



CLD Standards Council Scotland

Response
to

Lead Scotland 2027-2031 Strategy Development Survey

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About Us

The CLD Standards Council Scotland, as the **Professional Registration and Standards Body (PRSB)**, is a place where Community Learning and Development professionals, students and volunteers can share information and learn from each other. We are a membership-based organisation, a Scotland-wide community of people committed to improving lives and supporting communities.

We believe that the work done by our members across the country really matters. We always aim to nurture their personal and professional development. That, in turn, helps them support and strengthen the communities they work in.

A further strand of our work is to set and maintain standards for what is expected from people working or volunteering in CLD across Scotland. We do that by approving college and university courses, supporting qualification pathways development, and by bringing our members together to share knowledge, learning and good practice, and to uphold collectively agreed standards from those working in our sector.

As a Scotland-wide organisation supporting those who are delivering essential work across the country's diverse communities, we are committed to using our collective voice to influence and inform those who lead, manage and fund CLD. As a member-led organisation we have a growing membership of over 3500 members, an executive committee and three functional committees which are made up of members from across the CLD sector in Scotland. Our approach and work plans to deliver our core responsibilities are defined by our member committees and based on feedback from the wider membership.

Our ministerially set core responsibilities are:

- Ensure the learning offered across our approved learning institutions is fit for the future needs of the profession.
- Develop and implement an inclusive and progressive tiered practitioner registration system.
- Establish baseline Professional Learning (PL) requirements for registered practitioners.
- Consolidate a sector-wide leadership role in relation to CLD workforce learning, practice standards, and qualifications.
- Develop our organisational governance and capability to transition towards a revised governance, funding, and operating model.

Vision

"Our vision is that the communities and people of Scotland are served by CLD practitioners that are recognised as competent, confident and committed to equality, empowerment and life-wide learning for all."

Mission

"Our mission is to drive high standards of professional practice in the CLD sector by the approval of professional learning, the registration of practitioners and the enabling of professional development, working with our members to be a voice for the profession."

The CLD Standards Council works with a wide range of organisations across CLD and education sectors, nationally and internationally. We are members of a number of organisations, some we have specific partnership or framework agreements with, and we engage and work with many others.

Organisations we have formal agreements with:

- AIEB (All Ireland Endorsement Body for Community Work Education and Training)
- COSLA (Convention of Scottish Local Authorities)
- Education Scotland
- GTCS (General Teaching Council Scotland)

- JETS (Joint Education and Training Standards – UK & Republic of Ireland)
- SCURL (Scottish Confederation of University and Research Libraries)
- Volunteer Scotland

Organisations we have membership of:

- BEMIS (Black and Ethnic Minority Infrastructure in Scotland)
- CDAS (Community Development Alliance)
- Human Rights Consortium Scotland
- IACD (International Association for Community Development)
- Inclusion Scotland
- PARN (Professional Association of Research Networks)
- SCDI (Scottish Council for Development & Industry)
- SCQF (Scottish Credit and Qualifications Framework)
- SCVO (Scottish Council for Voluntary Organisations)
- TAG:PALYCW (The Professional Association of Lecturers in Youth and Community Work)

Key Stakeholders and Partner Organisations:

- Alliance of Commonwealth Youth Work Associations (ACWYA)
- CLD Managers Scotland
- CLD Professional Learning Networks
- College Development Network
- CWA (Community Work Australia)
- LEAD Scotland (Linking Education and Disability Scotland)
- Learning Link Scotland
- LGBT Youth Scotland
- Open University
- SCDC (Scottish Community Development Centre)
- SCDN (Scottish Community Development Network)
- Scotland's Learning Partnership
- The Young Women's Movement
- WEA (Workers' Educational Association)
- YMCA Scotland
- Youth Scotland
- YouthLink Scotland
- Youth 1st (Fife)
- Youth Highland
- Young Scot

For further information on the CLD Standards Council please visit our [website](#) and view our social media [cldstandards](#) | [Twitter](#), [Facebook](#) | [Linktree](#). If you would like to discuss this response further, please email us on contact@cldstandardscouncil.org.uk

About Community Learning and Development in Scotland

Community Learning and Development is a strategic and essential field of professional practice within Scotland's education and economic development systems. It is critical to the successful implementation of education, equality and community focused policy and legislation, particularly where these aim to reduce inequality, improve life chances and remove barriers to learning. CLD supports lifelong learning, empowerment, social justice, and participation, while also strengthening families, communities and the delivery of wider public services.

The CLD sector is a unification of the three professional practice disciplines of Adult Learning (Including ESOL), Community Development and Youth Work, and was recently reviewed and reported on in [Learning: For All. For Life. A report from the Independent Review of Community Learning and Development \(CLD\)](#), which was undertaken by Ms Kate Still, as part of Education Reform, and commissioned by Mr Graeme Dey MSP, the then Minister for Higher and Further Education, and Veterans. It clearly evidences how CLD plays a vital role in meeting the diverse and often complex educational needs of people of all ages across Scotland, including children, young people and adults with additional support needs (ASN) and those affected by poverty, trauma, disability, health needs, caring responsibilities, language barriers or social exclusion. Through accessible, inclusive and community-based approaches, CLD responds directly to individual circumstances, lived experience and local priorities, ensuring that learning opportunities are flexible, relational, needs led, and rooted in trust.

Supporting Children, Young People and Families

For children and young people, CLD through CLD youth work, provides early intervention, prevention and targeted support for those who may struggle to engage with formal education or require additional or alternative non-traditional pathways to thrive. CLD creates safe, supportive and relationship-based environments where learners with ASN can access education, and develop confidence, communication skills, resilience and wellbeing at their own pace.

CLD youth work supports learning for life, learning, and work by:

- Building social, emotional and interpersonal skills
- Strengthening voice, agency and participation in decision making
- Supporting transitions into adulthood, training, education or employment
- Promoting inclusion, anti-discriminatory practice and positive identity

Importantly, CLD works with families as empathetic partners in learning, recognising that supporting parents, carers and siblings is crucial to achieving positive outcomes for children and young people with ASN. This whole family and community-based approach helps reduce isolation, increase understanding of support systems and strengthen relationships between learners, families, educational settings, services and communities.

Supporting Adults with Additional Support Needs

For adults, CLD plays a critical role in supporting those with additional support needs to re-engage with learning, particularly where previous experiences of formal education have been negative or inaccessible. CLD adult learning addresses core areas such as literacy, numeracy, digital inclusion, employability, English for Speakers of Other Languages (ESOL), health and wellbeing, parenting and independent living skills. These learning opportunities are especially vital for adults who:

- Experience disability or long-term health conditions
- Face poverty, unemployment or financial insecurity
- Have caring responsibilities or experience social isolation
- Require additional support to access education, services or work

Through strengths based, trauma informed and person-centred practice, CLD enables adults to build confidence, develop transferable skills and progress towards further learning, training, volunteering or employment, thereby improving outcomes not only for individuals, but also for their families and communities.

