



# **CLD Standards Council Scotland**

Members Consultation Report

In response to

National Discussion on Scottish Education  
December 2022

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## Introduction

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The Scottish Government is conducting a National Discussion into the future of Scottish education with the aim of hearing from the widest possible range of voices and views. The purpose of the National Discussion is to inform wide-ranging plans, including the creation of three new education bodies and a review of qualifications and assessment.

The community learning and development (CLD) sector is an integral part of Scottish education. It plays a central part in ensuring individuals, families and communities across Scotland reach their potential through lifelong learning, mutual self-help and community organisation - and that the available support and opportunities are community-led, built around people's aspirations and community's needs.

We would like to make the most of this opportunity to raise and promote the lifelong learning, empowerment and inclusion principles surrounding community based learning including Adult, ESOL, Family Learning and Youth Work. We also would like to highlight the role and agility of Community Learning and Development practitioners and organisations who support and offer learning opportunities to Scotland's learners and communities all year.

The purpose of CLD is to empower people, individually and collectively, to make positive changes in their lives and in their communities, **through learning**. The Government's National Performance Framework sets out the strategic objectives for all public services, including those delivering CLD. CLD's specific focus is:

1. improved life chances for people of all ages, through learning, personal development and active citizenship;
2. stronger, more resilient, supportive, influential and inclusive communities.

The CLD Standards Council recognises that there is common ground as well as robust partnerships between traditional education establishments such as Schools, Colleges, Universities, and CLD in terms of values, outcomes and practice methods. It strongly believes that it should not just be traditional educational bodies making decisions which affect education and learning opportunities for all of Scotland's learners, and that it is critical that Scottish education is about all learners at all ages and stages in life, life wide and lifelong. In his recent report, *Putting Learners at the Centre: Towards a Future Vision for Scottish Education*, Ken Muir made several recommendations. The first recommendation is to hold this National Discussion. The second recommendation says:

*"Invitations to shape this vision should be made to all partners and stakeholders, including all learners, teachers, practitioners, parents and carers. It will be important to ensure that 'narrative privilege' is accorded to all who have an interest and not just educational bodies, with opportunities for all to debate and challenge emerging suggestions."*

The CLD Standards Council consulted with a selection of its CLD practitioner members as well as its full staff team to form this response, using three differing engagement opportunities, all of which were focus group discussions online using a padlet to capture key discussion points.

The registered members of the CLD Standards Council, which is currently over 2,850 in number and steadily increasing, are involved in supporting individuals and communities across Scotland. This response reflects their own views and experiences; it does not seek to speak on behalf of learners or the learning communities. The purpose of the focus groups was for the CLD Standards Council to gather member's voices in response to key questions posed by the National Discussion on Scottish Education which impacted directly with the CLD practitioners and the communities they work in. CLD practitioners work within the CLD competences<sup>1</sup>, values<sup>2</sup> and ethics<sup>3</sup> to support change for others.

CLD STANDARDS COUNCIL members were also given the link to the website with full information on the National Discussion on Scottish Education and encouraged to support others to submit a full and individual response.

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<sup>1</sup> [CLDSC Competences](#)

<sup>2</sup> [CLDSC Values of CLD](#)

<sup>3</sup> [CLDSC Code of Ethics](#)

## Summary of Key Responses from Focus Groups of CLD Practitioner Members on Part One of the National Discussion on Scottish Education

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### 1.1 (a) What kind of education will be needed by children and young people (all aged learners) in Scotland in the future?

Key points from discussions:

