

it should also have the potential for local groups to co-design learning on issues like housing, Self directed support, promoting equality and combatting discriminations

There must be training for tutors prior to specific political literacies. I ensure tutors don't give personal opinions on issues, especially around religion (Western Isles....)

Political Literacies / community responsibility: discussions with learners on how they can help within their communities. Group working to support foodbank provision

for encouraging communities to look at setting their own agenda for adult learning as part of this process. This could include learning for change type activity and also situational stuff eg locally relevant employability work exploring rural

The point made in the chat earlier about involving Trade Unions is important. They have a lot of expertise in developing political literacy!

Actions 1 & 7

- Establish and develop a national Adult Learners Advisory Group
- Increase learning activity that supports democratic involvement and community empowerment

What do these actions mean for your practice and how might you contribute to delivering them?

Democratic education must be embedded in AL sections of local CLD plans both in terms of a general curriculum for change and in bespoke opportunities for groups tackling particular local issues

This would include raising awareness of stuff like deliberative methods increasingly used in national and local policy making, part budgeting, rights and opportunities of the empowerment act, Local Place planning, co-production etc

Political Literacies is important for us to engage in conversation and debate with learners, but we need to know how to do this tactfully and carefully

Very keen to explore ideas with adult learners to make sure the advisory group is accessible and inclusive with evaluation embedded.

Education Scotland previously developed resources to support political literacy with young people (The 'You Decide' resource). Could they be tasked with developing similar resources for adult learners?

ESOL funding needs a new system, the credit model through colleges is not practicable

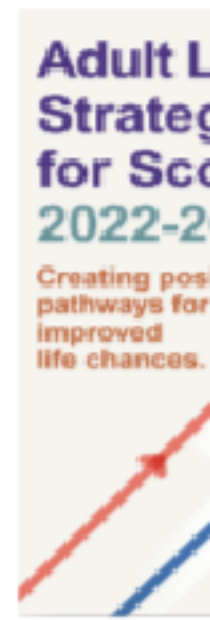
Ringfenced funding for adult learning, in particular adult literacies is key - the lack of this has had a massive impact on delivery over a number of years.

SG needs to look at investing in data gathering. This doesn't happen without work being done. eg Is there scope for a national survey of adult learners?

How do we trace / have oversight of how national and regional funds are spent?

for however there is still a focus on quantity rather than quality. Impact is complex and needs to reflect what the individual learner felt they achieved through their journey, not a set of predetermined

Forum influence the approach in Scotland to utilising the Multiply funding from UK Govt to 'improve adults functional numeracy skills through free personal tutoring, digital training, and flexible courses.'? Substantial funding (£36m??)



Actions 2,3 & 8

- Data and measurements for the impact of community-based adult learning
- Evaluate the suitability and levels of funding arrangements for adult learning
- Increase cross-policy support for the role of community-based adult learning

funding for staff hours still not seen as important as teachers

100% agree - our General ESOL provision cannot work with college credit model

and then all partners bid for the same work

clarity of funding and budgets

are reviewing the first year of their CLD plans at the moment. Should there be an early action for SG or the Strategic Forum to contact all authorities to explicitly request that the aims of the new AL Strategy are included in those

What do these actions mean for your practice and how might you contribute to deliver them?

The discussion needs to be with the UK Govt too - significant funding from the Sharing Prosperity Fund that can support adult learning that is bypassing many of our national education structures

different pots encourage us to bid and do work that not necessarily is needed at the time in the area where we are - set budget to decide locally how to spend may be best

Actions need to be supported with specific funding. Additional funding would then allow for additional provision that is relevant to each LA needs.

providers use different management information systems but clarity or agreement about what data and measurements are important to be gathered would offer a more consistent

Funding is a chicken and egg - if we don't have the funding we can't provide the classes, if we don't have the classes we can't evidence the need! Back to publicity - we need a way to establish the need and fund appropriately

Spend too much time chasing money, trying to deliver, evaluate and report at different times

CBAL have robust processes in place to record the impact, this is a strength of Adult Learning practitioners. I would welcome the opportunity to pull this data and impact together to evidence our work across

All LA using different management systems with different measurements for impact (CLDMS to devise a standard in consultation with 3rd Sector) - especially difficult if services are embedded within Employability Services

Actions 4, 5, 6 and 9

More Local Authoritys using Scottish Attainment money to get teachers to deliver Family Learning rather than CLD staff- something needs to be addressed regarding this. It should be joint deliver predominately sitting within CLD

family learning has less focus within councils ATM with a focus on 'programmes' which are prescriptive and have set outcomes. Family led family learning need to be prioritised

we need a stronger structure for accredited learning - qualified assessors, qualified IVs cross IVing etc. Our connections cross country have decreased over the years with less dedicated staff for this work.

support partners to offer assessments for SQA accredited units - clarify pathways, increase capacity so it can be practically done

promote accredited learning to a wider audience - the general public is still not aware of qualifications they can achieve through community learning

Online learning is a challenge within LA network restrictions. A national adult learning platform would be really helpful

broaden a range of accredited learning

Need sustainability-consistent short term funding is detrimental to long term impact and sustainability and growth of provision Local Authorities implement.

One funded online learning platform for CLD (Adult Learning/Youth Work/Capacity Building) - like GLOW....

hybrid learning requires equipment for this to happen. staff need to access equipment but also have the confidence to run sessions in a hybrid way

it is not just access to digital devices but addressing inequalities with broadband. Rural area adult learners disadvantaged

need to upskill staff for delivering online learning

ESOL as 4 language skills learning and ESOL as an integration tool, both equally important and valuable but too often mixed up so that progress is slow - clarity of purpose in ESOL learning provision helps

Adult learning staff need to be supported to upskill digital learning skills and have up to date equipment, resources and venues to provide online learning.

Family Learning: Clear links required with the Scottish Attainment Challenge which includes a focus on how families and communities support young people's attainment.

Should there be a specific action for local authorities to include outcomes for family learning in their SAC 'Strategic Equity Funding' plans (being developed currently).

One stop shop or platform for CLD practitioners to share programmes/ courses/ training etc.

Review of ESOL priorities should take a rights-based approach - imbed the right to learning that is in the previous statement of ambition for adult learning

the update should make sure that the view of ESOL is covering all ESOL learners, who are very, very diverse, from illiterate and traumatized to academic and confident

ESOL funding again - same as previously

Family Learning- more money is being ploughed direct into education through PEF rather than to CLD for CLD to provide Family Learning Opps. Need more joined up delivery and not to be seen or delivered separately.

recognition of time needed to support bespoke learning opportunities for 1:1 learning

The focus on Adult Literacies and ESOL is vital to make sure we continue to prioritise learning opportunities to improve language, literacy and numeracy.

What do these actions mean for your practice and how might you contribute to delivering them?