A Holistic, Community Based Approach

Across all age groups, CLD adopts a flexible, learner centred and inclusive approach, combining informal and non-formal learning with community engagement and development practice. Learning is codesigned with learners to ensure it is relevant, levelled, empowering and responsive to individual and collective need, including any additional support needs. By supporting people to identify personal and shared goals, CLD strengthens community capacity, enhances democratic participation and contributes to wider social, economic and environmental outcomes, including improved health, wellbeing, inclusion and sustainability. This community-based infrastructure is particularly important for reducing inequality and ensuring that learners with ASN and their families are not left behind.

An Integrated Professional Discipline

The three interconnected domains of CLD (Adult Learning, Community Development and Youth Work) work together as a single, unified professional discipline to contribute to Scotland's National Outcomes. The impact of CLD is greatest when these domains operate in unison, enabling whole family and whole community approaches to change. For example, CLD youth work supporting young people with additional support needs around confidence, employability or equality is significantly strengthened when complemented by community-based adult learning and community development that engage parents, carers and local communities to lead inclusive change. Guided by the National Performance Framework, along with the Competencies, Values and Ethics for the sector, CLD is a vital educative force that should be strengthened through focused legislation, recognition and investment.

Values-Based Practice

Fundamental to CLD practice across all settings are the values identified by the CLD Standards Council:

- **Self-determination** – Respecting individuals and valuing the right of people to make their own choices, including how they access learning and support.
- **Inclusion** – Valuing equality of opportunity and outcome, and actively challenging discriminatory practice, particularly for those with additional support needs.
- **Empowerment** – Increasing the ability of individuals, families and communities to influence decisions that affect their lives through individual and collective action.
- **Working collaboratively** – Maximising partnership working across services, sectors and communities, including meaningful collaboration with learners and families.
- **Promotion of lifelong learning** – Ensuring that learning is accessible at any stage of life and adaptable to changing needs and circumstances.

Legislative Context

In Scotland, CLD is underpinned by legislation through [the Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#), located within Section 2 of the Education (Scotland) Act 1980. These Regulations require each local authority to publish a three year CLD plan setting out how CLD activity, including support for learners with additional support needs and their communities, will be delivered locally, as outlined in the [Community Learning and Development Plans Guidance 2024–2027](#). HMIE also produced the [Evaluation of Community Learning and Development in Scotland](#), alongside the wider piece around [Education Reform](#) in Scotland.

CLD has its origins in the period of change that swept through society in the 18th and 19th centuries. New industries, and changes in science, technology, land use and education dislocated or smashed traditional forms of family and community life, with the history of youth work starting with voluntary action through faith organisations. Over time, we saw the further development of adult and young people's education with development of the [Workers Educational Association](#) and the National Council of Labour Colleges, and then the growth of community development as a response to the "rediscovery of poverty" in the 1960's. The

Alexander Report – [Adult Education: the challenge of change](#) (HMSO 1975) was a response to the persistent issues of disadvantage and advocated that “*Adult education should be regarded as an aspect of community education and should with the youth and community service, be incorporated into a community education service*”. In 1998, Mr Brian Wilson MP established a working group to “*consider a national strategy for community based adult education, youth work and educational support for community development in the light of Government priorities in relation to social inclusion and lifelong learning*” ([Communities: Change Through Learning, P14](#)). In 2004, the Scottish Executive published [Working and Learning Together to Build Stronger Communities](#), stating “*Community learning and development should incorporate the best of practice undertaken in the fields of ‘community education’ and ‘community development’.* It should enable individuals and communities to make real changes to their lives through community action and community-based learning. CLD is an approach which enables agencies to work with communities and provide access to their involvement in learning, action, and decision-making.” These advancements were fundamental in bringing about the birth of CLD in the form it has grown into in the 21st century.

The following diagram was used in the 2012 Strategic Guidance on CLD for Community Planning Partnerships to illustrate the policy context for CLD in Scotland and continues to provide a useful picture of the pivotal role of CLD.



This response was compiled on behalf of the members of the CLD Standards Council.

Assumptions:

It is important to note that this CLD Standards Council response reflects insights gathered from online engagement with members, and consultation with staff team regarding this strategy consultation, as well as previous engagement with members through consultation activities and online professional learning opportunities. As such, it provides an indication of member views and experiences but should not be considered fully representative of the entire CLD sector in Scotland or the full CLD Standards Council membership.

Response from the CLD Standards Council to LEAD Scotland Strategy Survey

The purpose of this response is not to provide a comprehensive answer to every question within the survey, but rather to offer a strategic perspective from the CLD Standards Council. As the professional registration and standards body for the community learning and development (CLD) workforce, our response focuses on those areas most closely aligned with CLD policy, values and practice, where substantive evidence emerged through engagement with our members and staff, and where we can contribute informed insight as a national partner, stakeholder and professional body.

In preparing this response, the CLD Standards Council hosted a dedicated engagement session with practitioners and partners from across Scotland to explore themes relevant to both LEAD Scotland's strategic ambitions and the wider CLD sector. The observations and quotations included throughout this submission are drawn directly from these discussions and serve to illustrate the experiences, challenges and opportunities identified by practitioners working alongside individuals and communities across Scotland. To support this evidence, we have also included a PDF export of the Mentimeter output, together with a record of responses to the polls conducted during the online engagement session. Collectively, these contributions provide a valuable evidence base for considering how LEAD Scotland's future priorities can support greater inclusion, participation, lifelong learning and improved outcomes for disabled people and others experiencing disadvantage.

Five Key Strategic Messages Emerging

1. Barriers remain structural and intersectional

Feedback strongly reinforced that the barriers experienced by disabled people and others facing disadvantage are rarely isolated issues. Rather, they are interconnected and cumulative, with disability often intersecting with poverty, rurality, transport challenges, digital exclusion, mental ill-health, caring responsibilities, inaccessible services and limited local opportunities. Practitioners highlighted that these barriers frequently compound one another, making participation in learning, employment and community life significantly more difficult.

This reflects the purpose and ethos of CLD, which is rooted in supporting those experiencing inequality and exclusion. [The Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#) require local authorities and partners to identify target individuals and groups, assess unmet need and understand barriers to participation.

