



5/1/2025

# Adult-Learning- Annual-Report- 2024-2025

CnES, Adult Learning



Morag Fletcher  
ADULT LEARNING MANAGER

## Principles underpinning Adult Literacies practice:

The learner is at the centre of their learning, and progress in learning is planned and paced appropriately to their needs and wants.

The social practice approach is the most effective way to build the literacies capabilities of individuals and communities.

Literacies are not a set of prescribed skills to be acquired, but should be seen as complex, critical capabilities that are fit to meet the needs of the modern, changing world.

Numeracy learning opportunities are as important as literacy learning opportunities and should be available to all learners in all learning provision.

Literacies learning should be inclusive and empowering

## Introduction

The Comhairle's Adult Learning Team provide learning opportunities that support the strategic priorities of the Community Learning and Development Plan 2024-27 with a focus on the aims of the Adult Learning Partnership.

## Aims of the Adult Learning Partnership:

### **Literacies and Learning**

We will work to support and improve the availability and impact of literacies and learning opportunities for individuals and communities.

### **Digital Engagement**

We will work to improve the availability of devices, connectivity and appropriate learning to support digital engagement for individuals and communities.

### **Health and Wellbeing**

We will work together to support individuals and communities to have more control over their health and wellbeing.

### **Capacity Building**

We will work together to enhance community capacity and resilience through effective provision of community learning and development opportunities, encouraging engagement and influencing local services.

## The Adult Learning Team provides:

### **English for Speakers of Other Languages (ESOL)**

This provision follows the social practices model of working on specific language, vocabulary and skills learners need to work on to improve their ability to conduct their lives in a new country, potentially in a new work environment and allows them some control and dignity while handling personal matters. This provision is targeted at resettled persons, including Unaccompanied Asylum-Seeking Children. Provision is funded by the Resettlement Committee.

### **Adult Literacies**

This provision covers accredited (SQA) and non-accredited learning as required by the learner. This could be for self-fulfilment, progression to further learning or employability. Also following the social practices model learners work on what they need to improve their life chances. In the last year we had additional funding from MULTIPLY which supports learners' numeracy skills.

### **Gaelic Family Learning (GFL)**

Gaelic Family Learning supports; families whose children are in Gaelic Medium Education and practitioners to learn Gaelic or improve their confidence in Gaelic.

### **Community Based Adult Learning (CBAL)**

Classes and workshops are provided to meet local demand and evaluated to ensure we have delivered what was asked. Unfortunately, we were unable to deliver any CBAL in the past year but plan to rectify this in the coming year.

### **Adult Literacies**

Our Adult Literacies provision includes reading, writing, speaking and listening, grammar, spelling, free writing, accredited and non-accredited learning. Each learner discusses their learning needs with the tutor and together they draw up an Individual Learning Plan with both long and short term goals. This plan is reviewed every six weeks and any desired changes to the plan are made. We employ a strength-based approach and build on what each learner can already do.

Our intention is for each learner to achieve one or more of their planned Learning Outcomes per annum. Evaluations are completed by all learners and during this year we had 100% of learners achieving at least one of their planned Learning Outcomes.

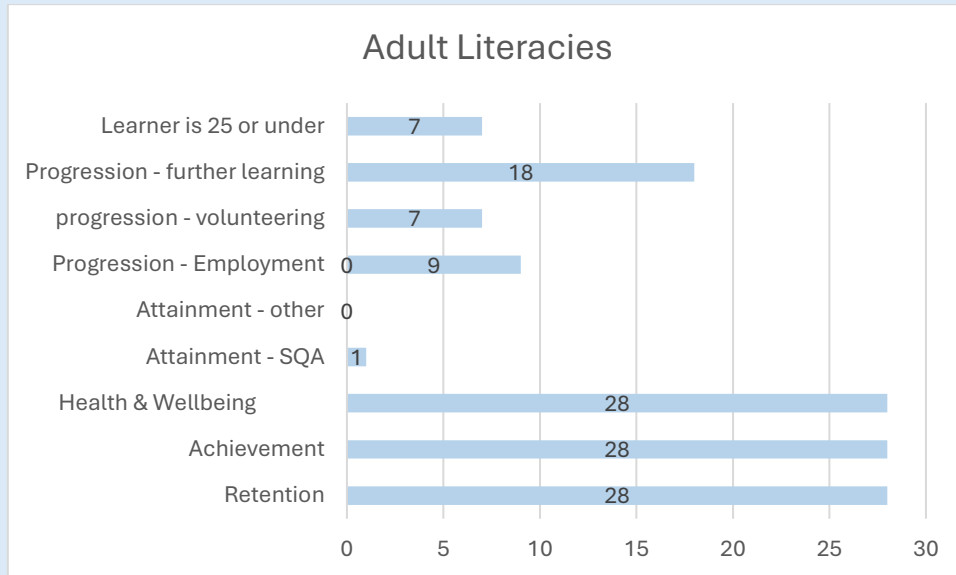
Transport is always an issue as some learners are bus reliant, this is a bigger issue when learners are working in group settings. We try to accommodate these learners on a one-to-one basis initially and progress to a group setting if available later.

