

ADULT LEARNING IN SCOTLAND, A STATEMENT OF AMBITION (2014) [[POLICY DOCUMENT](#)]

This sets out a vision for adult learning in Scotland and outlines priorities for a strategic implementation plan. Effective adult learning is seen as key to Scottish knowledge-based society. Policy drives the development of an improved personal skills base, increases the focus on achieving better outcomes for communities, and provides improved life chances.

Focus on flexible learning, lifelong entitlement within communities and workplaces, digital literacy, communication skills, developing ethical and critical thinking, self-determination and active civic participation with priority given to those who are marginalised or require additional support to engage in learning activities. As with the other main policies there is an emphasis on regional/local delivery through partnership working.

Effective adult learning is seen as at the core of a Scottish knowledge-based society, not just to promote economic capacity but equally to drive “the development of an improved personal skills base” that increases the focus on achieving better outcomes for communities and improved life chances. Adult learning is seen as key to employability. There is an explicit statement that providers should include learners as partners:

Adult learning providers including local authorities, the third sector, trade unions, colleges, employers, national organisations and others should involve learners and communities as active partners in planning and delivering adult learning. They should also support communities to influence, shape and co-produce services. The protocols to guide this are: The Community Learning and Development Competence Framework and Code of Ethics underpins practice in community-based adult learning.

The important role of Community Planning Partnerships (CPPs) was highlighted in 2014 with the introduction of strategic guidance for CPPs’ activity regarding Community Learning and Development. This stated that CLD’s specific focus should be: “improved life chances for people of all ages through learning, personal development and active citizenship; stronger, more resilient, supportive, influential and inclusive communities”. Local Authorities were expected to set out three-year plans to demonstrate local learning needs and how services would respond.

The policy recognises adult learning in Scotland as a central element of personal and community empowerment. This is framed by three principles. Learning should be:

- **Lifelong** – covering early years, compulsory education and covering the “whole age span of post-compulsory education”;
- **Life-wide** - covering the personal, work, family and community aspects of living which gives the scope for building a wide and open curriculum and creates a learning continuum which is not restricted by vocational imperatives;
- **Learner-centred** – the educational process must build around the interests and motives of the learner and seek to fulfil the purposes and goals he or she sees as relevant and important.

This policy works to an implementation plan with targets that run to 2020.

NAME OF POLICY DOC	<i>ADULT LEARNING IN SCOTLAND, A STATEMENT OF AMBITION</i>
Date	2014
Level (e.g. National, regional etc.)	National with regional/ local enactment
Source (e.g. Govt, academic etc.)	Government (Scottish Government in partnership with the National Strategic Forum for Adult Learning).
Focus/ field objectives	<p>This sets out a vision for adult learning in Scotland and outlines priorities for a strategic implementation plan. Effective adult learning is seen as key to Scottish knowledge-based society. Policy drives the development of an improved personal skills base, increases the focus on achieving better outcomes for communities, and provides improved life chances.</p> <p>The policy recognises adult learning in Scotland as a central element of personal and community empowerment. This is framed by three principles. Learning should be:</p> <ul style="list-style-type: none"> • Lifelong – covering Early years, compulsory education and covering the “whole age span of post-compulsory education”; • life-wide - covering the personal, work, family and community aspects of living which gives the scope for building a wide and open curriculum and creates a learning continuum which is not restricted by vocational imperatives; • Learner-centred – the educational process must build around the interests and motives of the learner and seek to fulfil the purposes and goals he or she sees as relevant and important. <p>The policy aspires to ensure that:</p> <ul style="list-style-type: none"> • Scotland becomes recognised globally as the most creative and engaged learning society • Every adult in Scotland will have the right to access learning

	<p>to meet their educational needs and their aspirations</p> <ul style="list-style-type: none"> • Adult learning in Scotland, and the outcomes that learners achieve, will be world-leading.
Core problems	Aspirational – aims to promote universal right to access learning for the population to create an engaged learning society that enhances the quality of life.
Means	<p>Focus on flexible learning, lifelong entitlement within communities and workplaces, digital literacy, communication skills, developing ethical and critical thinking, self-determination and active civic participation with priority given to those who are marginalised or require additional support to engage in learning activities. As with the other main policies – emphasis on regional/ local delivery through partnership working.</p> <p>The important role of Community Planning Partnerships CPPs was highlighted in 2014 with the introduction of strategic guidance for CPPs’ activity regarding Community Learning and Development. This stated that CLD’s specific focus should be: “improved life chances for people of all ages through learning, personal development and active citizenship; stronger, more resilient, supportive, influential and inclusive communities”. Local Authorities were expected to set out three-year plans to demonstrate local learning needs and how services would respond.</p> <p>Informed by 3 newly set up strategic groups: Further Education Strategic Forum, the Scottish Higher Education Forum and the National Strategic Forum for Adult Learning.</p>
Solution proposals	<p>Strategic implementation plan that reflected consultation. This:</p> <ul style="list-style-type: none"> • Builds on good practice across the system and aligned with the work of CPPs and associated providers; • Learners are involved in the process of developing Adult Learning provision; • Provision of excellent and appropriate guidance; • Provision of a framework of professional development learning

	<p>opportunities for practitioners;</p> <ul style="list-style-type: none"> • Flexible provision with depth as well as breadth of learning with opportunities for progression to other learning and opportunities; • Strengthen role of cross-sectoral partnerships in planning, evaluating and • Delivering learning. <p>A strategic plan was produced in Autumn 2014 and was informed by the planning process which underpins The Requirements for Community Learning and Development (Scotland) Regulations 2013 and by College Regional Outcome Agreements. An implementation plan emerged which runs to 2020.</p>
Key actors/ organisations	A range of local providers' organisations, including Local authority CLD, colleges, third sector etc. working in partnership through CPPs
Target groups	16+ whole community but emphasis on ensuring equity and inclusion
Success criteria	<p>Locally set targets for participation and outcomes for particular programmes with key success criteria including the involvement of adult learners at all stages of the planning, delivery and policy cycles.</p> <p>Implementation plan with targets running up to 2020,</p>
Evaluation perspectives	Local data collection and analysis at CPP and Local Authority level
Mutual compatibility and integration (with other policies/areas)	Adult learning takes place in the context of a wide range of policy initiatives that shape and drive community-based adult learning.
Bibliographic reference	Scottish Government (2014) <i>Adult Learning in Scotland, a Statement of Ambition</i> . Edinburgh.