- a) Mental Health and Wellbeing. Practitioners agreed that there needs to be a stronger focus on mental health and wellbeing for learners of all ages, and discussions were had regards the worth and necessity of delivering positive education regarding “having good mental health and wellbeing”.
- b) MetaSkills. A cluster of behavioural skills rather than competency-based skills which focus provides learners with a strong foundation as well as an opportunity to develop skills to excel; to collaborate, to empathise with others and to create their own futures, from which they will also be able to assist in building a sustainable and inclusive Scottish economy. It was agreed through discussion that CLD practitioners have Metaskills at the core of what they deliver, as well as the importance of embedding the learning offer to all aged learners and their communities.
- c) Beyond the Classroom. It was agreed there needs to be an education system which is life wide and facilitates all pathways to learning. One which values all learning occasions, and “holds informal and vocational of equal value to academic qualifications”. It was thought that there needed to be a change in mind-sets regards “excellence” and that it is not about accomplishment of highest grade qualifications but “excellence” is achieved when each individual is enabled to access the skills and learning opportunities required to reach their personal potential, to permit learners to comprehend and excel within their interests, and consequently support Scottish economy.
- d) Wide Lens of Educators. Discussions were had regarding the importance of CLD and the parity of esteem, enabling “traditional school based teachers to feel part of a greater educational workforce”, “one which gives value and equity to all professional educators, volunteers and mentors”. One that fosters partnership working and realisation of the power of community learning in its greatest sense. This will support industry to meet education, and to open a wider range of pathways into professions that enables learners of all ages to gain the skills, knowledge and understanding in a way that suits them. “Getting it right for every learner”.

### 1.1 (b) Do you have any thoughts on what might be needed to achieve this?

Key points from discussions:

- a) Lens and Language on Achievement. Conversation was around achievements being more than exams, and the need for promoting successful learners and schools further than exam results. “Stop rating schools by exams and report on positive destinations across the board”. “Curriculum for Excellence in Life”
- b) Adult Learning Platform. It was suggested that there should be a “GLOW” platform for learners of all ages, or post school leaver age upwards. This would offer an equitable system regards access to learning and support. Discussion was also had around the need for all CLD practitioners to have access and be skilled to operate this platform, and the issues that may raise from that need.
- c) CLD Workforce. “A fully funded CLD workforce, recognised with a parity of esteem alongside other professional educators, such as teachers”. Discussions were had regarding the benefits of this, including how it may ease “pressure on teachers”, and give a clear message regards life

wide learning and benefits of partnership working, enabling development of further learning pathways which are perhaps more suitable and supportive of all Scotland's learners.

## **1.2 How do we ensure that children and young people (all aged learners) in Scotland feel supported in their learning in the future?**

Key points from discussions:

- a) Learners of All Ages. "View education as all aged learners, and should be accessible for all ages and stages in many formats, not just in classrooms or in schools", with clear associations to the lifelong learning journey - Scotland's Adult Learning Strategy<sup>4</sup>
- b) Partnership. "Education is not the sole responsibility of schools and teachers. Widen the partnership, give equity to alternative learning opportunities". Supported links to partners such as CLD, FE, HE, Industry and Community.

## **1.3: If there was only one thing about Scottish education that you think should continue, what would this be and why?**

Key points from discussions:

- Community Learning and Development (Youth, Adult, Family and Community Learning)
- Free Education: continued fees support for college and university
- Lifelong and life wide
- Online learning as a mainstream option (as it was during covid)
- Curriculum for Excellence (through equitable partnership delivery to ensure it does what it sets out to do)

## **1.4: What are the most important priorities for a future Scottish education system?**

Key points from discussions:

- a) Lifelong & Life Wide. "We are an aging society, so resources need to be balanced across age groups to permit learners of all ages to participate, contribute and thrive in society"
- b) Seize this Opportunity. Discussions were had around how to frame the learning journey differently, "make the radical change needed". Agreement around the importance to address the need to increase social and life skills, make it clear that "not all educators are "Teachers" and learning doesn't always happen within school walls, or any walls", "break the traditional silos currently across education" for the future of Scotland and its learners.
- c) CLD. Agreement was had around the importance of recognition regards CLD as a professional workforce within education. There was discussion around the ways to evidence the value of CLD to support obtaining the required funding to ensure we have a "well-resourced CLD profession, which enables it to be valued and embedded across Scotland".

## **1.5: What are your thoughts on what the future of education in Scotland should look like?**

Key points from discussions:

- a) Access for All. Enable learners for "all ages and stages in life to access SCQF learning opportunities to suit their needs and the growth of the Scottish economy, with a funding model that supports lifelong learning". "Ensure that all learners get listened to, get access to support

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<sup>4</sup> [Adult learning strategy 2022 to 2027 - gov.scot \(www.gov.scot\)](https://www.gov.scot/resources/documents/2022/06/Adult-learning-strategy-2022-to-2027.pdf)

needed and education is adapted to meet need, not the learner/learning adapted to meet assessment need”.