Some of our learners may have a chaotic lifestyle or home life. This can make regular attendance a challenge and this is generally not the fault of the learner. We have more flexibility with SQA for processing qualifications (Core Skills) so that makes it a bit easier. However, there is a limit on the length of time a candidate can use their work as a portfolio submission for assessment.

There were 28 learners engaged in Adult Literacies learning over the past year, including some on the MULTIPLY program, working mainly on numeracy. Seven of those learners were under 25 years old.

One achieved SQA awards and progressed to working on Nat4 Maths and Nat5 English.

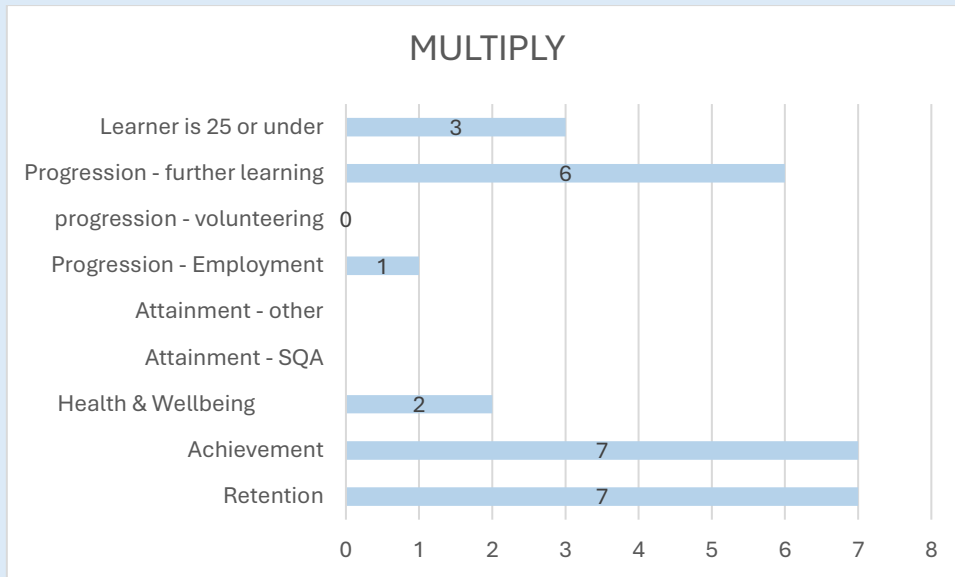
100% of learners felt an improvement in their health and wellbeing.



There were eight learners engaged in the MULTIPLY program last year, one of whom only attended a couple of times then decided that another group that runs at the same time slot was more his demographic. This gave us an 88% retention rate and 88% of learners achieved one or more of their planned Learning Outcomes.

25% of learners felt an improvement in their Health and Wellbeing. A number of these learning sessions were delivered within a mental health support group setting.

75% of learners planned to progress their learning with one person leaving that part of the evaluation blank.



#### English for Speakers of Other Languages (ESOL)

Funding for our ESOL provision comes from the Resettlement Committee and CnES Social Work Department, offering ESOL to resettled persons, including UASC.

ESOL works on the same social practices model as Adult Literacies, meaning that the focus is on what each learner needs to be able to do in their daily lives, activities and interactions. Taking into consideration that literacy, including ESOL, practices are shaped by contextual, social and cultural factors.