This finding also aligns strongly with the [Learning: For All. For Life. A report from the Independent Review of Community Learning and Development \(CLD\)](#), which emphasised the role of CLD in supporting Scotland's most marginalised learners and communities and highlighted the need for a stronger focus on reducing inequalities and improving life chances.

For LEAD Scotland, this suggests that future strategy and service development should continue to recognise the intersectional nature of disadvantage and ensure responses are holistic, person-centred and informed by lived experience.

2. Transitions are a major gap

One of the strongest themes emerging from the discussion was the challenge people face when moving between services and life stages. Members highlighted barriers associated with transitions between school and college, community learning and further education, supported living and community participation, employability programmes and employment itself.

Practitioners repeatedly described learners becoming "stuck" between services because support systems are often designed around organisational structures rather than individual journeys. In particular, participants highlighted the need for more specialist support to help people navigate transitions, build confidence, access transport, understand entitlements and sustain engagement over longer periods.

This reflects wider findings from the **Learning: For All. For Life. A report from the Independent Review of Community Learning and Development (CLD)**, which identified the importance of lifelong learning pathways and more coherent learner journeys across Scotland's education and skills landscape.

The discussion also echoes the principles underpinning the **CLD Regulations**, which place a responsibility on local partners to identify unmet need and coordinate provision. Effective transitions require collaboration between organisations, clearer referral pathways and learner-centred approaches rather than fragmented services.

For LEAD Scotland, there may be opportunities to further develop its role as a connector, navigator and advocate for learners during periods of transition and change.

3. Digital inclusion is now a social justice issue

Members consistently described digital inclusion as extending far beyond access to devices or internet connectivity. The discussion highlighted issues relating to digital confidence, cyber resilience, affordability, accessibility, online safety, digital literacy and the growing influence of artificial intelligence on education, employment and public services.

Participants noted that an increasing number of services, learning opportunities and employment pathways assume digital access and competence. As a result, digital exclusion is becoming a significant driver of wider social exclusion. At the same time, members stressed the importance of preserving opportunities for face-to-face participation and ensuring that digital delivery complements, rather than replaces, community-based learning and human connection.

This reflects the findings of the **Learning: For All. For Life. A report from the Independent Review of Community Learning and Development (CLD)**, which identifies lifelong learning, inclusion and equitable access to opportunities as central to Scotland's future learning system.

The discussion also aligns with evidence gathered through the CLD Standards Council's workforce engagement activities, where digital confidence, digital participation and access to appropriate technologies are increasingly identified as professional learning and workforce development priorities. The [CLD Standards Council's Five-Year Impact Report](#) highlights the growing importance of supporting a skilled workforce capable of responding to emerging learner needs and changing community circumstances.

For LEAD Scotland, digital inclusion should continue to be viewed as a social justice, participation and equality issue, rather than simply a technological challenge.

4. Employability requires relationship-based support

Members strongly emphasised that people furthest from the labour market often require significant confidence building, trust, personal development and social connection before employment becomes a realistic goal. Employability was consistently described not as a linear process, but as part of a broader journey that may include community participation, adult learning, volunteering, personal development and skills-building.

Practitioners expressed concern that employability systems can sometimes prioritise rapid progression into work rather than recognising the time required to build relationships, confidence and resilience. Participants highlighted the value of volunteering, community-based learning and pre-employability support as critical stepping stones that are not always adequately recognised within current funding and policy frameworks. This aligns strongly with the role of CLD as described in the **Learning: For All. For Life. A report from the Independent Review of Community Learning and Development (CLD)**, which recognised CLD's contribution to positive outcomes for vulnerable learners and communities through relationship-based learning and support.

It also reflects the CLD Standards Council's evidence that professional CLD practice supports progression not only into employment, but also into learning, volunteering, civic participation and improved wellbeing. The **Five-Year Impact Report** highlights the growing contribution of CLD practitioners to workforce development, learning pathways and community capacity building across Scotland.

For LEAD Scotland, this evidence suggests that employability support should continue to be learner-led, flexible and grounded in long-term relationship-building, recognising progression in its broadest sense.

5. Partnership rather than duplication

A clear message emerging throughout the discussion was the importance of collaboration and partnership working. Members strongly supported LEAD Scotland's stated commitment to partnership rather than duplication and identified significant opportunities for closer working between LEAD Scotland, CLD providers, employability services, social care providers, third sector organisations, higher and further education institutions and local authorities.

Participants noted that no single organisation can meet the increasingly complex needs facing communities. Instead, better outcomes are likely to be achieved through stronger referral pathways, shared expertise, coordinated support and collaborative approaches to workforce development and policy influence.

This reflects both the spirit and the requirements of the **Community Learning and Development (Scotland) Regulations 2013**, which place collaboration, consultation and coordinated planning at the heart of CLD delivery. Education authorities are required to work with partners, coordinate provision and involve communities in shaping services.

Similarly, the **Learning: For All. For Life. A report from the Independent Review of Community Learning and Development (CLD)**, emphasised the need for stronger strategic leadership, partnership structures and a more coherent lifelong learning system. The Review's recommendations included the establishment of national leadership and delivery structures and recognised the importance of collaboration across sectors. Members identified a particularly strong alignment between LEAD Scotland and CLD around shared values of inclusion, participation, empowerment, lifelong learning and social justice. There was considerable support for stronger engagement between LEAD Scotland and the CLD sector through conveying the value and promotion of CLD Standards Council membership across LEADs workforce, practitioner networks, professional learning, policy development, workforce development and community engagement activities. Such collaboration would help maximise collective impact and ensure resources are focused on addressing unmet need rather than replicating existing provision.

Priority Question Responses

People Lead Scotland Supports

Q1: What barriers have made it harder to access learning, support, employment or digital opportunities?

CLD practitioners identified transport and geographical barriers, poverty, digital exclusion, anxiety, limited access to services, and inadequate support during key life transitions as significant challenges. Members highlighted the particular impact of these barriers on disabled people living in rural communities, individuals requiring additional support to travel independently, people experiencing mental health challenges, and those receiving social care support.

The feedback reinforces evidence from across the CLD sector that disadvantage is rarely experienced in isolation. Rather, individuals often face multiple, interconnected barriers that require coordinated, person-centred responses rather than single-service interventions. These findings align closely with the ambitions of [Best Start, Bright Futures](#), [National Islands Plan](#), [National Transport Strategy](#), and [No One Left Behind](#), all of which recognise the need for holistic approaches that address the complex interaction between poverty, inequality, health, participation, and access to opportunities. The experiences shared by practitioners further highlight the importance of community-based support, joined-up services, and trusted relationships in helping individuals navigate these challenges and participate fully in community life.

