

Glasgow's Plan for Community Learning and Development 2015-18

Welcome to Glasgow's three-year plan for Community Learning and Development (CLD), produced by the Glasgow's Learning Partnership. It sets out how we will deliver CLD across the city. The Glasgow's Learning Partnership is a grouping of public and third sector learning providers who are responsible for contributing to the CLD Plan and its goals. We developed the CLD Plan through extensive consultation with a number of learning organisations in the city, the third sector and communities across Glasgow.

Background

The Scottish Government has made the development of CLD strategic plans a requirement of Community Planning Partnerships. In Glasgow, responsibility for CLD has been delegated to the Glasgow's Learning Partnership by Glasgow Community Planning Partnership.

What is Community Learning and Development?

Education Scotland describes CLD as follows:

Community learning and development (CLD) practice covers a broad range of activities including adult learning, family learning, community capacity building and work with young people. CLD empowers people of all ages to work individually or collectively to make positive changes in their lives, and in their communities, through learning, personal development and active citizenship. These changes can improve an individual's life chances, help to create a more resilient and enterprising community, and contribute to improved public services. CLD plays an essential role in ensuring that individuals and communities, particularly those facing discrimination and disadvantage, gain the confidence and skills to influence the decisions that affect their lives.

Effective CLD delivery is based on a thorough assessment of needs, in partnership with learners and communities. This ensures that participants are equal partners in identifying their goals and potential barriers.

Principles

The principles that underpin CLD practice are:

- **empowerment** - increasing the ability of individuals and groups to influence matters affecting them and their communities
- **participation** - supporting people to take part in decision making
- **inclusion, equality of opportunity and anti-discrimination** - recognising that some people need additional support to overcome the barriers they face
- **self-determination** - supporting the right of people to make their own choices
- **partnership** - ensuring that resources, varied skills and capabilities are used effectively.

Glasgow's CLD Plan







Glasgow's CLD Plan covers the period from 2015-18, setting out actions to be undertaken by partners in the field to ensure that CLD is delivered in a co-ordinated way that meets the needs of communities and individuals. Our Plan complements the priorities outlined in the city's Strategic Plan and Single Outcome Agreement, and is also aligned to Scottish Government social policy.

It takes into account the changing demographics of Glasgow and in line with current social policy, focuses on prevention and early intervention as well as poverty, inequality and disadvantage. It recognises the barriers that people face in accessing the learning they need to progress and sets out to address these. With a high degree of poverty and inequality in the city, we will focus particular attention throughout the duration of the Plan's implementation to vulnerable groups and areas of high disadvantage.

Themes and outcomes

We have based our Plan around six themes indicated in the Scottish Government Strategic Guidance for CLD and associated actions.

These are:

-  Community-based adult learning
-  Learning for vulnerable and disadvantaged individuals and groups
-  Volunteer development
-  Early intervention with children, young people and families
-  Learning support and guidance in the community
-  Building the capacity of communities to meet their own needs, engaging with and influencing decision-making.

In each theme, we set out the context, needs and barriers identified by partners, the targeting of individuals and groups, workforce development status and needs, and how each theme contributes to early intervention. We looked at current provision, identified gaps and actions and timescales to address these. Actions that we will not take forward are also identified, as well as the rationale for their exclusion. The Plan includes reference to a number of policies, strategies and reports, which help to explain the context of its development. It also includes details of who was consulted in the development of actions and outcomes under each theme.

**This leaflet is a summary of the full Plan
which can be found here:
www.glasgowlearning.org.uk**

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