Learners work mainly in small groups where levels may be mixed, this makes it more challenging for the tutor but allows more confident learners to support less confident learners building additional skills this way.

The ability to speak and understand English is paramount for our learners as they want to be able to conduct their own personal business without the need for a third party or language line. One of our female learners from Ukraine spoke very well to the HMIe who visited her ESOL session explaining how happy she was that she could make her own appointment to see a doctor. She was also able to attend the appointment on her own, both understanding and being understood by the doctor.

Another Ukrainian female who had a handful of English phrases on arrival, is now working as a pharmacy assistant. She was a pharmacist in her own country and has now developed her English to a proficiency that allows her to work in a busy pharmacy environment. She is also studying for her qualification to become a pharmacy assistant / dispenser. This will set her on the right track to qualifying as a pharmacist in this country, should she so choose.

Family and care commitments are always a consideration for learners. Also transport if bus reliant, and timings if the learner is also working.

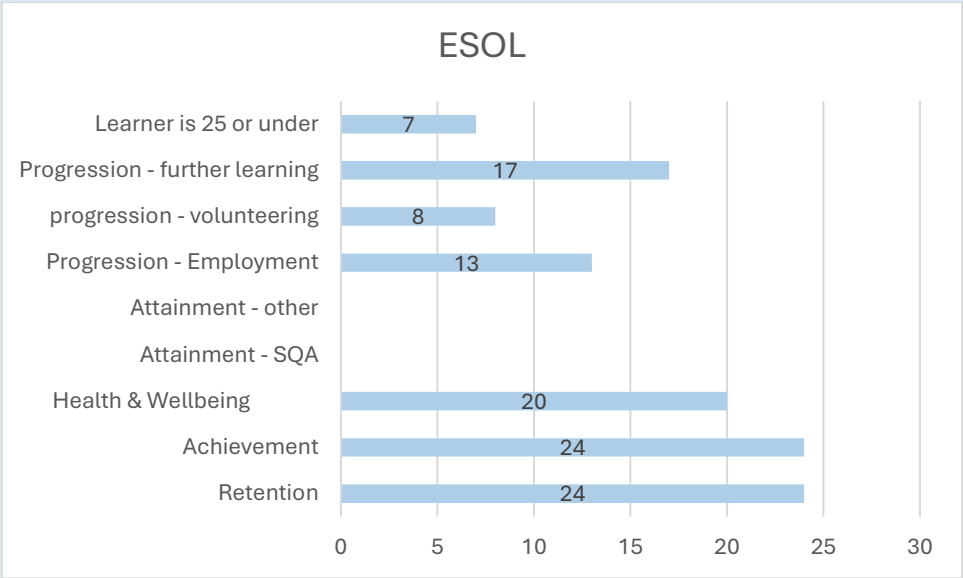
Tutor works flexibly offering one class per week in the evening to allow learners who work during the day to attend ESOL sessions.

We must consider that there will be some level of trauma with all our UASC and the fact that they are teenagers can make ESOL sessions challenging. We ended up separating the group of boys into one-to-one sessions as they were simply not engaging with learning. While they were not happy initially, they have attended one to one sessions and there has been a marked increase in their engagement and progress.

There were 24 ESOL learners last year, 7 of whom were under 25 years old.

Neither SQA nor any other qualification is of interest to this group at this point. They are all focussing on having enough English to be able to function in their new communities, deal with their own health, finances, schools etc., and learn the correct vocabulary for their job if they are working.

All of the learners achieved at least one of their planned Learning Outcomes and 83% felt an improvement in their Health and Wellbeing. 17% did not answer the Health and Wellbeing question.





### Community Based Adult Learning

Community Based Adult Learning (CBAL) aims to provide accessible learning opportunities for adults within their own communities, as far as possible this learning offer is tailored to specific goals and aspirations. This requires engagement and relationship building with individuals and community groups to discover the learning requirements in each community. Evaluations are completed at the end of the learning sessions, often 6 weeks, where the achievement of planned Learning Outcomes is noted. Our aim is to have all learners achieve one or more of their planned Learning Outcomes.

Outcomes are planned in advance of classes by the tutor and advertised along with each class to allow learners to assess if the class is suitable for their requirements.

During the last year we have been unable to provide CBAL classes in communities due to long term staff sickness, then the being vacated.