Transport and Rurality

"It's actually that physically getting to the premises which I think is really difficult. I don't have a solution for it, but it is quite frustrating to try and find a care package or a support package for those young people to enable them to do that."

"Transport is the huge issue for them. And if that's not easy, it just raises the anxiety and feeling of fear to participate. It's really impacting their confidence."

Support Needs and Access

"What we ended up with quite a lot of the time was a hierarchy of students based on their amount of need and what their care package looked like as to whether or not they were able to access additional education."

Learners Falling Through Gaps

"There are lots of people in social care whose learning needs are not being addressed, who are not being offered opportunities to access the community in a meaningful way."

Q3: What barriers do you think disabled people will face over the next five years that are not receiving enough attention?

Members identified several emerging concerns:

- Growing digital exclusion linked to rapidly developing technology and AI.
- Increasing costs associated with accessing digital tools and services.
- Reductions in face-to-face services and community infrastructure.
- Limited transition support between services and learning settings.
- Insufficient recognition of the needs of people with complex support needs.
- Increasing pressure to engage with employment and education systems that are not designed around diverse needs.
- The practical and financial impact of welfare systems on participation in learning and work.

There was concern that disabled people's right to participate in community life through non-digital means may receive less attention as services, learning opportunities and community engagement activities increasingly move online. While digital inclusion remains essential, members stressed that digital participation should not be viewed as a substitute for participation in community life. Opportunities to connect with others, engage in informal and non-formal learning, contribute to local decision-making, access community facilities and build social networks remain fundamental to wellbeing, belonging and active citizenship.

Practitioners highlighted that, for some individuals, particularly those experiencing isolation, anxiety, poverty, disability or poor mental health, face-to-face engagement provides a vital route into learning, confidence-building and community participation. The CLD sector has a long-established role in creating accessible, welcoming and relationship-based spaces within communities, supporting people to develop confidence, build social capital and become active participants in community life. This aligns with the principles underpinning community learning and development, which place participation, empowerment and inclusion at the centre of practice, and with the aspirations of the **Learning: For All. For Life. A report from the Independent Review of Community Learning and Development (CLD)**, which emphasises the importance of lifelong learning opportunities that are accessible, learner-led and rooted within communities. Members therefore emphasised the importance of maintaining a balanced approach, where digital opportunities enhance accessibility and choice, but do not unintentionally replace the community-based, relational and place-based experiences that are often critical to supporting disabled people and others experiencing disadvantage to learn, participate and thrive. This is particularly relevant in the context of the **Requirements for Community Learning and Development (Scotland) Regulations 2013**, which place importance on identifying barriers to participation and responding to the needs of target individuals and groups within their communities.

Digital Exclusion

"Just as they get to a point where they feel like they're making progress, the goalposts are moved and then they have to start again."

AI and Technology

"There's an inbuilt inequity coming down the pipe with AI. Everyone else is using paid versions that give them a bigger advantage than those who can only access free versions."

Loss of Community Infrastructure

"There are a lot fewer community centres and actual physical buildings that people can go into and find information."

Q17: Which types of accessible and inclusive support would benefit communities over the next five years?

The discussions identified need for:

- Transition support between learning, community, employability and further education settings.
- Accessible information and guidance services.
- Digital skills and cyber resilience support.
- Advocacy and navigation support.
- Community-based learning opportunities.
- Support for unpaid carers and families.
- Peer support and confidence-building opportunities.
- Pre-volunteering and employability preparation programmes.
- Digital Inclusion and Cyber Safety Partners

The themes identified by participants reflect the important role CLD plays in supporting individuals and communities experiencing barriers to participation. Through relationship-based and learner-centred practice, CLD practitioners help people build confidence, develop skills, navigate services and progress into learning, volunteering, employment and community participation.

Members highlighted that many challenges facing disabled people and others experiencing disadvantage are not simply about accessing services, but about navigating transitions, understanding opportunities and sustaining participation over time. There was a clear need for trusted support, accessible information and personalised guidance to help people move between community learning, employability programmes and further or higher education. This aligns with the findings of the **Learning: For All. For Life. A report from the Independent Review of Community Learning and Development (CLD)**, which emphasises lifelong learning pathways, learner-centred provision and stronger support structures that enable progression at a pace that meets individual needs.

The discussion also reflects the aims of the **Requirements for Community Learning and Development (Scotland) Regulations 2013**, which require partners to identify need, address barriers and work collaboratively to improve access to learning and development opportunities. Practitioners highlighted the importance of advocacy, navigation support, community-based learning, peer support, volunteering pathways and support for carers and families in helping people furthest from opportunity participate, progress and achieve their goals. Many of the support needs identified by members reflect the principles of both [the Adult Learning Strategy](#) and the [Community Empowerment \(Scotland\) Act 2015](#), which promote participation, empowerment, access to learning and greater influence for individuals and communities over decisions affecting their lives

Members emphasised that effective transition support is about far more than signposting or referrals. Successful transitions require trusted relationships, continuity of support, encouragement, and practical assistance that enables individuals to move confidently between learning, employment, and community participation opportunities.

This reflects the significant contribution of CLD in supporting learner progression and aligns with the aspirations of [Scotland's Purpose and Principles for Post-School Education, Research and Skills](#) and [Developing the Young Workforce](#). Both recognise the importance of clear and accessible pathways, while participants stressed that ongoing support is often the critical factor in helping people overcome barriers and sustain positive outcomes.

Transition Support

"How do we get people from a supported living space into a community education space? How do we get them from community learning into a college space?"

Advocacy and Navigation

"I'd be interested in a conversation around the levels of advocacy support that Lead Scotland does, both for individuals and on a broader strategic level."

Digital Inclusion and Cyber Safety Partners

Q4: Which digital skills will become most important over the next five years?

Participants emphasised:

- Digital confidence and trust.
- Cyber security and online safety.
- Critical understanding of AI.
- Ability to access online public services.
- Digital communication skills.
- Confidence using digital tools for learning and employability.

Members noted that digital confidence is often a bigger barrier than technical capability.

Cyber Safety and Confidence

"The cyber security aspect is really troubling people. They don't know where to go to find support."

Practical Digital Skills

"We still have adults we're supporting who have never sent emails with attachments or used software packages before."

Digital Confidence

"For a lot of people there's a fear of being online. There's a fear of accessing digital platforms and social media because there's a level of vulnerability there."

Q5: What would make digital inclusion work more accessible, scalable and sustainable?

Members highlighted:

- Investment in workforce development.
- Support for carers and family members as well as learners.
- Continued availability of face-to-face support alongside digital provision.
- Improved awareness of local opportunities.
- Affordable access to devices, connectivity and software.
- Stronger partnerships between digital inclusion providers.

