



**WELLBEING, EQUALITIES, COMMUNITIES, CULTURE AND
ENGAGEMENT CITY POLICY COMMITTEE**

Report by Executive Director of Education Services

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CHILDREN & YOUNG PEOPLE'S CITY CHARTER

Purpose of Report:

The purpose of this report is to update Committee on youth participation work, plans for a Children & Young People's Charter, and how this will complement Glasgow 850 and beyond.

Recommendations:

To note the work regarding the development of the Children & Young People's City Charter.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes ☐ No ✓ consulted: Yes ☐ No ☐

1 INTRODUCTION

- 1.1 Following the Wellbeing, Equalities, Communities, Culture and Engagement City Policy Committee on 21 September 2023, which concentrated on youth related matters, a development day was held for members focusing on engaging with young people. The development day included inputs by young groups across the city from what are seen as often hard to engage young people,
- 1.2 The development day took an asset based approach and successfully amplified the voices of children and young people. Inputs from youth groups, the Glasgow Schools Forum and Senior Phase Parliament demonstrated their skills and talents and hopes and aspirations for the future.
- 1.3 On [18th April 2024 the Committee further discussed young people's engagement](#), which will include interaction with committees, and the democratic and decision-making functions of the Council.
- 1.4 A further development arising from the away day and strategic plan is the commitment to support young people's empowerment in the development of a 'Children's City Charter'. This will build upon the [City Charter](#) created and developed through dialogue and consultation with citizens and launched in May 2018.
- 1.5 The Children's City Charter will use this as a baseline and learning experience from other successful Charter initiatives will act as building blocks. Our [Glasgow 850 celebrations](#) aim to involve Glaswegians in how we can inspire accelerated change, for a better, sustainable future, over the next fifty years. Key themes are 'Civic' and 'Education and young people'. Our 'city as a classroom' approach will inform the development of a Children's Charter in the lead up to and beyond Glasgow's 850th anniversary.

2 AMPLIFYING CHILDREN AND YOUNG PEOPLE'S VOICES

- 2.1 Education Services are committed to amplifying the youth voice and participation in the democratic and civic life of the city. This work is rooted firmly in Education Services [All Learners All Achieving](#) approach. Two principal means have been created for doing so: the Glasgow Schools Forum and the Senior Phase Parliament.

2.2 Glasgow Schools Forum

The Forum brings together young people from every school in Glasgow to gather and share their views on matters which affect them and they can influence. The Glasgow Schools Forum is open to all schools across the city to send representation. The Forum meets in two separate groups: two Primary sessions, allowing up to 50 schools at each session to meet together and then the Broad General Education (BGE) group which is open to all Secondary schools and has representation from young people across S1-S3. The Forum meets monthly. The Forum has contributed the views of our young leaders on such matters as the Integrated Children's Service Plan, the consultation on Blairvadich Residential Centre, a Framework for Children's Rights, Play Assessments and further consultations across the council family.

2.3 The Senior Phase Parliament

The Parliament is an opportunity to listen to young people from the Senior Phase of Secondary School. The Senior Phase Parliament meets 4 times per school year. The Parliament involves two representatives from each of our secondary schools attending sessions in the City Chambers to be consulted on a range of issues important to them. Young people have discussed the following issues:

- Developing the Young Workforce
- Health and Wellbeing
- Equality and Diversity Learning for Sustainability
- Options

2.4 Citywide Conference

In October 2023 we held our first [city wide Young Persons' Conference](#) for P6/7 and S1/2/3 for all schools in the Scottish Exhibition Campus (SEC). The theme for the Conference was 'All Learners, All Achieving'. The day was hosted by young people from Hyndland Secondary and included 4 workshops hosted by young people from different schools in Glasgow. The [conference reported](#) to the Education Skills and Early Years City Policy Committee on 25th January 2024

3 CREATING AGENDAS FOR CHANGE

3.1 Children and young people have created a number of compacts with the city. These have either been subject specific or based on their school community. Development of these have not only involved our young learners and Education Services but colleagues across the Council e.g. Neighbourhoods and Regeneration Services, and wider Glasgow family.

3.2 Children and Young People's Climate Charter

During COP26 the council engaged with every single school in the city on discussions around climate change, sustainability and leadership in the months leading up to and during the event itself. A key output was Glasgow's Children and Young People's Climate Charter: [Engage the World to Change the World](#), an intergenerational declaration, promise and challenge. COP26 and the Dear Green Place programme has left a continuing legacy of climate conversations and learning for sustainability for more than 70,000 children and young people in Glasgow.

