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**Yeonsu 2021**  
International Conference  
on Learning Cities  
제5차 유네스코 학습도시 국제 컨퍼런스

# Wellbeing and Learning in Glasgow

Lord Provost of Glasgow Philip Braat

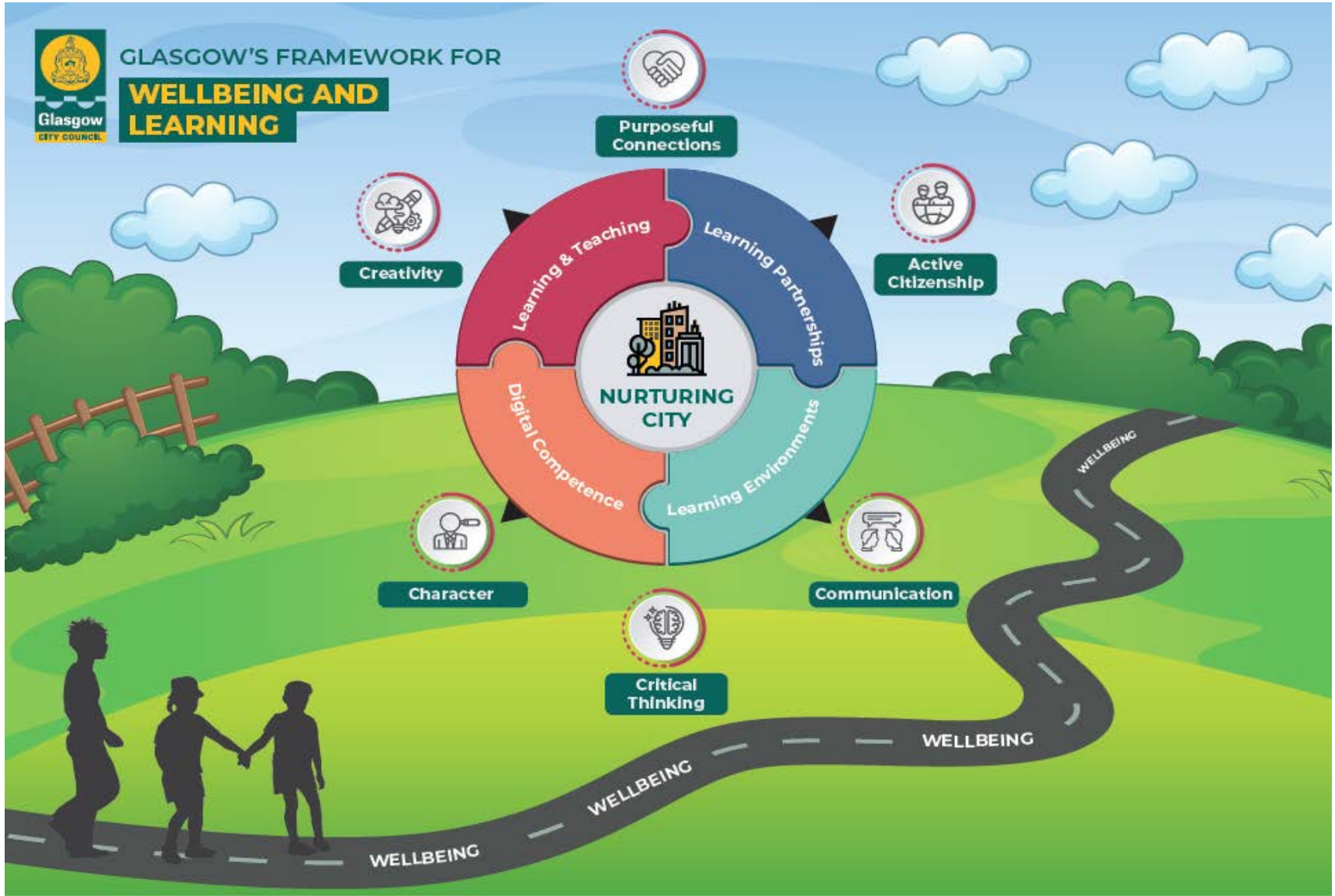


# Our context

- Around 80,000 children and young people and growing
- Over 300 establishments – from age 6 weeks to age 18
- Skewed demographic - 60% of pupils live in the 20% most deprived postcodes, less than 10% live in the 20% least deprived.
- Nearly 28,000 school-aged children and young people live in the 10% most deprived postcodes.
- Around 20% of school population (and growing) have English as an additional language.
- Many of our families face significant challenges – domestic abuse, alcohol and drug addiction and poverty in their lives



GLASGOW'S FRAMEWORK FOR  
**WELLBEING AND  
LEARNING**



# In less than 20 words – what do you want for Glasgow’s children?

- Responsibility, equality, a positive and ‘can do’ attitude. Pride in themselves and their city. A safe, clean and nurturing environment.
- For them to be happy, healthy and safe
- Social skills, qualifications and a work ethic.
- To build resilience, confidence and strategies to cope with adversity.
- I want Glasgow's young people to have access to quality learning experiences in a safe environment where ambition is fostered and expectations are high.

