

What can you do to future proof CLD?



Jamie has the answers	Recognise it is a profession	Telling our story	Promote the value of CLD as a profession
Do not dilute the sector or the role. Ensure that professional identity is across the whole of Scotland	Being clear about outcomes	Integral part of option choices in schools.	Nationalise similar to SDS
Pathways into CLD are not consistent across Scotland	This is difficult without the national strategies in place	Protect the funding	Need benchmarking. Need strong outcomes and KPIs need to be consistent
Recognise value and essential contributions	Stronger regulation	Need a very strong national professional identity	Mitigate against the prevailing opinion in some areas that CLD is an alternative to those who are not academic.
Offer professional learning opportunities to staff	Communicate outcomes clearly across education and other policy areas	Strengthen the statutory position of CLD	Need sustainability. Not consistent short term funding pots.
recognise CLD as a profession	secure and sustainable funding	We need to strengthen pathways and training into CLD i.e HNC working in communities	Ensure needs led services.
Be less obsessed with outputs. Justification of resources all the time. Consistent benchmarking and understanding of measuring impact over an appropriate length of time, realistic, long term.	Inform students about the positives and the incentives to gain the professional qualifications, to stay past 3rd year in an undergraduate degree. Which links in with career pathways for CLD.	Sustainable funding invested over longer period Retain social practice model focus on learning and not purpose of qualifications / formal education Workforce development	Streamlined service from post school leavers. Not seen as an additional service.
Clear and easy toolkit across all LA promoting active CLD sector	Deliver excellent CLD activities that make a difference	Lifelong rather than front loaded education and learning.	Be serious about strengthening the statutory basis of CLD

To be recognised as a professional statutory service	Give it a statutory basis that is more than just the intent and narrative of the Regulations.	Demonstrate the value and impact of CLD activities	Clarify where cld starts and stops
Be clear what CLD is	Value of CLD needs to be strong across elected members Scottish govt and senior managers	Resource research and evaluation to demonstrate CLD's impact	A greater focus on raising awareness of cld, practice especially amongst other education professionals.
Consistency across sector	Recruitment - grow your own models work well however lack of security across the board	Need CLDMS and CLDSC to rebuild the professional identity and value of qualifications, practitioners and CLD services.	Common language and continuity of what CLD offers - 4 or 5 key messages
Flexible learning opportunities for the Cld workforce	Nationsl outcomes for parity	Clear statement of where CLD contributes to statutory and legislative outcomes	Re-establish single identity CLD services in local authorities.
Funding security	Growth of training opportunities across the sector	Longer term funding and marketing A shared methodology for demonstrating impact Promoting the value of CLD as a profession collectively	Ensure CLD isn't wedded to just one policy department
Promoting CLD as a career choice (SDS)	Data collection across scotland national outcomes and systems	Resourcing to be able to provide fair work and sustainable career opportunities within CLD	Keep community development, adult learning and youth work together recognising the need to work across the aspirations of individuals and communities
CLD recognition of CLD impact on outcomes for learners, yp, adults linked to community needs eg mental health but with focus on future wellbeing engaging and recognition on ability t change	Make sure Education is a priority and more obviously part of our role..	Strengthen cld policy - specify what service are required in each area - embed cld contrn key policies that it contributes to	Continue to fight as best as I can until im no longer responsible for it - share the competencies, make sure that staff are professional.
Were not great at shouting about our impact - all different in every local authority - because were doing so much for so many - councillors might not know what we do but they know what we are doing	So many different job titles and role titles - it is an approach, a service or a profession.		