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?
Transforming lives through learning

Education Scotland
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Transforming lives through learning