17,146 people participated in CLD adult learning, 199 fewer than the previous year, and 5,053 gained nationally recognised awards.

Adult Literacy and Numeracy (ALN)

Learners improved reading, writing, numeracy and digital literacy, alongside confidence, independence and motivation to progress into learning or employment. Provision also reduced anxiety around everyday literacy and numeracy tasks and supported wider social, family and employability outcomes.

English for Speakers of Other Languages (ESOL)

ESOL participation increased by 970 and nationally recognised awards by 1,206. Courses included beginner and intermediate ESOL, employability and vocational ESOL, and routes into teaching, business and enterprise, childcare, social care and healthcare at SCQF levels 2-4.

Community-based ESOL improved everyday English, confidence and wellbeing while reducing isolation and building belonging, routine and peer networks. Learners identified goals, developed transferable skills and progressed towards further learning, volunteering, employment and fuller participation in community life and decision-making.

Digital Inclusion

Digital participation increased by 2,287. Almost 1,000 learners gained qualifications, including PC Passport, Introduction to ICT, social media and internet safety, and Understanding Fake News at SCQF levels 2-4. A further 3,760 learners received support to make effective use of their devices.

Training improved confidence in using devices, online services and digital communication, supporting access to education, employment, social connection and everyday independence. Devices, connectivity, one-to-one support, drop-ins and targeted coaching reduced exclusion, particularly for people facing financial, disability-related or confidence barriers. However, unaffordable devices, internet and data remained major obstacles, alongside limited digital skills among some ESOL and older learners.

CLD Strategic Priority 5:

Children and Family Learning

Some 6,000 adults and children took part in family learning activity. Reported outcomes included stronger parental involvement in children's learning, improved relationships, confidence, self-worth and belonging, and benefits to the physical and mental health of adults and children.

Person-centred support for families of children with Additional Support Needs reduced parental isolation and improved children's wellbeing and engagement. Partnership delivery and CLD training for teaching staff supported new approaches in schools and at home, while Family Learning Action Groups promoted good practice.

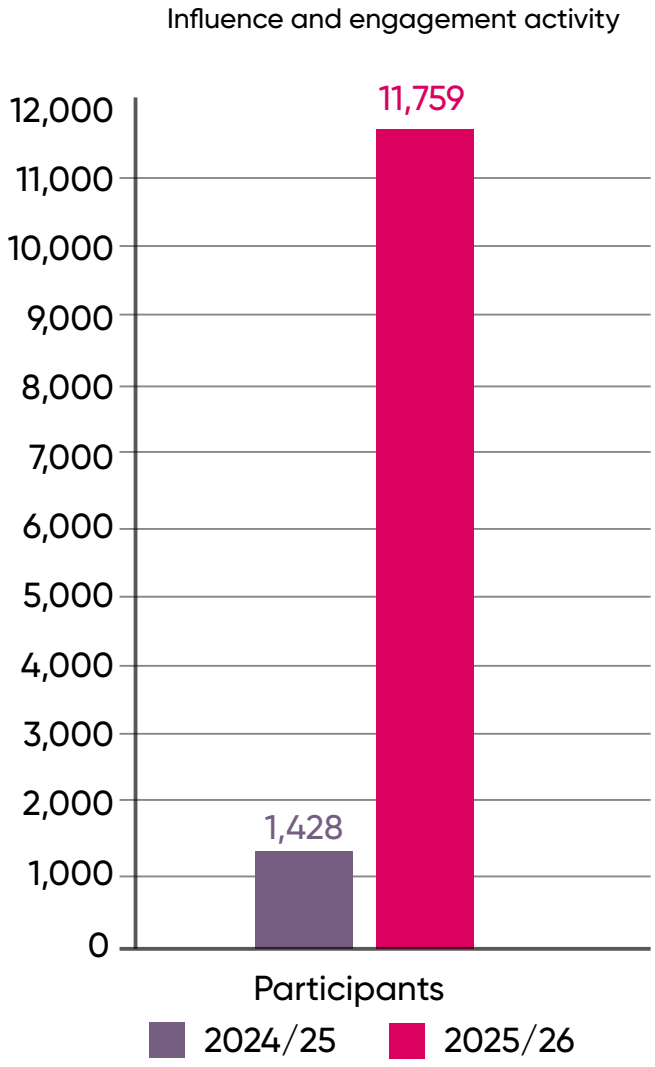
Partners delivered 35 parental engagement and family learning CPD sessions to GCC Education Services staff, generating 900 attendances. Participants reported greater understanding of parental involvement, engagement and family learning; more confidence in supporting families; and increased use of the Family Learning Toolkit to plan, monitor and evaluate provision. More than 100 nurseries and primary schools also received ongoing capacity-building support to embed practice.