- b) Pathways. Develop alternative pathways to learning and vocations. Enable learners of all ages to access a “person centred approach” to learning and reskilling. “ A more flexible and dynamic system which can adapt and respond, as well as be proactive, to understand the challenges faced and the needs of the Scottish economy”.

### **1.6: How can we make that future vision for education a reality in Scotland?**

Key points from discussions:

- a) SCQF. “Focus on SCQF levels”. Discussion was around how to enable equality of learning with benefits to value of that learning being recognised at each SCQF level rather than on a qualification title, so that all levels are considered part of the “excellence” that Scottish education seeks to enable learners to accomplish.
- b) Communications. Discussion were had around the importance of improving partnership working from schools, and the need to include all partners in communications and developments. The importance of ensuring learner voice continues to be part of any new educational systems and that it stays at the core, leading the development and practice, was discussed. “Learner voice, don’t just ask for learners of all ages input when there is a consultation, make it part of the structure so all learners continually feed into the processes to support the continued change and growth needed”.

### **1.7: What do you think would need to happen first to achieve that vision for education in Scotland?**

Key points from discussions:

- a) Recognition. “Equal recognition out with GTCS for recognition of Educators - like CLD Standards Council. I.e. Why can CLD professionals not become guidance teachers - when guidance is not a specialist subject”.
- b) Skills and Vocations. Discussions were had around the need to reflect and understand the gaps in current education, specifically regards skills and values that we need as a society and a nation to ensure learning opportunities meet these needs. It was agreed that there is a need to recognise the missing skills learners may have post Covid, predominantly with regard to the lack of opportunity to develop social skills and the increase in mental health issues which are impacting negatively on young people, their families and our communities. “Deal with the issues post-Covid that are impacting on young people and their families”

### **1.8: What needs to happen to enable everyone with an interest in Scottish education, to have their say and contribute to future decisions and actions?**

Key points from discussions:

- a) Equality and Inclusion. “Make sure everyone who is an educator in Scotland is involved and valued in the processes, and move away from school and teacher led/focused system”. Discussion was had around the importance of “capturing diverse voices from all lived experiences and interested parties” to continually improve and adapt the new inclusive education system. “Culture Change: Recognise, from Government right down to parents and carers that education doesn't just happen in Schools and by teachers, equality of recognition of educators in all settings and stages of life”

- b) **Language.** Change how we report, speak and promote “excellence” in education in Scotland. Shout about the value and importance of obtaining the skills we need as a society and not academic achievement only. Make access to learning open to all, enabling all to see themselves as a successful learner in their chosen area.
- c) **Engagement.** Discussions were around the value of continued engagement and consultations with learners, families and communities. It was agreed that it would be good practice to use CLD practitioners to engage with learners, to utilise the skills CLD professionals have to support the progress of learning and increase opportunities for all learners of all ages and in all settings. There was also discussion around the need to learn from this consultation regard engagement and inclusion “Not frame consultations such as the National Discussion on Scottish Education as a consultation with EYL and YP, but all learners in Scotland, and in all locations, not just Schools”

**Additional Discussion:**

- Mindful of our ageing population and the support they will need regards education and retraining
- Embed trauma informed approaches to education
- Whole person approach, not just school, or a learner, or even a family.
- Dramatic culture change required
- Life long and life wide learning for all
- CLD has underpinning of Education (Jarvis)<sup>5</sup> to support individuals to transform from one identity to another, a more knowledgeable and improved workforce
- We recruit volunteers and help them gain confidence and new skills
- Promotion of the value of CLD and associated approaches
- Providing free and accessible learning opportunities for all

CLD Workforce Recognition: *The diagram below was used in the 2012 Strategic Guidance on CLD for Community Planning Partnerships to illustrate the policy context for CLD in Scotland. A number of specific policies have been replaced or amended, but it continues to provide a useful picture of the pivotal role of CLD.*



<sup>5</sup> [Education as the Underpinning System](#)

## Summary of Key Responses from Focus Groups of CLD Practitioner Members on Part Two of the National Discussion on Scottish Education