There was a consistent message throughout the discussions that digital inclusion should be understood as a social justice and human rights issue, rather than simply a matter of technology access. Participants repeatedly highlighted that digital exclusion could limit people's ability to participate fully in education, employment, community life and democratic processes, reinforcing existing inequalities. As such, digital exclusion was framed not only as a barrier to access, but as an equality and participation issue that affects individuals' ability to exercise their rights and engage meaningfully in society. This aligns closely with wider Scottish Government ambitions around disability equality, democratic participation and reducing inequalities, recognising that digital inclusion is increasingly fundamental to accessing services, opportunities and community life.

Workforce Development

"There's a whole workforce piece to do in terms of bringing folk up to speed."

Information Access

"People who don't have access are excluded and that information needs to be passed to them about opportunities because that's another barrier."

Maintaining Human Connection

"Digitalisation and access is important, but equally so is the right to be a part of your community and in your community and in nature."

Q6: Which groups are most at risk of being digitally excluded?

Feedback identified:

- Disabled people.
- Older adults.
- Rural communities.
- People experiencing poverty.
- Unpaid carers.
- People experiencing mental ill-health.
- Individuals with low confidence and limited prior digital experience.

Disabled People and Carers

"Parents and carers don't necessarily have the skills and need access to opportunities to learn almost as much as the person they're supporting."

Mental Health

"If there's no clear purpose or people don't know where to go, that's often the hardest first step for our learners."

Education and Skills Sector

Q7: What gaps do disabled learners still face when trying to access advice, adjustments or support at college or university?

Q8: What are the biggest barriers disabled learners currently face?

Gaps and barriers identified as experienced by disabled learners were highlighted by members as:

- Limited specialist support.
- Lack of accessible transport.
- Insufficient transition support.
- Limited practitioner confidence in communicating with learners who communicate differently.
- Gaps in understanding learner aspirations and support needs.
- Inconsistent approaches across institutions and localities.

There was strong support for more inclusive assessment approaches and greater recognition of different ways of demonstrating learning and achievement. This aligns closely with wider discussions emerging from Scotland's education reform agenda, particularly the recommendations of the [Hayward Review](#), which called for a broader and more inclusive approach to recognising achievement, reducing unnecessary barriers within assessment and qualifications systems, and creating pathways that better reflect the diverse experiences, strengths and learning journeys of individuals. Participants highlighted the importance of ensuring that qualifications, apprenticeships and progression routes are sufficiently flexible and accessible for disabled learners and others whose skills and capabilities may not be best demonstrated through traditional assessment approaches.

Practitioner Training

"Staff sometimes don't know how to be inclusive with someone who has a disability and we've struggled finding training to help us on that path."

Communication Accessibility

"If we could get sign language, Makaton or BSL as part of professional learning, that would help with access to adult learning classes."

Resource Pressures

"We pride ourselves on welcoming everybody, but then we let people down by not quite knowing the best way forward."

Q18: Where should Lead Scotland work more closely with other organisations?

Q20: What unmet needs could be addressed through collaboration?

Members strongly supported increased collaboration between LEAD Scotland and:

- Local authority CLD services.
- Adult learning services.
- Employability partnerships.
- Community organisations.
- Social care providers.
- Mental health services.
- Professional bodies such as CLD Standards Council.

Particular opportunities were identified around:

- Transition support.
- Digital inclusion.
- Workforce development.
- Accessible learning pathways.
- Policy influencing.
- Community advocacy and engagement.

Participants consistently highlighted that no single organisation can effectively address the complex and often intersecting barriers experienced by disabled people and others facing disadvantage. There was a strong view that partnership working should focus on creating more joined-up learner journeys, reducing fragmentation between services and ensuring that individuals receive the right support at the right time. Participants reiterated the importance of effective transition support between learning, community participation, employability and further education, echoing one of the strongest themes emerging from the wider discussion.

These findings align with the ambitions of the **Learning: For All. For Life. A report from the Independent Review of Community Learning and Development (CLD)**, which calls for stronger collaboration and a more coherent lifelong learning system, and the **Requirements for Community Learning and Development (Scotland) Regulations 2013**, which place partnership, coordination and responsiveness to community need at the heart of CLD planning and delivery. Feedback also reflects the ambitions of **Scotland's Adult Learning Strategy 2022-2027**, which recognises adult learning as a lifelong entitlement and highlights the need for accessible, flexible and learner-centred opportunities that respond to individual circumstances and aspirations. The emphasis on collaboration and joined-up approaches also reflects the intentions of the **Community Empowerment (Scotland) Act 2015** and the role of [Community Planning Partnerships](#), both of which seek to strengthen local partnership working, improve outcomes and ensure services are shaped around the needs of communities rather than organisational boundaries.

There was also strong support for organisations working together to influence policy, raise awareness of unmet needs, and maximise resources through collaboration rather than duplication. Members saw significant value in combining LEAD Scotland's expertise in disability inclusion, accessibility and learner support with the CLD sector's strengths in community engagement, participation and empowerment.

"We shouldn't be afraid to explore new partnerships and think, well, how can we put together a partnership that starts to pick up all these things that we've all been talking about in a common space today?"

The need for stronger partnership working was particularly evident in discussions around learner transitions:

"How do we get people from a supported living space into a community education space? How do we get them from community learning into a college space?"

Members also highlighted the unique contribution that community development approaches can bring to collaborative working:

"Community development practice and getting really involved in local campaigning could be a real area of synergy."

Overall, participants saw significant potential for stronger connections between LEAD Scotland and the wider CLD sector through professional learning, practitioner networks, referral pathways, collaborative projects and policy development. Such approaches would help maximise collective impact, improve learner experiences and ensure resources are focused on addressing unmet need rather than replicating existing provision.

Employers and Industry Partners

Q2: What would help disabled people move into fair, sustainable work?

The discussion highlighted:

- More flexible and inclusive pathways.
- Stronger volunteering opportunities.
- Pre-volunteering and confidence-building support.
- Greater patience within employability systems.
- Longer-term funded support.
- Better understanding of reasonable adjustments.
- Accessible apprenticeships.
- Improved benefit and financial advice.

Members consistently highlighted that employability is rarely a linear journey and that many disabled people and others experiencing disadvantage require confidence-building, personal development and community participation before employment becomes a realistic and sustainable outcome.

Participants highlighted the importance of flexible and person-centred pathways that recognise different starting points and support progression at an appropriate pace. There was strong support for volunteering, pre-volunteering programmes, community-based learning and longer-term relationship-based support, particularly for those furthest from the labour market. Members emphasised that successful employability outcomes depend not only on vocational skills, but also on confidence, wellbeing, social connection and the opportunity to build trust and aspirations over time.