3.3 Girls@COP26 – the Solutions are feminist (Girls4Equality)

This award-winning initiative amplified women and girls voices in line with SDG5. Recognised by Sister Cities International, the [pioneering work won a prestigious international award for innovation and youth education](#). It was also selected as [best practice for a Bilboa led UCLG project 'City of Values' which brought together global cities develop a framework of shared values](#). The legacy work has involved Girls4Equality groups meeting in every secondary school and coming together on International Women's Day and International Day of the Girl each year to take collective action. Matters discussed have ranged from being anti-racism to Her City, building on the Place theme of the original initiative. At the last meeting ideas for Glasgow's 850 were introduced and this proposal met with support.

3.4 'Manifesto for a Fairer Future'

Following sessions of the Parliament, young people in our Senior Phase developed a ['Manifesto for a Fairer Future'](#). The manifesto details their vision of how they would like their classrooms and school communities to be and outlines key themes. This has been shared with young people city wide and they have been developing plans for how they will share this wider in their school communities.

3.5 Anti-racism Charter

Glasgow Education Services [Anti-Racism Charter was launched at PARTIE23](#) (Promoting Anti Racisms together in Education 2023) in response to learners appetite for [active anti-racism](#). Held during October 2023 in line with Black History Month and National Hate Crime Awareness week, the event was aimed at P5 – S6 and open to all schools across the city. The event showcased the work of 9 schools anti-racist learning e.g. Smithycroft Secondary anti-racist club, Drumchapel High School Anti-Racism Society etc.

3.6 School Charters

Schools across the city participate in our Rights Respecting Schools initiatives. Underpinned by UNCRC, opportunities for children and youth leadership are built into this work. The school charters empower them not only to co-design and create what happens in their classrooms but influence the wider school community. Young people across the city are conversant in the co-design and implementation of these charters in their daily school life.

4 OUR CITY AS A CLASSROOM

4.1 Glasgow sees our city as classroom: this underpins our UNESCO Learning City work. We encourage our young people to investigate, explore and engage with their world class local and city-wide assets to help them navigate and build their future.

4.2 Education Services work with Glasgow Life is an exemplar of this approach as demonstrated by the [CREATE team report to the Education Skills and Early Years City Policy Committee on 07th March 2024](#) which was observed by Professor Louise Hayward, author of 'It's Our Future - Independent Review of Qualifications and Assessment'. She praised the city's work on engaging young people in creative arts as an exemplar for enjoyment and future employment in creative industries as was its empowering approach to the curriculum .

4.3 This is further evidenced by collaboration between Education Services with Glasgow Museums on the award-winning Burrell Renaissance project. Local and young people from across the city participated in community led projects curating the collection and inspiring future generations of art lovers.

4.4 Young People Make Glasgow: our heritage and our future

Heritage is dynamic open to interpretation, discussion and debate. Our Social Studies Framework equips pupils and teachers to collaboratively explore past events and societies and the world today, improving their skills and understanding of people, place, the environment, economy and wider society. The Framework includes opportunities for learning about Emigration and immigration; Women's equality; Black history; Children's Rights; Climate change etc. It enables the development of interdisciplinary skills and knowledge across the individual subject areas of Geography, History and Modern Studies.

4.5 To enable young people making Glasgow in their image, we are developing an approach in line with the Curriculum for Excellence that will co-create a Children's City Charter alongside learning about their city's past, present and future. The learning experiences would involve activities related to:

4.5.1 Know Your Place (Primary)

Explore their school's immediate environment. A brainstorming workshop then invites them to imagine their ideal neighbourhood. This would involve the Children's Place Standard Tool

4.5.2 Flourishing Glasgow (Primary)

Children use a variety of maps to learn about the city and its history and its relationship with wider Scotland. Along the way, they also get a glimpse of how Glaswegians lived in the past.

4.5.3 Dear Green Place (Primary)

Children learn about Glasgow's natural ecosystem.

4.5.4 Twin City Classes (Primary)

Connects children with activities about our twin cities and encourages interest in languages and other cultures.

4.5.5 Doon the water (Primary)

Learners explore Glasgow through the lens of immigration helping build empathy for the range of migration experiences including forced migration and slavery.

4.5.6 Enlightenment and innovation (Primary)

Young people learn about Glasgow's reputation for sparking radical ideas and industries that changed the world.

4.5.7 Sparking Civic Engagement (Primary)

Enabling young people to see themselves as future citizens who can make a difference in their community. Learning about social movements that have shaped Glasgow. In teams, they outline a project that they could implement in their school or neighbourhood.