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### **2.1 Our Future Learning: How can high quality educational experiences, teaching, and learning be best supported for children and young people (all aged learners) in Scotland?**

Key points from discussions:

- a) “Ensure our community educators are qualified and supported in the same way as teachers are supported to do their jobs - professional recognition, ongoing professional development etc.”
- b) “Glow System for lifelong learning, life wide and resourced - GLOW system for Adults & Communities”. Discussions were had around how this will integrate adult learning as a part of education and enforce the message that “learning doesn't end after school”.
- c) “Our community learning venues for adults and young people need to be well resourced - equipment, qualified staff, support budgets etc. Generic community halls are not working or no longer exist due to cuts”

### **2.2 Our Future Equity: How can every child and young person's (all aged learners) individual needs be supported and addressed in the future?**

Key points from discussions:

- a) “Community educators need to be qualified and supported to provide the high quality learning programmes and opportunities that adults and communities require as part of a lifelong learning system”.
- b) Equity of access to learning. Discussions were had around how many disengaged young people/learners, or learners who were unable to attend school due to health and other reasons had engaged with online learning during lockdown. Practitioners reported that “their access to that stopped when schools went back in but they were not able to”. It was also agreed that there is still significant barriers to learning due to lack of Wi-Fi and access to IT/ devices.
- c) It was agreed that there should be recognition that people develop differently and learn out with school age or place... and “education is life long, flexible and is learner led” so it was suggested that a flexible lifelong learning funded education system is required to support all young people and adults.

### **2.3 Our Future Well-Being: How can (all aged learners) children and young people's mental, emotional, social, and physical wellbeing and safety be cared for and supported in the future?**

Key points from discussions:

- a) “CLD services funded, supported and recognised on their role in mental health and wellbeing, supporting CAMHS and Psychologists” and discussions were had around the critical need for equitable access to training and support.
- b) “Wider Achievement is recognised and programmes to support Mental Health and Wellbeing is resourced and funded”. Discussion were had around the benefits regards “empowering people through courses such as Health Issues in the Community (HIIC), Mental Health and Wellbeing SQA, STEPS and others, to start to challenge the structural issues that affect their health”.
- c) “Opportunities to build resilience for both Young People and Adults - Duke Of Edinburgh, Adventure/ Outdoor Learning etc”
- d) “Personal Development alongside and woven into academic and accredited raise the profile of the importance of all wellbeing as no amount of qualifications will enable a person to go out and achieve if their wellbeing is not supported and understood”



e) Metaskills

#### **2.4 Our Future Rights: How can the right of every (all aged learners) child and young person to have opportunities to develop their full potential be achieved in future?**

Key points from discussions:

- a) “Embed UN Convention on the Rights of the Child (UNCRC), all rights”.
- b) Ensuring “equity of learning opportunities and provision of access, remote and rural locations”.

#### **2.5 Our Future World: How can children and young people (all aged learners) be helped to learn about our changing world, so they feel able to positively contribute?**

Key points from discussions:

- a) “Grow their circles of community and identity” through learning and experiences. Agreement was had regards wider achievement and that “exchanges and residential trips are crucial - and can be life changing for young people who have had less opportunity to travel . These should be priorities”. Discussion was also around the need for these to be funded to enable equitable participation.
- b) Alternative courses and certificates such as “Participatory Democracy certificate. It is a good tool to link to action - obvious link in to Modern Studies teaching too”
- c) “UNCRC embedded in all learning, for all ages. Need to educate parents, carers and communities on this, as well as children”.

#### **Additional Discussion:**

- “Learn from good examples – such as Peterhead prison where there was a great learning environment and young men engaged in writing and recording”.
- “Values based leadership - how do we ensure that approach underpins everything and is consistent with CLD values”.
- Observation on the National Discussion on Scottish Education:” Seems to be putting people into boxes with these questions”.
- Observation on the National Discussion on Scottish Education: “Focused on learners as young people. Scottish Education system is life long and life wide. How can we challenge learners and communities of learning to be thinking about the benefits of learning throughout our lives, opportunities regards reskilling etc when we don’t even get the consultations right?”