The discussion also highlighted the importance of accessible apprenticeship and skills pathways. Participants raised concerns that qualification requirements, digital competency expectations and rigid programme structures can create barriers for some learners, particularly disabled people and adults returning to learning or employment. There was support for more flexible approaches that recognise prior learning, lived experience and different ways of demonstrating knowledge and skills.

Members further highlighted the need for accessible benefits advice and financial guidance, recognising that concerns about the potential impact on income can discourage individuals from pursuing learning or employment opportunities.

This aligns closely with the aspirations of the [Withers Review of the Skills Delivery Landscape](#), which called for a more person-centred and coherent skills system that supports individuals throughout their lives and creates more flexible pathways into learning and employment. Participants' reflections closely align with the ambitions of **No One Left Behind**, which seeks to create more person-centred employability support. However, members also highlighted that some individuals continue to fall outside existing provision,

particularly where confidence-building, volunteering, community participation and longer-term engagement are required before formal employability interventions are appropriate

Time and Relationships

"The folk who are furthest from the labour market need a whole lot more of a warm hug to get to the space of even getting into the community and volunteering."

Person-Centred Progression

"Don't push employability before they're ready because that kind of scares people off as well."

Volunteering Pathways

"Volunteering is a place and space to start because it breaks down confidence barriers."

Pre-Volunteering Support

"Some learners are ready to go, but some of them need this pre-volunteering step done with them so they are successful."

Q4: What prevents more employers recruiting disabled people?

Suggestions made were:

- Limited understanding of reasonable adjustments.
- Confidence and awareness gaps among employers.
- Recruitment processes that create unnecessary barriers.
- Qualification and digital requirements that may not reflect actual job requirements.
- Lack of flexibility in pathways into employment.

Members identified a range of structural and systemic barriers that can prevent disabled people from accessing employment opportunities, even where employers have positive intentions.

The discussion highlighted concerns about a limited understanding of reasonable adjustments, confidence gaps amongst employers and recruitment processes that often fail to reflect the diverse strengths and experiences of disabled people. Participants noted that qualification requirements, digital competency expectations and assessment approaches can create unnecessary barriers, particularly where these are not essential to the role itself.

A significant theme emerging from the discussion was the accessibility of apprenticeship and employment pathways. Members highlighted examples where qualification frameworks and core skills requirements created obstacles to participation, particularly for those who had previously experienced barriers within formal education. There was support for more inclusive approaches to assessment and progression that recognise a wider range of skills, experiences and learning journeys.

Participants also raised concerns about the financial impact that entering employment, apprenticeships or training programmes can have on individuals and families receiving benefits. For some people, the uncertainty associated with these transitions can act as a significant deterrent, even where employment opportunities are available.

These observations align with wider discussions arising from both education and skills reform in Scotland, including the **Hayward Review's** emphasis on more inclusive approaches to recognising achievement and the **Withers Review's** focus on creating flexible, accessible skills and employment pathways that better reflect individuals' circumstances and support needs.

Qualifications and Assessment Barriers

"The qualification expectation was a barrier to participation in the first place. They felt they didn't have the skill set, so why would they bother taking on the opportunity?"

Reasonable Adjustments

"People know they have the right to ask for reasonable adjustments, but then the workplace can't realistically implement it."

Benefits and Financial Barriers

"We had some young people offered apprenticeships who said it just wasn't the right time because the impact financially on the family was going to be huge."

Research, policy and influencing partners

Q1. Which of the following policy strands are you aware of Lead Scotland being involved in or driving forward?

Through our engagement participants demonstrated awareness of LEAD Scotland's work across a number of policy areas, particularly:

- Disability equality and inclusion;
- Access to learning and lifelong learning;
- Disabled students' rights and support within further and higher education;
- Employability and pathways into fair and sustainable work;
- Digital inclusion, cyber resilience and accessibility;
- Accessibility of assessment, qualifications and progression pathways;
- Reducing barriers experienced by disabled people and other disadvantaged groups.

Members recognised LEAD Scotland's important role in bringing lived experience and practitioner evidence into policy discussions and highlighted the value of ensuring the voices of disabled learners remain visible within wider education, skills and employability reform. The issues identified through this engagement extend across education, employability, social justice, disability equality, community empowerment and health and wellbeing agendas. Members therefore viewed LEAD Scotland as well placed to contribute to policy discussions that cut across traditional policy boundaries, ensuring the experiences of disabled people inform decision-making at both local and national levels.

One participant reflected:

"I'd be interested in a conversation around the levels of advocacy support that Lead Scotland does, both for individuals and on a broader strategic level."

There was also recognition that LEAD Scotland is well placed to contribute to current conversations around lifelong learning, employability, digital inclusion and accessibility, particularly where policy decisions affect participation and progression for disabled people. Members felt there was significant scope to strengthen this influence through closer engagement with the CLD Standards Council and the wider CLD profession. By contributing to professional networks, consultation activity and workforce engagement processes, LEAD Scotland practitioners, as members, could help ensure that the experiences of disabled learners and communities are reflected in national policy and legislative developments, while adding strength to a collective professional voice advocating for inclusion, participation and lifelong learning.

Q2. Should Lead Scotland increase, maintain or decrease its policy work?

The feedback gathered through this engagement strongly suggests that LEAD Scotland should increase its policy and influencing work, while continuing to ensure that this activity is grounded in the lived experiences of disabled people, practitioners, carers and communities.

Throughout the discussion, participants highlighted that many of the barriers faced by learners and communities are structural rather than individual in nature. Whilst support services can help people navigate these challenges, meaningful and sustainable change will often require action at policy and systems level.

Members therefore viewed policy influence as a critical component of LEAD Scotland's work, particularly where individual support alone cannot remove barriers.

Areas where participants felt LEAD Scotland could continue to provide leadership and influence included:

- Accessible lifelong learning and learner pathways;
- Inclusive assessment and recognition of achievement;
- Digital inclusion and cyber resilience;
- Accessible employability and apprenticeship programmes;
- Transitions between learning, volunteering, employment and community participation;
- The impact of welfare and benefits systems on educational and employment opportunities;
- Accessibility of services for people living in rural and remote communities.

Of particular importance was the need to influence policy in response to emerging challenges identified by participants through the consultation. The Mentimeter exercise highlighted concerns around funding pressures, increasing use of AI and digital technologies, growing numbers of young people disengaging from formal education, maintaining inclusive learner-led provision, increasing complexity of learners' needs, and the sustainability of community-based services.

