

Adult Learning Statement of Ambition

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Policy Context

- **Programme for Government**
- **CLD Regulations – plans completed September 2015**
- **Youth Work Strategy**
- **Community Empowerment Bill**
- **ALIS 2020**
- **ESOL refresh**

National Strategic Forum for Adult Learning

- ❖ established in August 2013
- ❖ chaired by Cabinet Secretary
- ❖ co-ordinated by Education Scotland
- ❖ all key sectors/national agencies represented

Statement of Ambition for Adult Learning in Scotland

- ❖ produced by National Strategic Forum for Adult Learning
- ❖ reflects extensive consultation with learners and providers
- ❖ launched in May 2014

[Statement of Ambition](#)



Adult Learning in Scotland: A Statement of Ambition

Our ambitions are that:

‘Scotland becomes recognised globally as the most creative and engaged learning society. A society where people develop through life-wide learning from the multiple contexts of home, work and their social lives and lifelong learning – often described as from cradle to grave’. A society that recognises the importance of adult learning in the development of the individual, the community and the country as a whole’.

Core principles:

- Adult learning is **lifelong** beginning in the Early Years, supported by Curriculum for Excellence and covering the whole age span of post compulsory education.
- Adult learning is **life-wide**. It covers the personal, work, family and community aspects of living.
- Adult learning is **learner-centred**. The educational process builds around the interests and motives of the learner.

National Strategic Forum for Adult Learning

Since the launch of the Statement of Ambition the Forum has:

- **developed and consulted on strategic priorities**
- **agreed priorities for implementation**
- **established four working groups to take forward priorities**
 - **Access and Participation**
 - **Learner Voice**
 - **Professional Learning**
 - **Family Learning**

Strategic Priorities

- 1. Adults access, recognise and participate in learning opportunities throughout all stages, changes and circumstances in their lives. (access and participation working group)**
- 2. Adults co-design their learning experiences. (learner voice working group)**
- 3. Adults transform their lives and communities through learning choices in personal, work, family and community settings. (family learning working group)**
- 4. Adults effectively influence strategy and policy at local and national levels. (learner voice working group)**
- 5. Adults are effectively supported in their learning journeys. (professional learning)**

Challenges

- Resources
- Barriers to learning
- Professional Learning
- Awareness Raising

Role of College Sector

- College representation on Forum and working groups
- Access and Participation group – College pilot of Adult Achievement Awards and Glasgow Kelvin Community Achievement Awards.
- Learner Voice – importance of learner voice, particularly at transition points – implications for guidance
- Professional Learning – looking at access to and gaps in professional learning across adult learning sectors
- Family Learning – college work/ research that relates to family learning

What Next?

What needs to happen for colleges to be fully engaged with the Statement of Ambition?



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Transforming lives through learning