## Appendix 01: Full Responses for Part One

1 (a) What kind of education will be needed by children and young people (all aged learners) in Scotland in the future?
It is important that Personal, Social and MH&W embedded at all ages to improve the confidence, and abilities of learners to be more active and empowered citizens. Promote positive MH&W, having good mental health and wellbeing
SDS Meta skills need to be embedded and recognised throughout life long learning,, and these are already core components that you will find in CLD learning opportunities
Education needs to be fun, engaging, stimulating, challenging and offering opportunities for experience out with the classroom e.g. outdoor education, work based learning, differing/alternating environments to learn in
Greater focus on achievement and skills and not just attainment
Needs to look beyond the classroom and focus on skills needed for the 21st Century and beyond
Look at learning as life wide, not linear. Life skills, social skills and vocational skills need to be available to access throughout a person's lifetime
Skills Development Scotland's meta skills framework. Critical to be embedded and recognised
Mental Health & Wellbeing are crucial to learners development, understanding and being able to manage your own mental health and the impact it has on performance, as well as on others
Personal Finance, knowing and understanding personal finance and even more critically is how to manage money
Informal Learning Opportunities and Vocational Opportunities (Qualifications) being of equal value - i.e Gold Duke of Edinburgh, Queen/King Scout/Guide Award - Anchor Awards Etc
Life skills - old fashioned, but vital. Learn how to look after yourself
Access to an education system where there is recognition that education is more than qualifications, and more than what is delivered by teachers in schools
Mentors/Buddies for learners of all ages, not just for YP in schools. More universal access to mentors in industry as well as mentors for life and personal skills, ensuring this critical learning and support is valued, not targeted but mainstream and accessible for all
Increase funding, support and development of the CLD workforce across Scotland to work in partnership with School, HE/FE/ Communities and Employers... Connections, Partnership and Communication.

Diverse, beyond the classroom. Allowing learners of all ages to access education beyond the classroom and school building, bringing in value to practical learning alongside the academic. More access to industry, no matter what the learner is interested in, allow them to see what that is like in the world of work, first hand. Getting it right for every learner.

**1 (b) Do you have any thoughts on what might be needed to achieve this?**

We need to be thinking creatively of how to stimulate the thirst for learning and using in life, not just coaching for exams

Promoting the value of 'successful learners' being based on more than their exam results. We need to support FE/HE and employers to recognise that value and offer the opportunities

Positive promotion of different paths for parents. Raise the profile of professions that are not just about academic achievement and Uni, but start to put equal esteem on progression routes through college and apprenticeship. Increase parents knowledge and ensure they value alternative pathways and trades

Need to stop measuring schools purely by exam results. Need to take a much wider view of achievement. Stop rating schools by exams and report on positive destinations across the board

An Adult Learning Platform - equivalent to GLOW. This will follow on from the learning platforms used in schools and enable Scotland's learners to access learning for life

Alternative support for those children who do not have parental support at home, such as buddy families and friends

Think wider than schools and teachers, this includes CLD practitioners as educators as well as other partners, parents, communities etc and enable them to lead on learning when relevant

Smaller class numbers, more teachers, better ratio

Defined and supported CLD service with professionally qualified and recognised CLD practitioners who get the same recognition and are understood to be of equal value to Scotland's learning system

Dedicated funding for Community Learning and Development to enhance local provision. That is not tied to set criteria - allow flexible local delivery.

A fully funded CLD workforce, recognised with parity of esteem alongside other educators/professions such as teachers

Curriculum for Excellence - ensure the definition of 'excellence' is not equated to exam results. Could it be Curriculum for Excellence in Life

**2: How do we ensure that children and young people (all aged learners) in Scotland feel supported in their learning in the future?**

A more recognised and funded CLD sector working in, with and alongside schools/HE/FE to ensure equitable supported access to education at all levels for all learners

Properly funded Modern Apprenticeship pathways for adults, and incentives for employers to look at an over 16/18/24 for these programmes

More mentoring opportunities esp. for those from more disadvantaged backgrounds

View education as all aged learners, and should be accessible for all ages and stages in many formats, not just in classrooms or in schools

Build on the partnerships that schools already have. Learn from where it works well

