**Outcomes and the national policy context**

Voluntary organisations delivering and evaluating their adult learning provision should take account of national policies, strategies, action plans and frameworks that have links to their area of work. Gathering evidence of impact that can show a link with high level work can support funding reports and applications.

A number of policy areas have been developed by the Scottish Government and its agencies in recent years, all with an emphasis on outcome-focused delivery — in other words, interventions should be delivered with clear, meaningful results in mind. The question is: *what difference will this make, whether to individuals, to communities, or to society, and can that difference be identified and measured?*

Following the Concordat in 2007 between local authorities and Scottish Government, there has also been a conscious move to localism, partnership working and transparency in the delivery of public services. In its National Performance Framework, the Scottish Government outlined its Key Purpose and National Outcomes to be embedded in the work of local authorities and their partners. Beneath these National Outcomes sit several Indicators which are used to indicate whether Scotland is making progress in a particular area.

*One Scotland - Programme for Government 2014-15[[1]](#footnote-1)* is still informed by the Key Purpose and builds on the following themes: Creating More, Better Paid Jobs in a Strong, Sustainable Economy; Building a Fairer Scotland and Tackling Inequality; Passing Power to People and Communities; Creating More, Better Paid Jobs in a Strong, Sustainable Economy. Adult learning has much to contribute to all of these.

**Policies relating directly to adult learning in Scotland[[2]](#footnote-2)**

[**Adult Learning in Scotland: a Statement of Ambition**](http://www.educationscotland.gov.uk/communitylearninganddevelopment/adultlearning/communitybasedadultlearning/statementofambition.asp)**[[3]](#footnote-3)**

In May 2014 Education Scotland launched its statement of ambition for adult learning. Its aspiration is that Scotland becomes the best place to learn. The Statement has three core principles, that adult learning should be lifelong, life-wide, and learner-centred. It recognises the key and distinctive role that adult learning plays in helping to develop the person, the family, communities and society.

The next stage in achieving this ambition will be a strategic implementation plan.

[**CLD Strategic Guidance and Regulations**](http://www.educationscotland.gov.uk/communitylearninganddevelopment/about/strategicguidance/aims.asp)**[[4]](#footnote-4)**

The community learning and development strategic guidance was published in June 2012.

The guidance provides a clear statement that the purpose of community learning and development (CLD) is to empower people, individually and collectively, to make positive changes in their lives and in their communities through learning.

It is addressed to Community Planning Partnerships (CPPs). However, it has much wider relevance and is for all those involved in planning, managing or delivering CLD services or using a CLD approach to support individuals and communities.

It describes how CLD delivers government policy outcomes in communities. It clarifies the Scottish Government's expectations of Community Planning Partnerships (CPPs) and other public sector partners for how CLD services should be delivered.

It re-emphasises the Government’s commitment to CLD's aims and describes how these will be part of an overall strategic approach to be taken forward by a range of partners including Government itself, Education Scotland and the CLD Standards Council.

The Requirements for Community Learning and Development (Scotland) Regulations 2013 (the CLD Regulations) came into force on 1 September 2013.

The CLD Regulations place a requirement on the local authority to initiate, maintain and facilitate a process which ensures that CLD in the area of the local authority is secured in such a way that it:

* identifies target individuals and groups
* considers the needs of those target individuals and groups for CLD
* assesses the degree to which those needs are already being met
* identifies barriers to the adequate and efficient provision of relevant CLD
* In meeting this requirement, the local authority must involve and consult those representative of both the target individuals and groups and CLD providers within the area of the local authority.

The local authority must consult on and publish specified information every three years. The first of these plans should be in place no later than 1st September 2015, with subsequent plans published at three yearly intervals from the initial date of publication.

[**Adult Literacies in Scotland 2020**](http://www.scotland.gov.uk/Publications/2011/01/25121451/0)**[[5]](#footnote-5)**

In December 2010 the Scottish Government launched its renewed strategy for developing adult literacy and numeracy (literacies) skills through the delivery of high quality adult learning provision.

The implementation of the strategy is led by Education Scotland through a national Strategic Implementation Group with representation from national stakeholders in the strategy’s success.

In 2015, Education Scotland will make a five-year statement on the progress of the strategy and highlight the commitments for the remaining five years of ALIS 2020. These commitments will tie in with the implementation of the Adult Learning Statement of Ambition.

[**Scotland's Adult ESOL Strategy 2015-2020**](http://www.educationscotland.gov.uk/communitylearninganddevelopment/adultlearning/ESOL/policy/strategy.asp)**[[6]](#footnote-6)**

The Adult ESOL Strategy for Scotland aims to support Scotland's ambitions for growing the economy and to encourage active citizenship in a diverse and pluralistic society.

The Strategy has been refreshed to take account of new and developing policy.

It maintains the vision and principles of the 2007 strategy and recognises the achievements that have been made since then. It seeks to build on the achievements to date and to provide renewed strategic direction framed within the Scottish Adult Learning Statement of Ambition.

[**Curriculum for Excellence**](http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/)**[[7]](#footnote-7)**

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18.

The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

Curriculum for Excellence aims to create:

* Successful Learners
* Confident Individuals
* Responsible Citizens, and
* Effective Contributors

One of the important features of Curriculum for Excellence is that learning outside the classroom and the institution is valued and can be accredited. It is possible that learners can gain credit for learning that takes place in non-formal adult learning settings.

1. <http://www.scotland.gov.uk/Publications/2014/11/6336/downloads#res-1> [↑](#footnote-ref-1)
2. descriptions of the policy documents and strategies are drawn from the documents themselves or from the webpages that host them (spring 2015). [↑](#footnote-ref-2)
3. <http://www.educationscotland.gov.uk/communitylearninganddevelopment/adultlearning/communitybasedadultlearning/statementofambition.asp> [↑](#footnote-ref-3)
4. <http://www.educationscotland.gov.uk/communitylearninganddevelopment/about/strategicguidance/aims.asp> [↑](#footnote-ref-4)
5. <http://www.scotland.gov.uk/Publications/2011/01/25121451/0> [↑](#footnote-ref-5)
6. <http://www.educationscotland.gov.uk/communitylearninganddevelopment/adultlearning/ESOL/policy/strategy.asp> [↑](#footnote-ref-6)
7. <http://www.educationscotland.gov.uk/thecurriculum/whatiscurriculumforexcellence/> [↑](#footnote-ref-7)