

10 April 2013

CLD Team
Education Scotland
The Optima
58 Robertson Street
Glasgow
G2 8DU

Dear Sir/Madam,

The Requirements for Community Learning and Development (Scotland) Regulations, 2013: Consultation on draft regulations

The Carnegie UK Trust is pleased to respond to Education Scotland's consultation on the draft *Requirements for Community Learning and Development (Scotland) Regulations, 2013*. The Trust works to improve the lives of people throughout the UK and Ireland, by changing minds through influencing policy, and by changing lives through innovative practice and partnership work. The Carnegie UK Trust was established by Scots-American philanthropist Andrew Carnegie in 1913. You can read more about our work [here](#).

The Trust welcomed the Scottish Government's proposed *Community Empowerment and Renewal Bill* in 2012 (you can read our consultation response [here](#)) and we are pleased to welcome this SSI, which seeks to strengthen the legislative requirements for community learning and development.

The Trust believes that empowered communities and individuals, enabled to play a more active role in improving their own wellbeing may hold the key to tackling some of the persistent inequalities in Scotland that Campbell Christie identified in his report: *Renewing Scotland's Public Services*. We are currently exploring these ideas in our [Enabling State](#) project led by Carnegie Fellow Sir John Elvidge.

We recognise that high quality and appropriate community learning and development (CLD) is key to tackling inequalities both within and between communities. CLD can help create a level playing field where all communities have access to the intangible assets of skills, knowledge and connections that will allow them to benefit from the provisions in the proposed *Community Empowerment and Renewal Bill*. See for example our evidence to the Land Reform Review Group [here](#).

Andrew Carnegie House, Pittencrieff Street, Dunfermline, Fife, Scotland, KY12 8AW
Tel: +44 (0)1383 721445 | Fax: +44 (0)1383 749799

Honorary President: William Thomson CBE | Chair: Angus M Hogg | Chief Executive: Martyn Evans
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We suggest however that in the spirit of community empowerment there is the opportunity for the SSI to go further and take a more radical bottom up approach to community learning and development. Our specific suggestions are as follows:

- **Community engagement rather than consultation:** the Education Authority should be encouraged to actively *engage* rather than just *consult* with the target community. Rather than focussing on the 'needs' of the target communities the community should be given the opportunity to debate and discuss their aspirations, priorities and identify what kind of CLD would support these. All members of the community should have the 'right to engage', be aware of the opportunity to participate and be actively encouraged to do so. Skilled staff should carry out the engagement and the Education Authority should be clear about its aims and objectives.
- **Building on existing formal and informal provision:** CLD may not necessarily be being offered formally through a constituted organisation but may also be delivered on an informal/ voluntary basis. The Education Authority should be encouraged to identify informal as well as formal CLD provision and to be open to growing and supporting existing community led, informal CLD provision if it meets the aspirations and priorities of the communities.
- **Feedback and flexibility:** those involved in the engagement should receive feedback on the outcomes of the process and have the opportunity to provide feedback on delivery options. The 3 year plan should clearly state the outcomes of the engagement process, the identified priorities and outline how communities and individuals can continue to engage during the 3 year programme. The Education Authority should remain responsive to changing circumstances over the period and be flexible in how to meet the identified priorities.

We hope that you find these comments helpful. If you would like to discuss our response, or would like to find out more about our work please contact me at jenny@carnegieuk.org.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Jenny Brotchie', written in a cursive style.

Jenny Brotchie, Policy Officer