

## Looking forward beyond the review, what do you see as the role of CLD in the context of a reformed education and skills system.



Networking and planning	Central	A central role, sitting at the table with decision makers.	N
Recognising informal and non-formal learning. Value all learning, not just learning that leads to certification.	No positive outcomes on a dead planet	Lack of legislation around CLD. Not parity of funding. Need to be resourced. Recognition of CLD. Terminology. Education system based on 19th century practices. Lifelong learning for 21st century.	Education should not be about only employability.
Parity with other professionals	CLD needs to be embedded in teacher training programmes	Advocate how supporting groups is cost effective for the public purse.	Not just employability as the economic driver for policy. Community support also important.
Fairer Scotland as aim of CLD.	CLD needs to be seen as distinct and its contribution clearly articulated	To retain its uniqueness and become more visible as a service at all levels.	CLD goes beyond a narrow framing of education and skills.
Recognition that not all learning is about formal qualifications. CLD can offer a range of different pathways for learners. Change the perception of what achievement is!	CLD is much wider than a reformed education and skills system	We shouldn't be driven away from the social justice tradition of CLD to an employability driven focus.	Equity of the profession, from strengthened legislation stipulating CLD services across 32 local authorities, including secure parity of funding.
A mistake to be an acronym - CLD. Why not community work?	The principles and value base of CLD must be protected	Equal partners in the learning system. Equity of status. Options should be resourced too.	Our role in education and skills should be to encourage critical thinking and supporting communities and learners to bring about the positive change they identify and desire.
Has review been inclusive enough of community development?	Need to retain our practice focus on supporting positive wellbeing, building resilience and providing the scaffolding to allow personal growth and learning.	CLD are about the person. We are person centred it is not always about accreditation and employability. This needs to be recognised.	Emphasize that we have a lifelong learning system. Not only for 3-18 year olds. Key role in learning with families, adults and community groups
Put CLD in the name... name it! Job titles, qualification pathways.	Worry that the review will drive CLD to a more formal awards position, and less about the connections, peer networks and informal support.	Key collaborators	Language and terminology needs to be discussed after this review.

Concern that we begin to lose the organic nature of how we support our learners.	Need consistency across CLD plans and KPIs nationally to standardise approaches	CLD as a valued, parity of esteem across education	The leading educational practice within the wider education system
Fight to ensure that education focusses on tackling oppression and marginalisation.	Joining qmd recognition pf sector	Building partnerships across LAs 3rd sector colleges and communities	Recognise CLD as a central educational approach that offers coherence and alignment across sectors
CLD is not an add on auxiliary service to formal Education	Importance of hope for the sector - linking with other reviews Hayward etc	Skills we have to engage across sectors and cohere education	Opportunity to mke improvehefts to structures and organisations, partnerships
Sustainable funding models and resources for longer term support for sector	Assume / be given a lead role in shaping broader efucational provision.	Support CLD values to inform the educational landscape across Scotland	Difficult to define the role of CLD in the box of a reformed education and skills system which is still being debated
Be intergrated into power structures and e.g. school improvement plan to be able to influence change	Integrate CLD approaches to formal education training and school practice	strategic leadership... managers need CLD qualifications.	Address inequality of opportunity by supporting participants to make change in their lives and communities which match their aspirations (not directed to qualifications and employability)
Value what makes a best life for people	CLD in the name, job titles, qualifications, raise awareness and profile.	Shout about who we are and what we do... ie: Child of our Time programme, we need to do that following young person who goes into CLD	Understanding and respecting what CLD is and not having to prove your worth all the time
Secure job opportunities to encourage people into it	Wellbeing has priority over skills agenda	RecognisedUnderstoodValued	More funding and professional pathways, adult modern apprenticeships
Bringing us together			