Nourish and nurture partnerships and view partners as equal, stop the them and use which comes from schools and teachers. Schools are not an island but a community

Apprenticeship levy reform - focus on CLD and supporting education and lifelong learning. Apprenticeships ages and wages for life long learning - adults and older YP wont & cant re skill and upskill into these jobs

Supported CLD professionals and services

Supported links to the FE and employers sector

Clear links to the lifelong learning journey - Scotland's Adult Learning Strategy

MA and access to skills-based learning available and funded for all ages, with supported learning between employer and education system

CLD Workers, Community Support, CLD Link workers

Education is not the sole responsibility of schools and teachers.. wider partnership and equity of alternative learning opportunities

Family learning has a place - how to support parents to help

Acknowledgment that not all learning is delivered by teachers and this isn't a bad thing

**3: If there was only one thing about Scottish education that you think should continue, what would this be and why?**

CLD

Continued fees support for college and university

Family Learning

SCQF - needs promoted though

Youth work in schools partnerships

Free education, FE/HE which gives some support to enabling accessibility and inclusion

Inclusion of CLD

The lifelong learning, CLD aspect.

underpinning value/intention of Curriculum of Excellence - for lifelong learning

the 4 capacities from curriculum for excellence

Online learning as mainstream access to learning for all ages for those who cannot access education on a building or during "day" time

Recognition that there is inequality - and looking to target resources to address that .

The theory behind Curriculum of Excellence, Successful learners, Confident individuals, Responsible citizens, Effective contributors in a life long learning, life wide learning approach embedded with CLD.

The Community Learning & Development sector as a collaborative and underpinning area of education in Scottish communities.

Curriculum for Excellence

#### 4: What are the most important priorities for a future Scottish education system?

Having a long-term vision is good but also acknowledging the pandemic has significantly impacted society, resulting in the need for a transitional period. We need to frame the journey differently from how we would have in the past. It's not going to be a straight line.

Embed and improve delivery of social and life skills within all educational opportunities

Being able to build pathways for adults and young people through linked micro credentials to achieve learning and awards in a way that is flexible to their needs from SCQF LVL 4 - SCQF LVL 12.

Linking in with other professions to support the whole family - a wellbeing economy. Thinking about what is the priority for that child/young person before they get into the classroom? Maslow's hierarchy.

Not all educators are "Teachers" and learning doesn't always happen within school walls, or any walls

Parity of esteem and an understanding of differing inputs and impacts across the broader education sector.

An understanding that learning doesn't start and/or stop at school

Break the traditional silos across education. Make the radical change needed

Let's remember that education is not just for children and young people, but is and MUST be life-long and community wide.

a well-resourced CLD profession, which enables it to be valued and embedded across Scotland.

Recognise that we are an ageing society, so resources need to be balanced across age groups to allow learners of all ages to participate, contribute and thrive in society

**5: What are your thoughts on what the future of education in Scotland should look like?**

Access to all levels of SCQF learning opportunities at all ages, remove barriers to accessing qualifications when older, especially lower levels.

All ages and stages in life to access SCQF learning opportunities to suit their needs and the growth of the Scottish economy, with a funding model that supports lifelong learning

Ensure that all learners get listened to, get access to support needed and education is adapted to meet need, not the learner/learning adapted to meet assessment need

Further development of person centred approaches/pathways to learning

Life Long - look at funding model for Life Long Learning, encompassing upskilling, reskilling, re training and if the SFC credit systems work in a life long learning model.

A more flexible and dynamic system which can adapt and respond, as well as be proactive, to understand the challenges faced and the needs of the Scottish economy

Broader societal understanding of SCQF and how to embed and implement this into the world of work

Educators should collaboratively lead educational development and change in Scotland. Teachers know how to teach, lecturers know how to lecture and community educators know how to lead learning in communities. National leadership needs to reflect and build on that. Education is not the sole responsibility of a teacher.

Focus on wellbeing as much as attainment.