### Gaelic Family Learning

Gaelic Family Learning started as an offer of support for families with children of primary school age in Gaelic Medium Education. The support is tailored to suit each individual whether that be ongoing support to read the books the children are reading in school, or short-term support for vocabulary around a specific subject, and everything in between. Slots are booked using an electronic booking system the link for which is sent to parents via group call and can be accessed via a QR code available on posters locally.

This offer was then extended to nursery staff to allow them to improve their Gaelic, then the Child Care Centre Nursery Improvement Project. This project aims to provide practitioners with Gaelic language skills and confidence to speak to the children in the under twos room in Gaelic. Our tutor has been part of this project for over a year now and evaluation feedback has been extremely positive.

100% of learners achieved one or more of their planned Learning Outcomes.

One of our learners works for Childsmile, which is a national programme designed to improve the oral health of children in Scotland and reduce inequalities in both dental health and access to dental services. His request was to improve his Gaelic vocabulary and confidence to allow him to deliver his service in Gaelic Medium primary schools in Gaelic rather than in English. He is making very good progress and already feels more confident in his abilities.

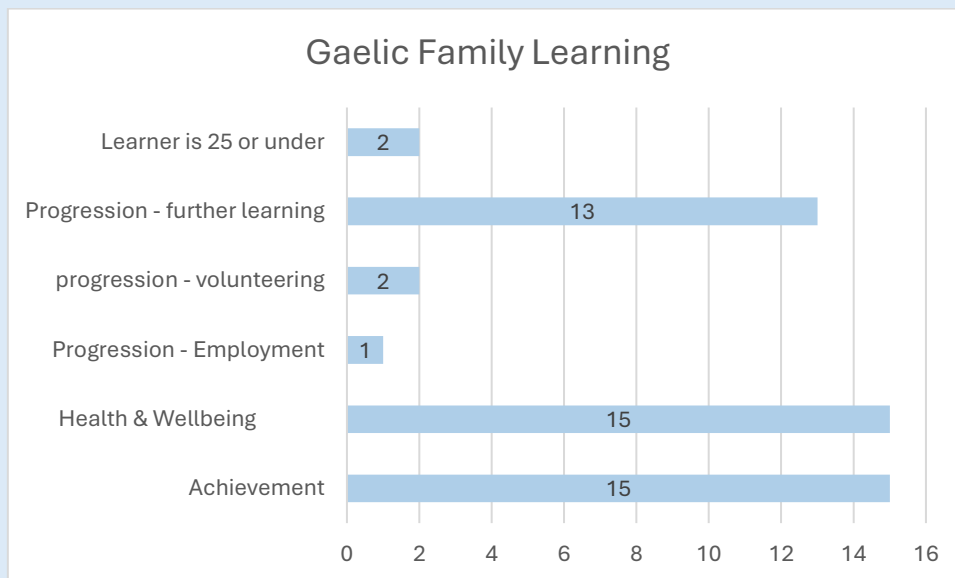
There are some difficulties managing to have the adult and child at the learning session as most adults attend while their children are at school or nursery. At this point most of the adults are working to stay ahead of their children. The offer for the child to join the adult is always there and the tutor is prepared for this eventuality.

There were 15 learners engaged in Gaelic Family Learning in the past year, two of whom were under 25 years old.

100% of learners achieved one or more of their planned Learning Outcomes.

Qualifications are not relevant to this group as they are working on their own individual requirements for Gaelic. This varies from help with reading books to working with staff at the Child Care Centre to allow Gaelic to be spoken in the under twos room.

100% of participants stated they felt an improvement in their Health and Wellbeing as a result of the support they received from our tutor.