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CLD Strategic Priority 6:

Community Development & Capacity Building Approaches



CLD activity supported 922 community groups, 30 fewer than in 2024-25, including three social enterprises. Participation in influence and engagement activity increased substantially from 1,428 to 11,759 (+10,331).

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Volunteer hours increased from 36,037 to 51,399 (+15,362).

It strengthened governance, funding sustainability, partnerships and engagement practice, aligning with the National Standards for Community Engagement. Community feedback also directly shaped provision, including Arabic books in libraries for New Scots and Arabic-speaking families.

Volunteering in CLD Activity

Active volunteers reduced slightly from 1,855 to 1,778, while reported volunteer hours increased from 36,037 to 51,399 (+15,362). Providers emphasised that volunteers extend service capacity, improve access for people with disabilities and learning differences, contribute language skills and deepen understanding of local cultures and communities.

Eleven partners reported positive volunteer outcomes, although only half planned to expand opportunities in the following six months. Training increased staff and volunteer confidence, knowledge and inclusive practice, supported career and employment progression, and improved the quality of provision.



Key Challenges for CLD Partners Delivering Community Learning and Development Services in 2025/26



Partners reported reduced and short-term funding, rising costs and uncertainty over future grants, limiting strategic planning, staff retention, sustainable provision and responses to growing demand.

Small teams, recruitment delays, turnover, tutor vacancies and limited backfill added to capacity pressures. At the same time, learners presented with increasingly complex needs linked to poverty, mental health, digital exclusion, homelessness risk, Additional Support Needs, migration, asylum and ESOL.

The central strategic risk is that demand is rising while resources, staffing and service stability are reducing. This threatens partnership working, sustained learner support and equitable access, particularly for communities already experiencing disadvantage.

Conclusion

Overall, the report demonstrates the substantial reach and positive impact of Glasgow's CLD partnership, improving people's skills, wellbeing, financial security and opportunities while strengthening families and communities across the city. It also highlights the commitment, adaptability and collective contribution of partners, staff and volunteers in delivering inclusive, high-quality support for Glasgow's diverse communities.

Case Studies

Partnership Working in CLD - Family Finances Key Workers - Return to school Employability and Financial Inclusion Day – Southside central Demonstration of Change area

The initiative brought together Family Finances Key Workers, schools, community partners and local businesses to support families in Govanhill with the costs and pressures of returning to school. Through well-promoted events at Annette Street and Cuthbertson Primary Schools, families were able to access free uniforms, haircuts, food, translation support, financial advice, employability guidance, health information and help applying for key benefits and grants.

The outcomes were highly positive, with over 240 families attending, more than 100 new registrations for ongoing support, 1,200 items of school clothing distributed and 72 children receiving free haircuts. Schools reported improved first-day attendance and more children arriving in full uniform. The initiative also strengthened trust between families, schools and support services, while creating a platform for ongoing engagement through weekly drop-in sessions and future parent involvem

ESOL Partnership Work – Reported Impacts for Learners

ESOL learning is delivering strong positive outcomes for learners, including improved English language skills, greater confidence, better wellbeing and stronger social connections. Learners are becoming more independent in daily life, able to access services, communicate with schools, doctors and housing providers, and participate more fully in their communities. Programmes also support integration, reduce isolation, build employability skills, and help learners progress into further education, volunteering, accredited learning and employment.

Community Development

A strong example of this is our work with the Lyceum Trust in Govan, where we supported a group of elderly trustees over a prolonged period to build confidence, strengthen organisational capacity, and develop the skills required to deliver a comprehensive community engagement plan. This support enabled the Trust to gather meaningful evidence of community support and ultimately achieve Stage 2 status in the Community Right to Buy process, ensuring they will be given first refusal should the building owner wish to sell. This complex and collaborative work was recognised nationally when the project contributed to Glasgow Life receiving the Scottish Public Sector Award for Community Engagement, highlighting the strength and quality of our engagement approach.