4.5.8 Her City (Primary)

Building on Girls@COP26 learners consider the contribution of women to the city and why they are often invisible and how women and girls voices can be amplified

4.5.9 Accessible Glasgow (Primary)

Learners reflect on the impacts of disabilities and consider ways to make the museum more accessible. This exploration provides students with a valuable opportunity to expand their understanding of issues related to disability, inclusion, and accessibility.

4.5.10 Metropolitan Glasgow (Secondary)

Young people learn about the metropolis's characteristics and population, the region and its opportunities, as well as the challenges it faces today.

4.5.11 Clyde Built (Secondary)

Learners learn about the city's industrial past and economic potential in light for the green and digital revolutions including the need for a Just Transition.

4.5.12 Empire, Slavery & Colonialism (Secondary)

Young people explore these legacies and the relevance to the city and wider present day global issues. This would build upon ['Glasgow-City of Empire'](#), a new permanent display at Kelvingrove Museum and Art Gallery examining the legacies of colonialism and how they have shaped our city.

4.5.13 Scotland's creative engine

Young people learn about Glasgow's cultural and creative offer, how it is a hot bed of creative industries, see ourselves as others see us, and take pride in in our reach and influence.

4.5.14 Glasgow 101 (Secondary)

Young people learn useful tips for navigating everyday life in Glasgow – how the Council works. Above all, the activity offers them an opportunity to express their thoughts and feelings about their new city.

5 CO-CREATING CHANGE

The above range of potential topics will be developed further in partnership with pupils and city stakeholders.

- 5.1 Led by our Children's Rights and Participation leads, in tandem with the CREATE team we will work closely with Glasgow Life colleagues to tap into the expertise of colleagues in Glasgow Museums and wider youth work.
- 5.2 People's Palace Museum has identified as key to this initiative, and during the refurbishment of the museum, this provides an exciting opportunity to engage children and young people in its future curation.
- 5.3 Other stakeholders like Glasgow Building Preservation Trust, Glasgow Women's Library, Glasgow City Heritage Trust (who jointly developed '[Our City Chambers](#)'), Glasgow Science Centre, and the Hunterian Museum etc will also be invited to collaborate as part of our city as a classroom approach.

6 NEXT STEPS

- 6.1.1 We successfully bid for an opportunity to present, and sense test our approach at the Eurocities Social Affair Forum next month. The event will focus on city innovation – an Open Call was made for ideas and Glasgow was selected under the Children's theme. This and our ongoing role as Vice Chair of the Working Group Children & Young People provides an opportunity to benefit from ongoing peer review regarding the Charter, and complementary curriculum innovation and co-creation process.
- 6.1.2 We will develop the ideas further with the Glasgow City Schools Forum and Senior Phase Parliament and workshop the Charter at the next Citywide Conference. Feedback will be sought at each stage and inform the work until a launch planned for during 2025 as part of our 850 celebrations. (date tbc).

7 POLICY AND RESOURCE IMPLICATIONS

Resource Implications:

Financial: None

Legal: None

Personnel: Principally Education Services Children's Rights and Participation leads, Glasgow Life colleagues and other Council Officers

Procurement:

N/A

Council Strategic Plan: Specify which Grand Challenge (s) and Mission (s) the proposal supports. Where appropriate the relevant Commitment can also be listed.

Our children and young people's engagement supports the achievement of all four Grand Challenges:

1. Reduce poverty and inequality in our communities;
2. Increase opportunity and prosperity for all our citizens;
3. Fight the climate emergency in a just transition to a net zero Glasgow;
4. Enable staff to deliver essential services in a sustainable, innovative and efficient way for our communities.

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2021-25? Please specify.

The 'Children's Charter' supports many EO's notably:

- Outcome 3 (access to services)
- Outcome 5 (report hate crime)
- Outcome 8 (increased representation)
- Outcome 12 (delivering equality and diversity curriculum)
- Outcome 13 (challenging discrimination)

What are the potential equality impacts as a result of this report?

As detailed in the report we are invested in continuing to secure a positive impact children and young people as they become our future citizens

Please highlight if the policy/proposal will help address socio-economic disadvantage.

The City Charter and work planned alongside it will enable children to understand economic injustice and the challenges and opportunities facing the city

Climate Impacts:

Does the proposal support any Climate

The City Charter will complement the existing Children & Young people's Climate Charter

Plan actions? Please specify:

What are the potential climate impacts as a result of this proposal? As above

Will the proposal contribute to Glasgow's net zero carbon target? As above

Privacy and Data Protection Impacts: N

Are there any potential data protection impacts as a result of this report
Y/N

If Yes, please confirm that a Data Protection Impact Assessment (DPIA) has been carried out

8 RECOMMENDATIONS

- 8.1 To note the work regarding the development of the Children & Young People's City Charter.