Participants also challenged the extent to which existing systems recognise different forms of learning and achievement. Discussions around employability and apprenticeships highlighted concerns that qualification requirements and assessment approaches can inadvertently exclude some learners from opportunities.

"The qualification expectation was a barrier to participation in the first place. They felt they didn't have the skill set, so why would they bother taking on the opportunity?"

Similarly, participants highlighted the need for policy influence around wider structural barriers affecting progression into learning and employment:

"We had some young people offered apprenticeships who said it just wasn't the right time because the impact financially on the family was going to be huge."

Members felt LEAD Scotland is particularly well positioned to bring together lived experience, practitioner evidence and service insight to influence policy and practice. This is especially relevant given ongoing education and skills reform in Scotland, including the implementation of recommendations arising from the **Hayward Review**, the **Withers Review**, and the aspirations set out within the **Learning: For All. For Life. A report from the Independent Review of Community Learning and Development (CLD)**, all of which emphasise more inclusive, learner-centred and flexible pathways through learning and employment.

The CLD Standards Council therefore supports LEAD Scotland strengthening its policy and influencing role, particularly where it can amplify the voices of disabled learners and communities, challenge systemic barriers and contribute to the development of more inclusive policies, services and opportunities across Scotland.

Third sector and community partners

Q2: Where should LEAD work more closely with organisations?

Many participants recognised strong alignment between LEAD Scotland's work and the principles, values and approaches underpinning community learning and development.

Areas of shared interest include:

- Lifelong learning.
- Inclusion.
- Participation.
- Empowerment.

- Employability.
- Digital inclusion.
- Reducing inequalities.

Members saw significant opportunities for stronger collaboration between LEAD Scotland and the CLD sector through professional learning, policy development, practitioner networks, research activity, professional registration pathways and local partnership work.

Members also identified opportunities to strengthen connections between LEAD Scotland and the wider CLD profession through greater engagement with the CLD Standards Council. As the professional body for CLD in Scotland, the CLD Standards Council provides professional registration, professional learning, practitioner networks and opportunities for members to contribute to consultation activity, policy development and legislative discussions. Greater participation in the CLD Standards Council by LEAD Scotland staff would help strengthen professional links across the sector, support workforce development and provide a stronger collective voice to influence the policies and legislation that impact disabled learners, communities and practitioners. This aligns with the findings of the report from the **Learning: For All. For Life. A report from the Independent Review of Community Learning and Development (CLD)**, which highlighted the importance of strengthening the CLD workforce and the role of the CLD Standards Council within Scotland's lifelong learning system. It also reflects evidence from the **CLD Standards Council's Five-Year Impact Report 2020-2025**, which demonstrates the growing contribution of members to national consultations, policy development and strategic influencing activity across Scotland.

Partnership Rather Than Duplication

"If there's somebody doing something well in a particular area, we should welcome that and look at the gaps in provision."

New Partnerships

"We shouldn't be afraid to explore new partnerships and think how we can put together a partnership that starts to pick up all these things we've been talking about."

Community Development

"Community development practice and getting really involved in local campaigning could be a real area of synergy."

"I'm wondering about a conversation around the levels of advocacy support that Lead Scotland does, both in terms of advocacy for individuals, but on that broader scale in terms of recognising issues that are common across the board (CLD) and how then can Lead Scotland support those on a more strategic level."

Shared Learning

"I'd love to see this as the beginning of a conversation because it's how we all learn, from each other."

Wider Context

Q1: Which challenges do you think will have the greatest impact on disabled people, carers and others experiencing disadvantage over the next five years?

Key themes emerging from members included:

- Funding pressures.
- AI and technological change.
- Digital exclusion.
- Mental health.
- Poverty.
- Transport and rurality.
- Lack of community infrastructure.
- Growing numbers of young people disengaged from formal education.
- Increasing complexity of learner needs.
- Sustainability of services.

Funding

"Everything that we do and everything that we don't do is based on funding."

Educational Disengagement

"We're getting 16-year-olds that are no longer in full-time education, and we need to work towards a future for them as well."

Sustainability and Resources

"Keeping up with developing resources."

Community Change

"Communities are not the same. People tend to be less community minded."

Q2: Which changes in society, policy or technology should Lead Scotland prepare for?

Members identified:

- Expansion of AI and automation.
- Increasing digitisation of services.
- Shifts in employability and skills requirements.
- Growing demand for inclusion and accessibility.
- Increased complexity of support needs.
- Longer-term impacts of educational disengagement.
- Greater need for partnership-based delivery models.

Conclusion and Strategic Priorities

The CLD Standards Council believes there is significant alignment between LEAD Scotland's mission and the values, principles and practice of community learning and development. Throughout the engagement process, practitioners consistently recognised shared commitments to lifelong learning, inclusion, participation, empowerment, social justice and reducing inequalities. Participants also highlighted a strong desire to see closer collaboration between LEAD Scotland and the wider CLD sector, building on complementary strengths and shared ambitions for learners and communities.

Drawing on the evidence gathered through this engagement, the CLD Standards Council would encourage LEAD Scotland to prioritise the following areas within its 2027-2031 Strategy:

- Inclusion and reducing barriers to participation, recognising the intersecting challenges experienced by disabled people and others facing disadvantage.
- Accessible learning pathways and transitions, ensuring individuals can move more effectively between community learning, volunteering, employability, further and higher education, and employment.
- Digital inclusion and cyber resilience, recognising digital participation as both a social justice and lifelong learning issue.
- Employability support for people facing multiple barriers, with a continued focus on relationship-based, person-centred approaches that value confidence-building, volunteering and community participation alongside vocational skills development.
- Policy influence informed by lived experience, using learner, practitioner and community voices to shape national conversations and address structural barriers that cannot be resolved through individual support alone.
- Advocacy and system navigation support, ensuring disabled and vulnerable people, carers and learners, can access trusted guidance, and support to navigate complex systems, exercise their rights, have autonomy and influence decisions through participation in learning and access to employment pathways.

- Partnership working across the CLD, education, employability, social care and third sectors, ensuring resources are used effectively and unmet needs are addressed collaboratively rather than through duplication of provision.

The feedback provided through this consultation strongly reflects the ambitions set out within the **Learning: For All. For Life. A report from the Independent Review of Community Learning and Development (CLD)**, which calls for stronger collaboration, improved lifelong learning pathways, workforce development and a more coherent lifelong learning system. It also aligns with the principles underpinning the **Requirements for Community Learning and Development (Scotland) Regulations 2013**, which place a clear emphasis on identifying community need, addressing inequalities, reducing barriers to participation and working collaboratively with communities and partners.

