



Glasgow City Council

Wellbeing, Equalities, Communities, Culture and Engagement
City Policy Committee

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**Glasgow's Community Learning and Development (CLD) Strategic Plan
2024-2025 Annual Report**

Purpose of Report: To provide an update on the progress of Glasgow's
Community Learning and Development (CLD) Plan 2024-2027.

Recommendations:

It is recommended that the Committee notes the contents of this report.

Ward No(s):

Citywide: ✓

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

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1. Introduction and Purpose

This report highlights key work delivered by Community Learning and Development (CLD) providers in 2024/25 against the priorities set out in the Glasgow Community Learning and Development Strategic and Action Plans 2024-27.

The Requirements for Community Learning and Development (Scotland) Regulations 2013 places a duty on local authorities, through Community Planning Partnerships (CPPs), to produce a three-year plan for the effective delivery of Community Learning and Development (CLD). The CLD Plan was developed to support the priorities of the Glasgow Community Plan 2024-34 and Glasgow City Council's Strategic Plan 2022-27.

This report highlights progress in 2024/25 with content sourced from direct reports from a variety of CLD providers, including equalities groups, and an online survey. Assistance and support was provided by Glasgow Life to ensure ease of reporting by as wide a range of organisations as possible. The data and performance information contained within the annual report represents CLD provision in every electoral ward in the city. Information has been provided by under-represented groups such as LGBTQI+, learners with a disability, young women and girls, BME learners and those from a criminal justice background. The report is not exhaustive in terms of volume of activity but demonstrates the breadth of CLD activity supporting the citizens and communities of Glasgow. Findings are summarized below and the full report is available at Appendix 1.

1.1 CLD Strategic Priorities 2024-27

The strategic priorities set out in Glasgow's Community Learning and Development Strategic and Action Plans 2024-27 are:

- Mental and Physical Health and Wellbeing
- Employability Skills and Financial Inclusion
- Youth Services and Youth Voice
- Adult Learning, particularly Literacy, Numeracy, ESOL and Digital Inclusion
- Family Learning and Attainment and Achievement for Children and Parents/Carers
- Equalities representation through voluntary and third sector organisations.

1.2 Key Findings 2024/25

- There are clear strategic planning synergies with partners' work aligning to the city plan and key strategic priorities.
- There was improved reporting from third sector organisations and equalities groups.
- There was an increase in lifelong learning and digital inclusion with evidence of positive progression and qualifications gained.

- As a response to the cost-of-living crisis, financial inclusion partners reported more targeted programmes for those experiencing poverty and a much greater uptake of available assistance.
- There was increased provision from those supporting skills to employability.
- The number of adults experiencing improved health and wellbeing outcomes saw a significant increase.

1.3 Report Highlights 2024/25

- Over 36,000 volunteer hours supported CLD activities across Glasgow.
- £25.7m secured through financial inclusion and money advice services.
- Over 4,000 adults participated in literacy and numeracy programmes.
- The Multiply project delivered over 1,000 numeracy courses to almost 5,000 learners.
- 6,000 adults engaged in employability programmes across the city.
- 5,000 adults participated in ESOL learning programmes.
- 952 community groups received capacity building support.
- Almost 9,000 young people engaged through outreach and detached youth work.
- 94% of schools reported improved parent-child relationships through family learning.

2. Conclusion

The 2024-25 CLD survey has once again revealed the depth and diversity of Glasgow's CLD ecosystem. From adult literacy to youth democracy, digital access to community resilience, the sector continues to deliver transformational change.

The data shows a sustained commitment to high-quality, person-centered learning and development despite economic and social challenges. Community-led approaches remain vital to the fabric of Glasgow life. Learners, staff, and volunteers alike contribute to a thriving, inclusive city through their engagement in CLD.

3. Policy and Resource Implications

Resource Implications:

<i>Financial:</i>	There are no new financial implications arising from the report.
<i>Legal:</i>	The report raises no new legal issues.
<i>Personnel:</i>	There are no direct personnel implications.
<i>Procurement:</i>	There are no relevant procurement issues.

Equality and Socio-Economic Impacts:

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

Yes

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

Positive Impact.
The CLD Plan aims to tackle health and poverty related inequality by offering learning opportunities, activities and services that build people's capacity to improve their circumstances.

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

Positive Impact.
The CLD Plan offers community-based learning, activities, services, and capacity building opportunities to people experiencing socio-economic disadvantage.

