**Scottish Government**

**ALSFS Member Feedback on the
Draft Adult Learning Strategy**

The Adult Learning Strategy (ALS) seeks to create the conditions to empower adults and improve life chances across Scotland. The development of the Adult Learning Strategy is overseen by the Adult Learning Strategic Forum for Scotland (ALSFS) whose role, in relation to the ALS, is to help co-produce it by developing strategic aims and guiding its implementation and evaluation.

The draft ALS has been developed based on ALSFS members' contributions, consultation and evidence. As part of the next stage in the process, the Chair is asking members to feedback a collective view from the organisation/network they represent to help inform and further shape the strategy.

Please submit your response to SGCLD@gov.scot by **30 June 2021**

**Please only provide ONE response per organisation/network.**

| Name: | Dr Marion Allison |
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| **Organisation/Network:** | CLD Standards Council |

**Please provide any high-level comments on the content (pages 7 - 15), for example, are there any key pieces of information or important considerations missing?**

The following response is made on behalf of the CLD Standards Council further to consultation with Members.

In general, Members found the strategy to be well written, clear and ambitious with one person noting that "CLD Practitioners want to live in the world" that the strategy outlines. The principles and themes were also well received as they reflect developments on personal, community and strategic levels.

Members highlighted that learner focus should always be person centred and there should be an emphasis on the link between **C**ommunity **B**ased **A**dult **L**earning (CBAL) and CLD professional practice (knowledge, skills, behaviours and values).

There was a view that the strategy needs to note the demand for intrinsic and instrumental CBAL learning programmes, particularly in respect of the impact of COVID-19. Members noted the opportunity to highlight Adult Learning as being transformative and the importance of learning for democracy and social justice. Members suggested that the narrative around the case studies should be sharper and that the rationale for previous strategies being included in this one needs to be clearer.

Overall, Members were mindful of links with the new CLD scrutiny framework, forthcoming CLD plans, the proposed Lifelong Learning Strategy and the subsequent Adult Learning Action plan. Questions and concerns were raised in respect of finance, resources and the probable need for an overarching CLD workforce strategy and support.

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| **Theme 1: Expanding and Extending Adult Learning** |
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| **Do you have any comments on the recommendations within this theme?** |
| <ul><li>Is recommendation 4 linked anywhere else in the document?</li><li>Clarify what will be done with the data that is gathered and why it is needed.</li></ul> |
| **Does your organisation/network currently have any planned or ongoing work that would contribute to the implementation of these recommendations?** |
| <ul><li>Members' Catch Ups</li><li>I-Develop</li></ul> |
| **What specific actions could your organisation/network make, or contribute, to implement these recommendations?** |
| <ul><li>Comms – i.e. CLDSC newsletter etc</li></ul> |
| **From your organisation's/network's point of view, who would the key partners be to ensure the success of these recommendations?** |
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| **Theme 2 - Connecting the Adult Learning Journey** |
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| **Do you have any comments on the recommendations within this theme?** |
| <ul><li>Connect the youth work, family learning aspects of CLD prof practice.</li><li>There should be a specific mention of how adult learning links to the community empowerment and community democracy.</li><li>Consider an evaluation of the effectiveness of RPL processes that currently exist, for example, how do learners understand and use RPL?</li><li>Number 4 from theme 1 and number 9 from theme 2 are linked, cross reference.</li><li>Ensure that the spectrum of personal development and employability is represented i.e. SCQF where appropriate.</li><li>RPL – is this for a central body like the CLDSC to progress?</li></ul> |
| **Does your organisation/network currently have any planned or ongoing work that would contribute to the implementation of these recommendations?** |
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| **What specific actions could your organisation/network make, or contribute, to implement these recommendations?** |
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| From your organisation's/network's point of view, who would the key partners be to ensure the success of these recommendations? |
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| **Theme 3 – Communication** |
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| **Do you have any comments on the recommendations within this theme?** |
| <ul><li>Clear and focused.</li><li>Point 11 well received</li><li>Highlight the role of cross sectoral work</li></ul> |
| **Does your organisation/network currently have any planned or ongoing work that would contribute to the implementation of these recommendations?** |
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| **What specific actions could your organisation/network make, or contribute, to implement these recommendations?** |
| <ul><li>CLD workforce pathways and data</li></ul> |
| **From your organisation's/network's point of view, who would the key partners be to ensure the success of these recommendations?** |
| <ul><li>SG</li><li>COSLA</li><li>CLD</li></ul> |

| **Theme 4 – Access and Inclusion** |
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| **Do you have any comments on the recommendations within this theme?** |
| <ul><li>Clarify point 13</li><li>Not just in consultation with learners but also potential learners and barriers.</li><li>Sharing the process about more inclusive environments, developing baselines.</li><li>Consistency across the country (should this be workforce)?</li><li>Ensuring a rights based approach – make links to UNRC</li><li>Consieration for access to funds for training for practitioners regarding equity matters i.e. reasonable adjustments, etc.</li></ul> |
| **Does your organisation/network currently have any planned or ongoing work that would contribute to the implementation of these recommendations?** |
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| **What specific actions could your organisation/network make, or contribute, to implement these recommendations?** |
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| **From your organisation's/network's point of view, who would the key partners be to ensure the success of these recommendations?** |
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| **Theme 5 – Workforce Development** |
| **Do you have any comments on the recommendations within this theme?** |
| <ul><li>Promote and advocate membership of the CLDSC.</li><li>Adult learning NOS</li><li>Join up the mapping frameworks that already exist i.e. ESOL.</li><li>Mapping of CLD qualifications and professional learning pathways.</li><li>Minimum level of qualifications for CBAL?.</li><li>Link to CLD plans regarding the responsibility and accountability for CLD professional learning.</li></ul> |
| **Does your organisation/network currently have any planned or ongoing work that would contribute to the implementation of these recommendations?** |
| <ul><li>CLDSC induction programme.</li></ul> |
| **What specific actions could your organisation/network make, or contribute, to implement these recommendations?** |
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| **From your organisation's/network's point of view, who would the key partners be to ensure the success of these recommendations?** |
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