



**Notes of Meeting of Impact Forum Seminar
Friday 15 November 2019
Grosvenor Hotel, Edinburgh**

1. Welcome and Introductions

Alan Sherry, Chair CLD Standards Council welcomed everyone to the session and invited them to share and shape the agenda. He talked about the impact of adult learning and how we could use the information we gather to help influence policy makers to prioritise adult learning in their programmes.

2. Table introductions

The group had 65 participants so initial introductions were confined to the 6 working tables and repeated as people moved around the day's sessions.
(Attached Attendees List)

3. Presentation: Robert Rae, SLP

The adult learning 'system' and how we use impact data to present a persuasive case for adult learning.

The presentation was interactive with the participants contributing to the ideas as they developed. We discussed ideas, experiences and expertise, issues surrounding systems thinking and how a dynamic process, living system such as adult learning is difficult to 'fix'. Ideas around how systems interact with people, what works, mechanical thinking, different, but equally legitimate perspectives were presented to help with the action points later in the session.

4. A view from the 'policy centre': Nicola McAndrew, Team Leader, Scottish Government

Nicola presented a brief of current Scottish Government Policy as it relates to adult learning:

Community Empowerment Act (Part 1)
Community Planning-participation and participatory budgeting (Part 2)
Statement of Ambition for Adult Learning
Fairer Scotland
Economic Strategy
Social Isolation Strategy
National Performance Framework

She described how local and national policy interacts e.g. Local community learning and development plans, the community planning partnership plans and



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the outcome improvement plan all link into the national improvement framework and this is what the new strategy for adult learning will aim to do too. Whilst keeping in mind EU and International Policy developments.

5. **Group discussion 1**

What is the 'purpose' and 'boundary' of the adult learning system in Scotland- what is its impact?

Discussion on purpose focused on adult learning being the heart of communities, personal and community improvement, myths and assumptions about adult learning, learning new skills, holistic development of people and communities, about it being learner driven, building capacity, increasing confidence and participation, helping people find ways to have their voices heard, speaking and addressing stigma and social justice issues.

The learner representatives in the group felt that adult learning should be at the heart of every community as it supports individual and community goals, as this was where you could demonstrate its most significant impact.

Boundaries included person-centred learning in times of austerity, systems not talking to each other resulting in system not operating effectively where numbers play a significant role and people don't matter, funding both for provision and individually, childcare not supporting parents and transport to available classes not being available. Some groups felt that impact data needs to be directed to the departments responsible for childcare, schools, Department for Work and Pensions, transport etc.,

6. **Group discussion 2 - mapping our objectives**

The groups identified six areas that they wanted to focus on to influence using the impact data we've gathered for the project over the last few years, together with a list of actions they want to carry forward.

Area of Influence 1: Putting people at the centre of the adult learning process

We have some really useful examples including the national adult learners' forum where people at the centre of the process have been trialed in Scotland. Much of the discussion focused on how we use what we know who has been involved in this process, where they have been involved, how do we target partnerships to gather this information for future use.



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- Action 1: Develop systems and participant information that assures adults that adult learning is not like school
- Action 2: Establish an equalities approach to ensure learners have same rights as staff

Area of Influence 2: Owning the Adult Learning Space

This group focused on the need to ensure that adult learning has its own space and is recognised as a significant policy driver in its own right and work towards securing this.

- Action 1: Ensure programmes are available for learners and practitioners to get together to express opinion meet policy makers and politicians,
- Action 2: Develop adult learning space in communities recognisable for its diversity, not singling out literacy and numeracy
- Action 3: Set up an influencing group

Area of Influence 3: First Steps and Confidence

This group directed their energy at looking at what we know works already in addressing the barriers to participation in adult learning. They focused on widening the opportunity base to appeal to a wider audience and linked this area of work to the social isolation strategy.

- Action 1: Establish speaking programmes (build confidence in the group to express impact)
- Action 2: Establish a learner/provider working group that looks at relevant learning to present to decision makers

Area of Influence 4: Developing the Sector's Voice

- Action 1: Establish a programme of exploration with policy makers
- Action 2: Develop a persuasion group-to show the impact through blogs, newsletters, information sharing



Area of Influence 5: Funding

This group discussed the current impact of low/no funding for adult learning and agreed that this needed some extensive work to be completed. Adult learning is on its knees re funding and this is having an impact on people's mental health, the spaces where people gather for adult learning and funding should follow requests from other policy areas to support their agenda e.g. social-prescribing, economic development etc.,

Action 1: Establish an Impact Funding Group

Action 2: Set up a funding working group

Area of Influence 6: Adult Learning Strategy

The group discussed policy coherence, strategic integration, community learning, family learning and funding.