# Adult Learning Annual Report 2024 - 2025

<u>KPI</u>	<u># or % 2024</u>	<u># or % 2025</u>	<u>Comment</u>
Number of Gaelic Family Learners per financial year	15	15	Numbers remained stable, however not all the same learners.
Number of Adult Literacies learners per financial year	25	37	Last year we had additional funding from MULTIPLY that allowed us to take on 2 x p/t tutors
Number of ESOL learners per financial year	35	24	Last year we did not have any General ESOL provision as funded by Scottish Funding Council via colleges, only Resettlement ESOL
Number of CBAL learners per financial year	45	0	We were unable to run any CBAL classes last year
Percentage of GFL learners achieving one or more of their planned Learning Outcomes.	100%	100%	Learners have a variety of learning requests and therefore a variety of planned Learning Outcomes, tutor and individual learners are consistently setting clear, achievable goals.
Number of UASC attending ESOL classes per financial year	4	5	Two of the UASC were here last year, three new UASC arrived since then. Two UASC moved to Glasgow to study ESOL at college.
Number of UASC attending ESOL classes, achieving one or more of their planned Learning Outcomes.	2	5	In 2024 two of the UASC had only attended ESOL for a month or so when evaluations completed so unable to comment on achievements at that stage.
Percentage of UASC attending ESOL classes, achieving one or more of their planned Learning Outcomes	50%	100%	As two of the UASC did not complete evaluations in 2024 the percentage was reduced.
Number of adults gaining wider achievement awards, local awards and those not nationally recognised, through Community Learning and Development (CLD) activity.	0	0	Our learners don't often engage with wider achievement awards.
Percentage of adults participating in adult literacies provision achieving one or more of their planned Learning Outcomes per annum	100%	94%	One MULTIPLY learner last year didn't attend more than a couple of session so this reduced the percentage of Learning Outcomes achieved.

## Adult Learning Annual Report 2024 - 2025

Percentage of adults participating in ESOL provision achieving one or more of their planned Learning Outcomes per annum	100%	100%	There are significant differences in levels of ability in our ESOL provision. Consistent achievement of planned learning Outcomes evidences that the individual learners, along with their tutor, are setting clear and achievable individual goals.
Number of adults engaged in CLD activity	108	57	In 2024 we still had General ESOL provision, and we ran a few Community Based Adult Learning classes, that pushed our numbers up.
Number of adults receiving completed nationally recognised awards (SQA) through CLD activity	3	1	This varies year to year as not all learners are looking for accreditation
Number of adults engaged in Family Learning through CLD activity	11	13	We did not specifically ask ages (under or over 25 years) in 2024 so the figure is estimated on tutor knowledge of learners.
Number of children / young people engaged in Family Learning through CLD activity	4	2	We did not specifically ask ages (under or over 25 years) in 2024 so the figure is estimated on tutor knowledge of learners.
Number of young people engaged in CLD activity (aged 12 – 25)	12	19	We did not specifically ask ages (under or over 25 years) in 2024 so the figure is estimated on tutor knowledge of learners.
Number of adults with improved mental health and wellbeing outcomes through CLD activity	n/a	65	We did not ask about Mental Health and Wellbeing in previous years so do not have the data for 2024
Number of participants attending Gaelic classes in the community (CBAL)	23	0	We had no CBAL Gaelic provision last year
Percentage of participants attending CBAL Gaelic classes achieving one or more of their planned Learning Outcomes.	96%	n/a	We had no CBAL Gaelic provision last year

As we did not have the full data for 2023 – 2024 we will use 2024 – 2025 as our baseline going forward.

## Impact Assessment

The following information is taken from year end evaluations completed by each learner. If the learner is unavailable the tutor will complete the evaluation, as far as possible, from records of learning written up after every learning session.

"It helps me, like if you get a letter through the door."

"It is helping with my learning skills, working on money and reading and writing."

"It has improved my ability to carry out daily tasks, and more confidence in banking, emails etc."

"Got on well today, I got a lot written. It's good to be back writing again. It's good to write and get some things off my chest."

"Learning English has expanded my opportunities in work and communication. Travel without language barriers."

"Fulfilled me much more as I am committed to not giving up on IT learning"

"Before learning here I felt rather hopeless..... The Learning workshop has taken me from where I was and put me on a path I can feel proud of."

"I feel much more confident with numbers and I feel encouraged to keep going and practice my high numbers"

"Enjoyed talking through and finding different ways to budget."

"I'm able to have confidence when it comes to creative writing and when it comes to reading books at home."

"I can go to the doctor, to school for parents' meetings, I can travel"

"Coming to the Learning Shop helps me learn new things."

".....it's given my confidence and wellbeing a boost. "

"I am studying now in Open University, I'm working, and English helps"

"It makes a big difference. I feel more confident at work. I am quieter at home because I speak more at work"

"When I start learning English it was very difficult. Helped me communicate with other people. I feel more confident

"I like to learn new things. I want to learn to drive and I'm getting my own car."