Recognition of life long learning and opportunities and abilities to learn happen at different stages of life for individuals

Reduce the status of exams as the highlight of a learner's success

**6: How can we make that future vision for education a reality in Scotland?**

political will to view education differently - across parties

Move education away from political influence
Focus on SCQF levels, not target/focus individual qualifications, so all levels are part of the "excellence"
Education is not a building
Communicate with all partners, include CLD, Colleges and other learning providers
Stop thinking that education = schools. It's broader and has a range of practice areas and professionals involved.
Better engagement with employers and FE/HE to facilitate pathways. Improve communications between all involved and ensure inclusive partnerships
Learner voice, don't just ask for learners of all ages input when there is a consultation, make it part of the structure so all learners continually feed into the processes to support the continued change and growth needed.
All learning partners are at the table

<b>7: What do you think would need to happen first to achieve that vision for education in Scotland?</b>
More redistribution of resources, tackling inequalities and structural issues
Use CLD to engage with learners, utilise the skills CLD professionals have to support the progress and increase opportunities for all learners
Remembering that the time that children and young people spend in school is much less than the time they spend in other settings
Remove the age confinements of when you can access differing levels of SCQF qualifications
An understanding that the division of labour and workforces means we need to look beyond just "Highers" and school qualifications - we need lots of people doing lots of different types of jobs.



Value the skills we need as a society, not the academic level
An understanding that vocational qualifications are just as good as university qualifications
Need to look at what a multi-disciplinary staff team can deliver in a school setting - why can't a CLD Practitioner be part of the Guidance team with parity of esteem ?
Equal recognition out with GTCS for recognition of Educators - like CLD Standards Council. I.e Why can CLD professionals not become guidance teachers - when guidance is not a specialist subject.
Deal with the issues post-Covid that are impacting on young people and their families

<b>8: What needs to happen to enable everyone with an interest in Scottish education, to have their say and contribute to future decisions and actions?</b>
Funding, inclusion and equity. Make sure EVERYONE who is an educator in Scotland is involved and valued in the processes and move away from school and teacher led/focused system
An equitable settlement between education institutions and how they are funded - we offer young people lots of opportunities to develop and grow themselves and confidence i.e confidence building, Duke of Edinburgh but we dont offer anything to adults or if we do its limited by location and funding - there is no offer to improve adult life chances and choices i.e STEPS to Success etc
Give value and credit to those who input to education objectives for life long, all age learning out with the classroom
Use inclusive language so that everyone can see themselves in it i.e. CLD: Youth Work, CLD: Family Learning etc.
use language that is accessible to all
Capturing diversity of voices from all lived experiences and interested parties
Not frame consultations such as the National Discussion on Scottish Education as a consultation with EYL and YP, but all learners in Scotland, and in all locations, not just Schools
Culture Change: Recognise, from Government right down to parents and carers that education doesn't just happen in Schools and by teachers, equality of recognition of educators in all settings and stages of life

**What else?**

Mindful of our aging population, less YP, how does our education system ensure we support those older who may need to retrain and educate themselves to continue working for longer

embed trauma informed approaches in all aspects of education

whole person approach not just whole school

How do we change the culture of schools being the most important focus of education? Learning does not stop after school, but our society places all the emphasis and pressure on schools and what happens during that time period.

Jarvis: Education. CLD support individuals to transform from one identity to another, a more knowledgeable and improved workforce. Critical for aging workforce and unknown future economies

Embed CLD values and ethics into all learning opportunities

Make this change count, dramatic culture change and redesign of systems, but will we do it?

Why is this consultation not about life long and life wide learning?

CLD Workforce Recognition: 2012 Strategic Guidance on CLD for Community Planning Partnerships to illustrate the policy context for CLD in Scotland.

Free and accessible learning for all

Look at the demographics in our society. Fewer younger people - an aging population. How does our education system support them?

## Appendix 02: Full Responses for Part Two

### **Our Future Learning: How can high quality educational experiences, teaching, and learning be best supported for children and young people (all aged learners) in Scotland?**

We need to ensure our community educators are qualified and supported in the same way as teachers are supported to do their jobs - professional recognition, ongoing professional development etc.

Glow System for lifelong learning, life wide and resourced - GLOW system for Adults & Communities

Mentors/Buddies for learners of all ages, not just for YP in schools. More universal and accessible for all

Increase funding, support and development of the CLD workforce across Scotland to work in partnership with School, HE/FE/ Communities and Employers... Connections, Partnership and Communication.