Climate Impacts:

Does the proposal support any Climate Plan actions? Please specify:

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

CLD contributes to positive climate impacts in relation to the following Climate Plan Themes: -
Climate plan Theme 1: Communication and Community Empowerment
Climate plan Theme 2: Just and Inclusive Place
Theme 5: Green Recovery

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

N/A

3 Recommendations

It is recommended that the Committee notes the contents of the report.

**Glasgow Community Learning and Development Strategic Partnership
(GCLDSP)**
Annual Report 2024-25 (Year 1)

1. Introduction and Purpose

This report aims to cover the scale, scope, impacts and progress of the CLD partners against the key priorities and objectives of the 2024-27 Community Learning and Development (CLD) Strategic Plan and Action Plans for the first year of the plans (2024-25).

1.1 CLD Strategic Priorities 2024-27

Through consultation, CLD stakeholders provided their key priorities for the CLD Strategic Plan 2024-27:

- Mental and Physical Health and Wellbeing
- Employability Skills and Financial Inclusion
- Youth Services and Youth Voice
- Adult Learning, particularly Literacy, Numeracy, ESOL and Digital Inclusion
- Family Learning and Attainment & Achievement for Children & Parents/Carers
- Equalities representation through the voluntary and third sector organisations.

2. Data & Performance Reporting 2024-25

The 2024/25 Glasgow Community Learning and Development (CLD) data and performance reporting recorded a 50%+ increase in the number of CLD partners providing valuable statistical and impact information from previous years. The 44 responses from CLD partners included the colleges, health providers, employability partners, key council services and a broad range of third sector and community based voluntary organisations reporting against the strategic outcomes, objectives and operational CLD themes.

The majority of the CLD partners identified mental and physical health and wellbeing, employability skills, adult learning, children and family learning and youth voice and democracy as their key priorities. Financial inclusion was also a significant priority for many of the CLD partners.

Through the CLD Strategic Plan 2024-27, the partnership made a commitment to increased planning and targeting of CLD resources to the most disadvantaged in the city. By working inclusively with the third sector and alongside specialised CLD providers, there is evidence that partners are tackling barriers to access and participation, and therefore improving learner and participant journeys and outcomes at every stage.

Appendix 1

CLD partners are addressing barriers to accessing and participating in CLD and reducing barriers for marginalised and under-represented equalities groups in the city. CLD partners within children and family learning, youth services, adult learning and specifically working with those with disabilities provided detailed data and performance information about those beneficiaries of their CLD provision and support services. Child and family partners identified impacts for children and families experiencing additional support needs, families facing poverty-related barriers to learning and participation and the specific inclusion of those from minority ethnic communities, kinship carers and those experiencing in-work poverty.

Adult learning partners through partnership and collaborations with third sector and other key providers reported improved work and a more inclusive approach to working with a range of learners. These included people who are homeless, people in recovery with barriers to employment, ESOL learners, asylum seekers, refugees and migrants, people who are isolated in the community, older adults, and those from the LGBTQI+ community.

CLD partners provided support and learning to those with disabilities, who also experience multiple disadvantages including access to financial and physical support. They identified working with people with disabilities who also felt increased isolation as they were also LGBTQI+, or people from Black, Asian and minority ethnic backgrounds, highlighting various initiatives they were adopting to improve access and provide a stronger voice for those participants. Youth services CLD partners listed that beneficiaries of support and learning opportunities came from LGBTQI+, care experienced and criminal justice backgrounds, with some focussing on their work with girls and young women from LGBTQ groups.

CLD partners through this targeted work have demonstrated a broad range of services and activities with adults, children, and young people, improving their mental health, wellbeing and sense of inclusion, integration, and self-esteem. The GCLDSP will continue to work closely with city planners to ensure they recognise the contribution of CLD services in addressing health and poverty-related inequalities.

A majority of the CLD partners providing data and performance information reported that funding was still a challenge in providing services in 2024/25. Some of the partners reported that short-term, intermittent funding sources could not provide security for staff retention and guarantee continuation of services year on year.

3. Thematic Performance Reporting 2024-25

The progress against the thematic action plan objectives provides a breakdown of what was achieved over the first year of the plan against the themes:



Adult Learning

Highlights

- 4,387 adults participated in literacy and numeracy programmes.
- 5,277 adults participated in ESOL learning programmes.
- Multiply Project delivered 1,028 numeracy courses to 4,857 learners.

Overview

Adult learning in CLD covers a wide variety of learning opportunities which target learners who have multiple barriers to opportunity, focusing on disadvantaged individuals and communities. Opportunities include community-based adult learning, adult literacies (ALN), English for Speakers of Other Languages (ESOL), Gaelic and digital learning.