"These Gaelic lessons keep my brain active, I am continuously learning"

"It has helped me a lot. I can shopping I can talk a little with others. I can read names of objects.

"Our weekly meetings have helped me help Magnus with his homework and also increase the amount of Gaelic we speak in the house"

"It's been good for me. It's reminded me of the skills I have"

"Learned more in a few weeks than in school"

"It helped me with integrating into the island and to learn about the services and island culture"

"I think I study to communicate with people. I don't need to study for exams"

"It put me on the front page of the Gazette; my life will never be the same.

### Going forward:

In the coming year we remain committed to providing quality, accessible Adult Learning options.

We will ensure that our core provision is not adversely affected by our plans for other projects which include Gaelic for Care, expanding our CBAL offer and community events with partners e.g. Challenge Poverty week event.

Over the past year most of our learners have achieved one or more of their planned Learning Outcomes and reported an improvement in their Mental Health and Wellbeing, this will remain a focus for the coming year.

We very much appreciate the fact that we currently have two active volunteers whose work with our learners is of huge importance to their learning and achievement.

In the coming year we aim to have more learners working in small groups to increase our capacity to take on new learners.

We have, for the first time, supported a learner to complete Nat4 maths and Nat5 English, with the Nicolson Institute acting as Presenting Centre for the Nat5 exam.

We have now met with the Engagement Lead (Stornoway) for UHI North, West and Hebrides and look forward to a positive working relationship to allow ease of transition for learners from the Learning Shop to college, if so desired.

We will also take advantage of the freedom UK Shared Prosperity (UKSPF) allows us to include ESOL as part of our offer. As one of our tutors is the English as an Additional Language (EAL) teacher for primary schools, she can take on a few ESOL learners who don't meet the criteria for our Resettlement ESOL provision.

There is potential to make a functional ESOL app to support learners. There is also the potential to develop bite sized ESOL sessions and house them on the CnES website for learners to access if they miss a session.

For the coming year we plan to carry out some work to identify which geographical areas have either wind farm or land trust, and potentially a development worker in post. We will then meet with workers to discuss what Adult Learning opportunities they offer. We can also offer some advice and potentially suggest some tutors that we have previously used for classes in that area. Once we know which areas have some level of provision we will concentrate on the areas with no provision.

We will engage with members of the community to discover what learning provision is required. If possible, we will identify tutors able to work in that area, identify a suitable venue and then deliver and evaluate impact of learning opportunities.

We have significant Gaelic work planned in Seaforth House and Alzheimer Scotland which is also community-based adult learning. We have not provided specific



learning for older people for a few years now and our last provision for people with dementia was "Music and Movement" pre lockdown.

We have a Gaelic for Care project planned and hope to be able to deliver a few different strands. One of which being the development of an app in partnership with multimedia. This app would allow home carers to select appropriate words or phrases to use when going in to care for someone whose language one is Gaelic.

As many older people, either with or without a level of dementia, revert to language one for comfort and reassurance, it would be of benefit to have carers able to use a few phrases to support this.

We have met with the manager of Seaforth House and our tutor will work alongside staff to help with Gaelic words and phrases. Roughly half an hour per wing, there are now five wings.

We also met the manager of Alzheimer Scotland, and they have a slightly different request. They would like our tutor to work with staff, one of whom has no Gaelic at all, to acquire some Gaelic vocabulary and build confidence.

The next request is for our tutor to work with carers and service users, those service users who have Gaelic could, in time, support the staff who are trying to learn therefore creating a more dialogical learning environment that would benefit all parties. Creating a space for people to use language one could allow service users to express themselves better and derive comfort from the familiarity of their language. *"Reading is not walking on the words; it's grasping the soul of them"* – Paulo Freire.

The final request is for some Gaelic learning for service users who do not already have Gaelic to be provided with some learning. There are some studies which show that while bilingualism cannot deter the onset of dementia, it can help to delay the onset of symptoms. [Read more about this here.](#) Our tutor will work on speaking and listening or reading and writing as required.

We will aim to provide as much support to these groups as possible and are hopeful we will be able to demonstrate positive outcomes from this project.





Reading and Writing group with homemade Halloween masks.