Future Learning be best supported.....: Recognise that not all children and YP learn within traditional school year ages, and that Scottish Education recognises the importance for education opportunities at any age, and in many guises, not only in schools and by teachers, but in communities, in workplaces and by Community Learning and Development Practitioners, by Employers etc

Have adult learning role models and integrate adult learning as an accepted part of society so they see that learning doesn't end after school

Our community learning venues for adults and young people need to be well resourced - equipment, qualified staff, support budgets etc. Generic community halls are not working or no longer exist due to cuts.

### **Our Future Equity: How can every child and young person's (all aged learners) individual needs be supported and addressed in the future?**

Community educators need to be qualified and supported to provide the high quality learning programmes and opportunities that adults and communities require as part of a lifelong learning system.

Learn from our abilities to adapt and offer a wider range of platforms to engage in learner, at all ages.

Learning in all places and spaces, not just buildings and classrooms. So many disengaged YP/learners found online learning so much better during lockdown but their access to that stopped when schools went back in but they were not able to.

There was talk about all youngsters getting their own device and wi fi connection - is that still a priority ? It still does not create the level playing field but would contribute.

Recognise that some learn out with school age or place... and education is life long, flexible and is learner led

a flexible life long learning funded education systems for all young people and adults.

**Our Future Well-Being: How can (all aged learners) children and young people’s mental, emotional, social, and physical wellbeing and safety be cared for and supported in the future?**

CLD services funded, supported and recognised on their role in MH&W, supporting CAMHS and Phycologists - training and support would need to be offered to CLD services to further support learners and Young People

Opportunities to build resilience for both Young People and Adults - Duke Of Edinburgh, Adventure/ Outdoor Learning etc

Mental health and wellbeing are crucial for learning - CLD practitioners can contribute greatly here.

Mental Health Support in all levels at education

Empower people through courses such as HIIC, Mental Health and Wellbeing SQA, STEPS and others, to start to challenge the structural issues that affect their health.

Increased awareness, increase in funding and development of CLD courses/opportunities for MH&W such as Health in the Community, Mental Health and Wellbeing, Steps to enable learners of all ages to access information regards keeping themselves well, as well as their roles and control within the communities they live

Support people to recognise what they can have control/influence over in their own lives and structurally in society

well resourced CLD services to ease pressure on CAMHS and Phycologists - training and support would need to be offered to CLD services to support learners and Young People.

Personal Development along side and woven into academic and accredited raise the profile of the importance of all wellbeing as no amount of qualifications will enable a person to go out and achieve if their wellbeing is not supported and understood

ensure that mental health first aid training is available for all workers to support Adults and Young People, peer support and more formal training opportunities are available for all staff

Metaskills

Wider Achievement is recognised and programmes to support Mental Health and Wellbeing is resourced and funded.

**Our Future Rights: How can the right of every (all aged learners) child and young person to have opportunities to develop their full potential be achieved in future?**

UNCRC 29 This right cannot be seen in isolation

UNCRC.. all rights

equity of service provision of access, remote and rural locations miss out on experiential learning opportunities

Embed the UNCRC

Ensuring equity of learning opportunities and provision of access, remote and rural locations so no one misses out on learning opportunities

**Our Future World: How can children and young people (all aged learners) be helped to learn about our changing world, so they feel able to positively contribute?**

Exchanges and residentials are crucial - and can be life changing for young people who have had less opportunity to travel . These should be priorities.

Multiply funding - help to understand statistics in the real world.

Participatory Democracy certificate is a good tool to link to action - obvious link in to Modern Studies teaching too

Understanding our world - critical thinking skills

embed the Sustainable Development Goals and UNCRC into curriculum

UNCRC embedded in all learning, for all ages. Need to educate parents, carers and communities on this, as well as children

Grow their circles of community and identity. Shared values as a society

There is a clear benefit from taking part in established opportunities like Duke of Edinburgh etc.

**Anything Else?**

Learn from good examples - saw some great work in Peterhead prison where there was a great learning environment and young men engaged in writing and recording. The type of learning that we need everywhere.

Values based leadership - how do we ensure that approach underpins everything and is consistent with CLD values.

Seems to be putting people into boxes with these questions