The number of adult learners increased across all adult learning themes against the 2023/24 figures, with 7,500 more reported learners against 2023/24, with the ALN figures representing an increase of 3,500 learners against the 2023/24 figure with a rise in those gaining qualifications. There was a substantial increase of 3,393 Wider Achievement participants. There were 74 participants in Gaelic learning programmes representing an increase of 43 learners from 2023/24, with participants reporting positive impacts including progressing their Gaelic language skills, helping them at work and feeling connected to their culture and heritage.

Appendix 1

There were 4,901 adults participating in digital learning programmes with 2,567 completing nationally recognised awards. 2,930 adults received support and training to make best use of their digital devices.

The demand for ESOL remains high and includes people seeking asylum, those on resettlement schemes including Ukraine, Afghan, Syrian and unaccompanied asylum seeker children and young people. There were 5,277 adults in ESOL learning programmes, representing an increase of 684 learners against 2023/24 figures, with a reduction of 2,815 ESOL learners on the ESOL register waiting for learning.

The most notable sector of CLD experiencing funding challenges was in the ability to meet the demand for English as a Second or other Language (ESOL) and adult literacy and numeracy (ALN). Partners are working hard to address challenges in relation to ESOL, however funding remains a significant concern. Most recently COSLA have surveyed local authorities to provide detailed information regarding ESOL demand and provision across all sectors, in order that they can address the issues and challenges directly with the Scottish Government.

Children and Family Learning

Highlight

- 94% of schools reported improved parent-child relationships through family learning.

Overview

Family Learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be specifically designed to enable parents to learn how to support their children's learning more effectively.

The Early Years Children and Families and Family Learning Teams in Glasgow Life work alongside Education Services and other partner organisations to provide high quality opportunities for children and families.

1,651 adults were engaged in family learning through CLD activity, an increase of 1,342 against the 2023/24 figures. 179 family learning activity sessions took place citywide for those with a child pre 5 years of age. 3,965 children were engaged in family learning, representing a decrease of 623 children engaged over the same period.

76 CLD Continuing Professional Development (CPD) training sessions were delivered with 1,082 attendances from 185 schools and nurseries. All schools and nurseries are provided with ongoing staff capacity building support citywide for family learning and parental engagement.

Community Development and Capacity Building

Highlight

- 952 community groups received capacity building support.

Overview

Community development is a process where people come together to act on what's important to them. Enhancing 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.

The numbers receiving capacity building support increased by 769 against the 2023/24 figures that included 2,117 participants from equalities groups.

The CLD partners noted that for some they were experiencing issues identifying funding for capacity building support to community groups/organisations, mental health and wellbeing support, covering core salaries in modern apprenticeship courses and providing meals for disadvantaged children during school holidays.

Volunteering in CLD

Highlight:

- Over 36,000 volunteer hours supported CLD activities across Glasgow.

Overview

CLD providers support safe and effective volunteering opportunities to build skills and confidence, increase opportunities to widen participation and improve wellbeing.

In 2024/25 the number of active volunteers decreased by 155 against the 2023/24 figures but the number of volunteering hours increasing by 5,037 over the same period.

Employability & Financial Inclusion

Highlight

- 6,127 adults engaged in employability programmes across the city.
- £25.7 million secured through financial inclusion and money advice services.

Overview

Employability skills engage learners in programmes and activities that support their wellbeing and develop skills that enhance their employability opportunities, raise aspirations, and support them into employment.

54 employability programmes were delivered in 2024/25, with 8 courses developed in collaboration with employers. There were 6,127 adult participants in employability programmes with 1,257 adults completing nationally recognised awards and 3,799 reporting an employability positive destination.

Financial inclusion provides support and services targeted to those who have or are at risk of losing jobs and income and assist individuals and groups to access financial and benefit support through law and money advice and financial inclusion services.

In 2024/25 a reported 19,257 adults were in receipt of financial inclusion and money advice support services that included benefits checks and claims, budgeting advice, debt management and access to hardship grants.

Health and Wellbeing

Highlight:

- 7,167 adults improved health and wellbeing through CLD programmes.

Overview

Learning in health and wellbeing ensures that children, young people, and adults develop the knowledge and understanding, skills, capabilities, and attributes which they need for mental, emotional, social, and physical wellbeing now and in the future to improve their mental health, wellbeing and sense of inclusion, integration, and self-esteem.

The number of adults who experienced improved health and wellbeing outcomes saw a significant increase of 5,617 against the 1,550 reported in 2023/24. The increase may be attributed to the number of organisations that reporting against this theme including comprehensive data submitted by the Glasgow Health and Social Care Partnership.