The discussion further highlighted the relevance of wider education and skills reform, including the emphasis within the **Hayward Review** on more inclusive and flexible approaches to assessment and recognising a broader range of achievements, alongside the **Withers Review's** focus on person-centred skills development and more accessible pathways into learning and employment. Members consistently called for systems that better reflect the diverse experiences, strengths and aspirations of learners, particularly those who have historically been disadvantaged by traditional routes and structures.

The CLD Standards Council would welcome opportunities to work more closely with LEAD Scotland to support professional learning, workforce development, policy engagement and professional registration pathways. Greater participation in CLD Standards Council membership and activities would strengthen connections between LEAD Scotland practitioners and the wider CLD profession, creating further opportunities for engagement in professional networks, consultations and policy development. In turn, this would amplify the collective voice of practitioners and strengthen the sector's ability to influence the policies, legislation and strategic decisions affecting disabled learners, communities and those experiencing disadvantage.

The evidence gathered through this engagement highlights the contribution LEAD Scotland can make not only to disability equality and lifelong learning, but also to wider Scottish Government priorities relating to community empowerment, social justice, poverty reduction, employability, health and wellbeing, education reform and participation. These are all areas where CLD has a recognised contribution, and where stronger collaboration between LEAD Scotland and the wider CLD sector could improve outcomes for individuals and communities.

Ultimately, there is considerable potential for LEAD Scotland to further strengthen its impact through partnership, collaboration and strategic influence. By continuing to champion accessible lifelong learning, inclusion, learner-led practice and community participation, LEAD Scotland is well positioned to play a leading role in shaping a more equitable, accessible and empowering future for Scotland's learners and communities.

Appendix One: Mentimeter Responses



What key challenges will have the greatest impact on our learners and communities over the next five years?

Uncertainty - extrinsic	Funding	Funding	Confidence
Uncertainty - intrinsic	AI	Resource costs	Widening disability employment gap



What key challenges will have the greatest impact on our learners and communities over the next five years?

Chat bots	AI	Affordability	Training for practitioners
Social media	AI	Accesibility and range of opportunities on different levels to meet everyon's needs	transport links(as they get fewer and fewer0



What key challenges will have the greatest impact on our learners and communities over the next five years?

Funding, particularly short-term. Lack of joined-up working, inclusive pathways. Lack of united voices from organisations delivering

Fractured service availability

Access to up to date devices and connectivity

Accessible and inclusive learner led learning opportunities without barriers from expectations of prior learning or academic ability

Ageing population

Charges for digital things we've come to rely on

Keeping up with developing resources

Sustainability

What key challenges will have the greatest impact on our learners and communities over the next five years?

Responsible use of AI ways that it can help

Language barrier

Digital skills support for practitioners

Sustainability

Funding (or lack thereof)

Supporting organisations being driven to complete with each other for funding

Sustainability

Building confidence with accessing online services especially the older generation.

What key challenges will have the greatest impact on our learners and communities over the next five years?

Sustainability

a growing amount of young people not in full time education, and no access to alternatives falling through the gaps, now and further adult support will be needed down the line

Digital black outs due to climate issues

Partnership working to allow agencies to develop lead roles or specialist skills to support others

Continuing and deepening austerity

Push to get people into work impacting on the ability to find the right opportunity for you

Public sector reform

Lack of inclusive approach to disabled people, unpaid carers, and adults facing a range of other challenges

What key challenges will have the greatest impact on our learners and communities over the next five years?

lack of funding and resources

Reaching those who refuse or are not wanting to go online and keeping them included and part of their community

It skills of old workforce

Recognition of the needs of older people, particularly if they move into care. As we get older, many of us will want digital and non-digital learning, etc

Communities are not the same. People tend to be less community minded?

Councils cutting "soft" CLD services, despite obligations to deliver.

Equal pay

Appendix Two: Polls

Polls from LEAD Scotland Strategy Consultation

Poll 1: What is the single biggest barrier preventing disabled people and carers from accessing learning, support or opportunities in your community?

Poverty	10% (1)
Digital exclusion	10% (1)
Transport/geography	30% (3)
Confidence and wellbeing	10% (1)
Discrimination/prejudice	0% (0)
Lack of accessible services	30% (3)
Other: Post answer in chat pane, stating POLL 1...	10% (1)

Other:
Insufficient care packages. Cross over of shifts, not enough staff ect

Poll 2: What would improve access to learning and qualification pathways?

More Accredited Learning	9% (3)
More Flexible Online Learning	19% (6)
Local Based Delivery	19% (6)
Financial Support	19% (6)
Improved Guidance and Progression Routes	22% (7)
CLD Approved Courses	6% (2)
Other: Post answer in chat pane, stating POLL 2...	3% (1)

Other:
Practitioner training

Poll 3: What aspect of digital exclusion causes the biggest challenge?

Access to devices	18% (2)
Connectivity	9% (1)
Affordability	9% (1)
Skills	18% (2)
Confidence	9% (1)
Accessibility	18% (2)
Other: Please post answer in Chat, stating POLL 3	18% (2)

Other:
Fear of being vulnerable in a space where there is a lack of knowledge particularly in online spaces.
The gap of technology development vs the practitioner's skill development

Appendix Three: Referenced Documents and Reports (A-Z)

[Adult Education: The Challenge of Change \(Alexander Report, HMSO 1975\)](#)

[Adult Learning Strategy for Scotland 2022-2027](#)

[Best Start, Bright Futures: Tackling Child Poverty Delivery Plan 2022-2026](#)

[Communities: Change Through Learning \(Osler Report\)](#)

[Community Empowerment \(Scotland\) Act 2015](#)

[Community Learning and Development Plans Guidance 2024-2027](#)

[Community Planning Partnerships \(policy framework reference\)](#)

[Developing the Young Workforce \(DYW\)](#)

[Education Reform \(Scotland\)](#)

[Evaluation of Community Learning and Development in Scotland \(HMIE\)](#)

[Fit for the Future: Developing a Post-School Learning System to Fuel Economic Transformation \(Withers](#)

[Review of the Skills Delivery Landscape\)](#)

[Future Report: Independent Review of Qualifications and Assessment \(Hayward Review\)](#)

[Learning: For All. For Life. A Report from the Independent Review of Community Learning and Development](#)

[National Islands Plan 2](#)

[National Performance Framework](#)

[National Transport Strategy](#)

[No One Left Behind: Employability Strategic Plan 2024-2027](#)

[Purpose and Principles for Post-School Education, Research and Skills \(Scotland's Purpose and Principles for](#)

[Post-School Education, Research and Skills\)](#)

[Requirements for Community Learning and Development \(Scotland\) Regulations 2013](#)