Sadie

Sadie, a lone parent with a long-term health condition and a child under five, after fleeing conflict in Ukraine, was referred to Glasgow Life's Family Finance Keyworkers service. Her keyworker developed a tailored action plan focused on employment, income maximisation and childcare support. Working with partners, Sadie was supported to claim Adult Disability Payment. Jobs and Business Glasgow helped her secure work as a Learning Support Assistant, while childcare costs were covered through the Glasgow Futures Training and Support Fund. Sadie has since secured employment with HMRC, improving her income and quality of life for her and her child.

Gemma

Gemma, a 32-year-old mother of two children with additional support needs who faced risk assessments and abscondment policies at school, has received comprehensive support through Whole Family Support, including one-on-one assistance from a Glasgow Life Live Well Adviser and collaboration with a Family Wellbeing Worker at Govan Health Centre. The family benefited from funded access to Imagination Station, swimming opportunities and a funded Glasgow Club membership, which has helped her manage mental health challenges and balance caregiving with personal well-being.

Children and Young People Participation in CLD Activity: 2024/25 to 2025/26

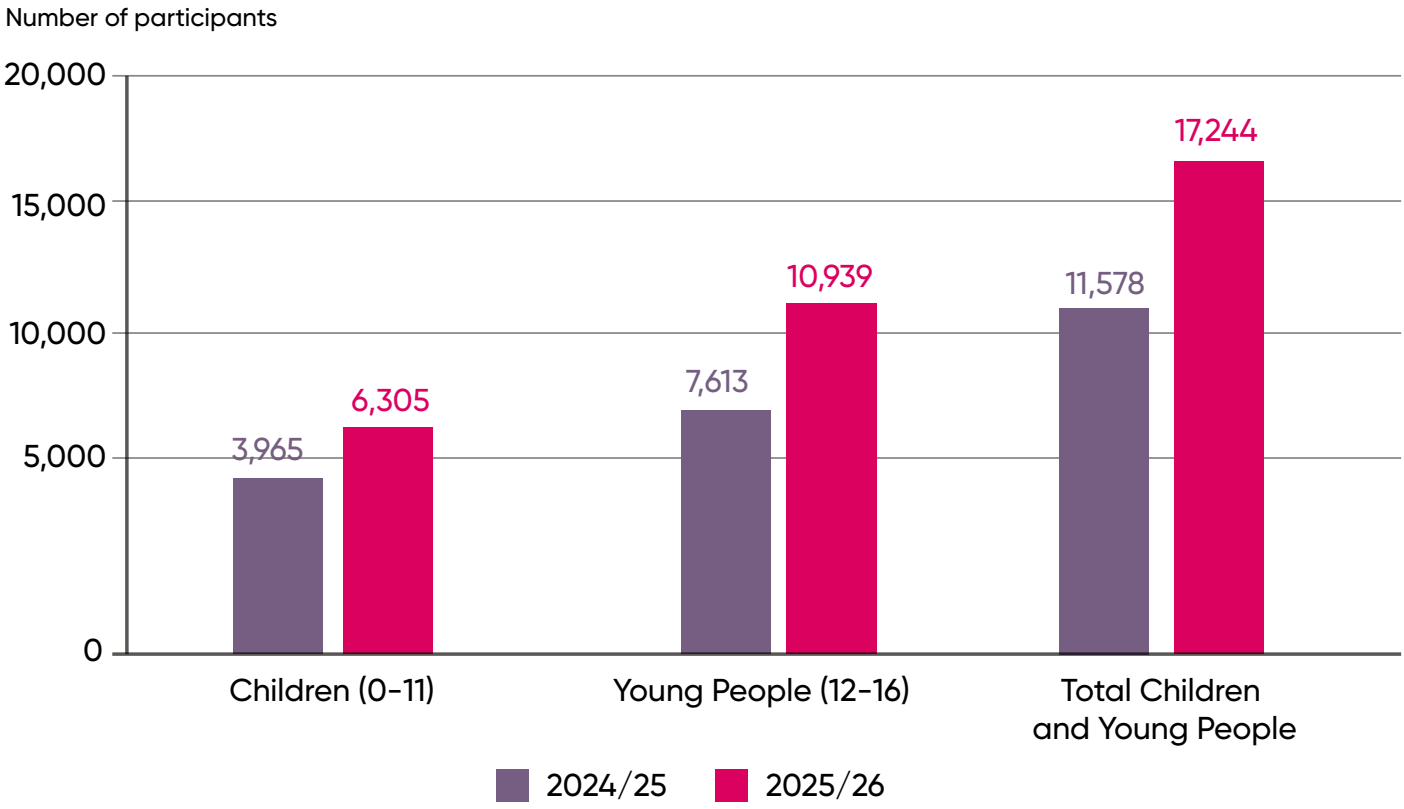
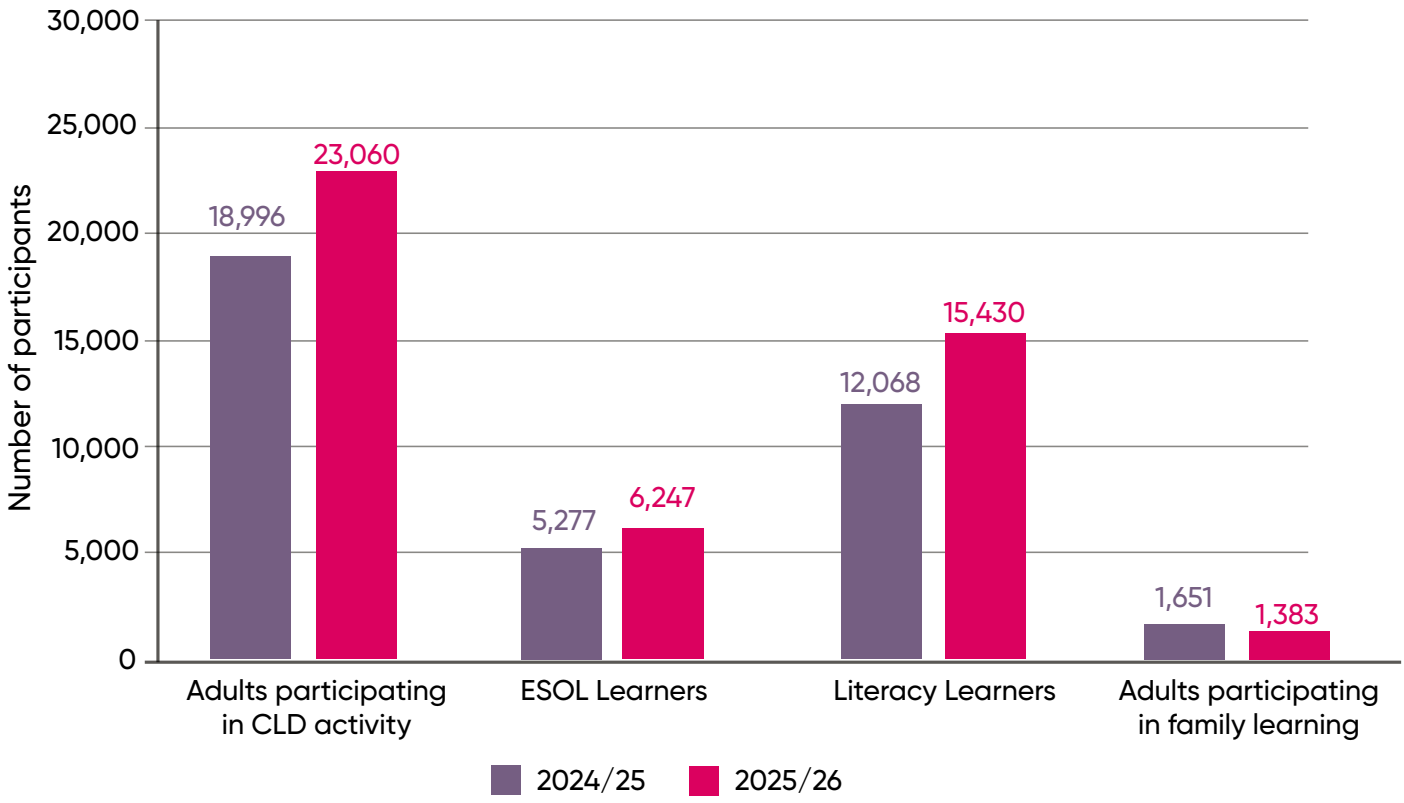


Figure 1: Adult Learning Participation Trends 2024/25 to 2025/26



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GLASGOW'S LEARNING

Glasgow