Youth Services

Highlight:

- 8,853 young people engaged through outreach and detached youth work.

Overview

Youth work is an educational practice contributing to young people's learning and development. Young people engage in programmes and activities that support their wellbeing and develops skills that enhance confidence, raising aspirations, and supporting them into employment.

The numbers of young people participating in CLD activities increased by 3,698 against the 2023/24 figures but the numbers engaged in employability programmes decreased by 1,370 over the same period, likely because since 2023/24, eligibility for employability programmes has been expanded to an all-age offer, facilitating a broader reach of participants.

3,076 young people participated in digital, STEM and core skills programmes with just under a half of all young people gaining formal accreditation.

1,681 young people reported improved health and wellbeing outcomes, a decrease of 117 against the 2023/24 data that may be attributed to the absence of Youth Health Service data in the 2024/25 survey.

4,237 young people participated in activity-based programmes, an increase of 1,030 against the 2023/24 figures.

416 young people were engaged in Youth Voice programmes with participants reporting benefits including feeling more confident to speak to politicians, to argue for change and felt more included in decision-making processes as a result.

4. Strategic Performance Reporting

In addition to the Thematic Action Plan objectives, the GCLDSP have 4 shared strategic objectives related to the values of CLD provision and reporting to the city priorities, the key successes for 2024-25 were:

- a) Embedding the city's CLD planning and reporting in 2024-25 to the city's wider strategies and policies and incorporating it within the Glasgow Community Plan Performance Framework.
- b) Working collaboratively to plan and target CLD resources by tackling barriers to inclusion, access and participation, improving learner and participant journeys and outcomes at every stage.
- c) CLD partners ensure that CLD learners are more involved in CLD planning, involving community representatives and local groups in strategic planning processes, the GCLDSP will further identify co-production models for the coming financial year.
- d) Improving the quality of continuing professional development (CPD) opportunities by developing skilled, better informed, and confident staff and volunteers in the CLD workforce.

CLD partners have a chair or leading role for strategic groups operating across the city focusing on adult learning, youth services, family support and learning, health, employability and community capacity building. Partners contributions to the planning structures in the city have meant that CLD is embedded in wider city planning and strategies, ensuring the work of CLD is evidenced and valued. The partner involvement and contributions to the Local Outcome Improvement Plan (LOIP) Shared Performance Framework and the Child and Family Poverty planning in the 'Demonstration of Change' wards, allows for the recognition and the contribution of CLD services in addressing health and poverty-related inequalities and city priorities.

The CLD partners have evidenced that CLD programmes are shaped and informed by the stakeholders and particularly the participants through the wide and varied approaches they take to evaluating satisfaction, impact and progression. The impact reporting includes more inclusive methods, such as the use of interpreters, online systems, referral routes, monitoring of progress post-learning, in some cases a year

after initial learning and with employers. Learners are involved in focus groups, learner forums and in some cases are integrated into the corporate planning processes.

5. Conclusion

The 2024-25 CLD survey has once again revealed the depth and diversity of Glasgow's CLD ecosystem. From adult literacy to youth democracy, digital access to community resilience, the sector continues to deliver transformational change.

The data shows a sustained commitment to high-quality, person-centered learning and development despite economic and social challenges. Community-led approaches remain vital to the fabric of life in Glasgow. Learners, staff, and volunteers alike contribute to a thriving, inclusive city through their engagement in CLD.

The Partnership acknowledges the progress made in Year 1 and the opportunities to continue improving CLD services for the people of Glasgow in Years 2 and 3 of the Plan.

6. CLD Survey 2024/25 Respondents

Achieve More Scotland
Amina Muslim Women's Resource Centre
Barnardo's Works
City of Glasgow College
Connect Communities Trust
Drumoyne Community Council
ESOL Scotland
Finns Place
Glasgow City Council Employability Services
Glasgow City Council Health and Social Care Partnership (HSCP)
Glasgow Council for the Voluntary Sector (GCVS)
Glasgow Clyde College
Glasgow Disability Alliance
Glasgow Life (Learning & Development, Museums, Sport and Libraries & Communities)
Glasgow Kelvin College
Glasgow Women's Library
Govan Housing Association
Govan Youth Information Project
Health and Social Care Alliance Scotland (the ALLIANCE)
Jordanhill Community Council
LGBT Youth Scotland
Rosemount Lifelong Learning Centre
Skills Development Scotland
Springburn Unity Network
The Friends of the Pipe Factory
Venture Scotland

Appendix 1

Wheatley Foundation

Whiteinch Centre

Whiteinch Community Council

Workers Education Authority (WEA)

Youth Community Support Agency (YCSA)