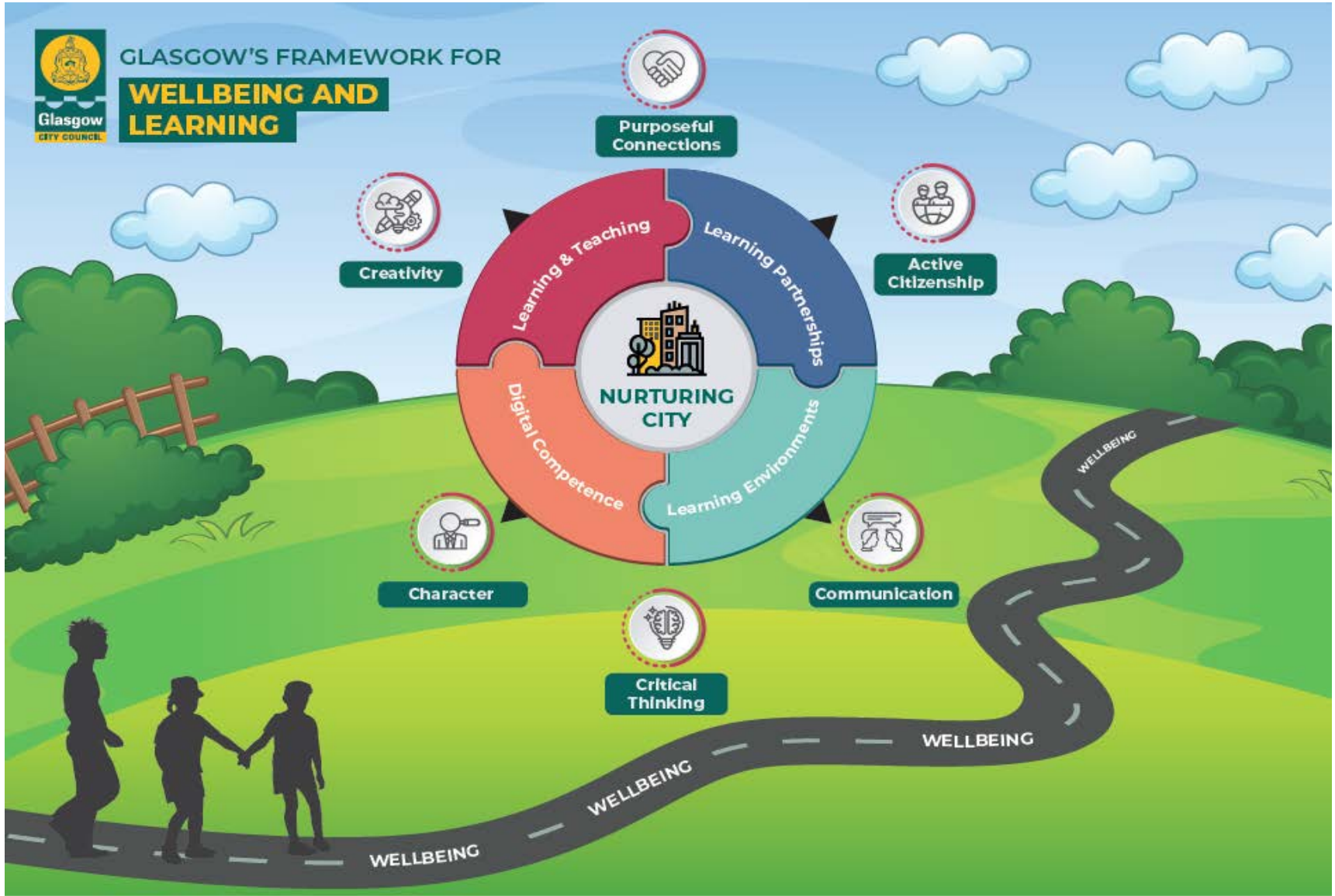
# We asked about the experiences children should have throughout their education

The most common response was outdoor education

Friendships	Rich opportunities for outdoor play and	Weekly visits to local libraries
Cooking at an early age / stage	Patience from teachers	Cultural activities (e.g., theatre, concert, gallery visit)
Real life experiences - opening a bank account, budgeting, getting the train etc	Learning a musical instrument.	Swimming
Growing/planting fruit and vegetables	Frequent access to a range of quality reading material.	After school opportunities



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## **Active Citizenship:**

Children's voices need to be heard and acted upon, they need to know their place in the world as global citizens, considering global issues based on a deep understanding of diverse values. They need to be able to engage with others to solve complex problems which impact human and environmental sustainability.

## **Character:**

Character refers to the qualities needed for being personally effective in a complex world.







## *Towards the Nurturing City*

*A nurturing city has schools where:*

*“We are listened to.”*

*“We know we are valued.”*

*“We feel we belong.”*

# Thank you

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