Action 1: Establish Feedback Cafes

Action 2: Invite policy makers to next stage discussions

Action 3: Set up networking events.

7. Collaborative Practice

It was agreed to set up a next stage working group for each of the actions and bring group back together again in January to progress discussions and create annual agenda.

8. Close

Alan Sherry thanked everyone for their participation and looked forward to the next stages.



Impact Forum Participant List Friday 15 November 2019

Ms Lizanne McMurrich	North Lanarkshire Council
Mr Alan Sherry	Glasgow Kelvin College
Ms Tracy Waddell	SLP
Ms Margaret Allan	National Learners Forum
Mr Clark Whyte	Clackmannanshire Council
Ms Carole Cameron	West Lothian Council
	SLP
Ms Fiona Boucher	
Mr Ross Martin	Fife Council
Ms Karen McGowan	Midlothian Council
Mr David Reid	Fife Mining Heritage
Ms Mareth Young	Motherwell Locality
Mr Mohammed Anwar	National Learners' Forum
Mr Renata Fraser	Perth & Kinross Council
Ms Jean Nelson	Dumfries & Galloway Council
Ms Mary Rocks	Glasgow Life
Ms Mairi McAuley	Nifty Fifties
Ms Karen Delaney	Moray Council
Ms Frances Bradley	Glasgow Life / Communities
	Scotland's Learning
Mr Robert Rae	Partnership
Mr Mark Ravenhall	Learning and Work Institute



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Ms Julia Dunlop	Galatown Crafters
Mr Stewart Beck	Learning and Digital Participation Team
Ms Amanda Clark	Glasgow Life/ Glasgow Communities
Ms Claire McLaren	North Lanarkshire Council
Ms Pauline Moffett	Galatown Crafters
Ms Tricia Donaghy	Adult Learning & Literacies
Mr Mark Frith	Inverclyde Council
Mr Robert Grant	Nifty Fifties
Ms Helen McKay	North Lanarkshire Council
Mr Dave Manderson	South West Fife CLD
Ms Jennifer Galloway	AALF
Mr Shaun Pearce	Glasgow Life
Ms Cecilia Procter	NTL
Ms Lynn Wilkie	Glasgow Life
Ms Eleanor Rafferty	North Lanarkshire Council
Ms Elizabeth Ireland	Discovery
Mr Richard Bryce	Midlothian Council
Mr Rodger Davies	Inverclyde Council
Ms Shirley Melville	Fife Council
Mr Yacoub Bahar	Glasgow Clyde College
Ms Mayanne Cowan	Glasgow Kelvin
Willie Dickson	Tolcross Community Centre
Francis Robertson	Tolcross Community Centre
Anton Hamilton	South West Resource





Mr Alan Stewart	Gait Neighbourhood Centre
Ms Ruth Cairns	Argyle and Bute Council
Ms Karen Quinn	Aberdeen City Council
Mr Craig Singer	Aberdeen City Council
Mr Mohammed Ahmed	ESOL Network Glasgow
Sabina Kaur Singh	Glasgow Life
Ms Nicola McAndrew	Scottish Government
Mr Mark Conway	South Ayrshire Council
Mary Scott	Glasgow Life (Digital Learner)
Ms Jan Howden	Glasgow Life
Ms Claire Divers	Glasgow Life (Pollockshaws ALN)
Mr David Brennan	Learn for Life
Mr Michael Murphy	Learn to Learn
Ms Yvonne Beveridge	Fife Council
Ms Muriel McKenzie	Inverkeithing Learners
Ms Lorraine Macrury	Perth and Kinross
Ms Aileen Morris	Fife Council
Ms Gail Allison	North Ayrshire Council
Ms Fiona McIntyre	ABE Tutor
Ms Louise McGlynn	AALF
Ms Natalie Gillon	AALF
Ms Jennifer Wallace	AALF
Ms Emma Walker	AALF
Ms Mehdi Bordji	Glasgow ESOL Network



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