

European Agenda for Adult Learning UK (2012-21)

Work to date and how to get involved
A Common Agenda

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Foreword



The past year has demonstrated that adult learning is more important than ever. Global economic change and longer working lives has always meant we'll all have to retrain and update our skills more often. Added to that we have the changes that Brexit will bring and the long-lasting impact - both economic and social - of a global pandemic. We know adult learning delivers a wider range of benefits: employment, community engagement, health and well-being. It reduces the sense of loneliness in these times of isolation.

The European Agenda for Adult Learning helps us all feel less isolated as professionals, practitioners, policymakers, and researchers. As national coordinator since 2012, we have played a role in bringing together partners across the UK to talk about adult learning. Our joint projects aim to build experience, share best practice, and research what works. This is particularly crucial in the UK where there are different—some would say divergent—policies for adult learning in England, Northern Ireland, Scotland, and Wales. There is much to learn from each other.

Similarly the European Agenda provides the opportunity to work alongside other nations. Working with other national coordinators means we can meet and discuss policy with over thirty ministries of education across Europe. The Electronic Platform for Adult Learning in Europe (EPALE) provides access to 75,000 kindred spirits. We have been delighted to work with EPALE's national support service in the UK on planning joint events over the past two years.

At Learning and Work Institute we want everyone to have an opportunity to realise

their ambitions and potential in learning, work and throughout life. We believe a better skilled workforce, in better paid jobs, is good for business, good for the economy, and good for society.

Our work on the European Agenda has focussed on three themes: participation, access, and quality. We have tried to shine a light on current UK rates of participation in learning, and adults' motivations to learn, in order to make the case for better investment of scarce resources. Over recent years, public funding cuts to adult learning have led to a significant decline in participation, particularly among disadvantaged groups. Now there is an opportunity to reset our approach as our recent publication *Learning in Lockdown* has shown.

We have also learned that UK nations need to look across all public services and analyse the role adult learning plays in terms of health, well-being, and community engagement. We believe adult learning is the golden thread that runs through all areas of policy.

That is why a major focus of our work is impact: we want learning and work to count. We have been proud to take part in the impact forums across the UK that have sought to bring together learners, researchers, policymakers and practitioners to look at the impact adult learning makes. As all UK nations work on new strategies for lifelong learning and recovery from coronavirus during 2020-21, discussions around evidence have never been more important.

Stephen Evans,
Chief Executive, Learning & Work

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Introduction



Joyce Black, Deputy Director,
Research and Development

Adult learning benefits individuals, companies and society. Adults that continue to learn are more active citizens, are more employable and are less likely to remain at the margins of society. In fact, adults' participation in formal, non-formal and informal learning enables them to acquire work skills, skills for active citizenship, or for personal development and fulfilment.

European Agenda for Adult Learning

Back in 2012 L&W (then NIACE) was invited to apply to be the UK National Coordinator for the European Agenda for Adult Learning. The invitation followed the Commission's adoption of the resolution that outlined how member states (and fellow European countries) could work together on a common agenda around adult learning. It was an expansive vision; one that saw adult learning as critical to all aspects of our economies and societies.

I'm delighted to say our proposal was accepted by the UK government and the European Commission. I would have been very worried if it hadn't, given the years of work my colleagues and I had put into this.

As an organisation we have been keen to focus on all types of adults learning in all settings. This has included working with a range of college providers, stakeholders and community groups to better understand the impact of contextualised basic skills approaches, like the Citizens' Curriculum.

For example our work with Birmingham City Council demonstrated how the 'STEM West Midlands' Growth project supports Citizens' Curriculum Entry Pathways principles.

Our research work into family learning outcomes saw us working with a range of local authority adult education providers and community groups across the UK and our research work highlighting the value placed on organised learning in the workplace gave us a unique opportunity to work more closely with the Wales Trades Union Congress and Union Learning Reps as a route to support individuals learn new skills for work and life.



2013



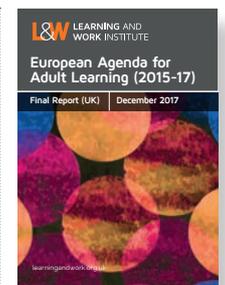
2014



2015



2017



Although all European countries face similar challenges, the solutions adopted are often different and it was good to see how other countries were tackling the issues that faced them and we all have much to learn from each other in terms of different approaches to solving common problems. The National Coordinator meetings, facilitated by the Commission, were unique opportunities for country representatives to come together to discuss and share the issues and potential solutions being developed as well as hear the progress being made. In Finland they prioritised the development of programmes for young adults and migrants and those adults in work without formal qualifications as well as programmes to improve the literacy and numeracy skills for unemployed adults returning to the labour market.

Addressing the adult basic skills challenges was a recurring theme across a number of country activities not just in Finland; these included Czechia, Germany, Hungary and Luxembourg. Other countries were focussing on issues surrounding increasing participation in adult learning and the engagement of policy makers and stakeholders in supporting the adult learning agenda. To support the broader themes of the EAAL work, National Coordinators took part in a series of Peer Learning Activities. The UK participated in the PLA hosted by the Netherlands at the Hague, where the focus was on sharing effective practice in

the coordination and partnership working in basic skills provision. We were able to share our emerging findings from our work on local ESOL partnership models. A second PLA hosted by Luxembourg on the theme of awareness raising and guidance where we were able to share the respective UK wide adult learning strategies and the range stakeholders and their roles, who are involved in adult learning.

We also had in this period transnational reports like the third and fourth UNESCO Global Reports on Adult Learning and Education and the OECD's *Survey of Adult Skills*. Such research showed our common issues could be categorised under four broad themes.

Coordination

One of the challenges common to all countries is ensuring how adult learning links up with other policy areas such as health, culture, and employment services. In the complex government arrangements in modern economies, the links are often missed as we showed in our 2018 report celebrating 70 years of the National Health Service. Such reports indicate how public and private investment could be better deployed across policy siloes.

Another challenge has been coordination between devolved UK administrations in

2017



2018



2019



2019





Representatives of the five nations meet in Dublin to launch NALAB, November 2019

LAUNCH OF THE NETWORK FOR ADULT LEARNING ACROSS BORDERS (NALAB).

Representatives from the UK attended summative conference of the national coordinator for the Republic of Ireland, Aontas.

Seán Ó Foghlú, from Ireland's Department of Education and Skills, referred to the closely connected values "across the islands" and that was why the new network was important. Like many others at the event, he said "the value of adult education cannot be underestimated", but unfortunately it is.

Niamh O'Reilly said it's important not to take civil society spaces for granted. Trevor Neilands, on behalf of the Northern Ireland Impact Forum, stressed the network's importance at this critical time, and the potential for doing more across borders. He felt politicians were interested in how other nations were taking forward the agenda.

Jim McHarg of Scotland's Learning Partnership talked about Scotland's proposed adult learning strategy for 2020. There needed to be more than "just ambition" for adult learning, but delivery of outcomes. We need to move from fine words to action.

Stephen Evans, from the Learning and Work Institute which works closely with government in England and Wales stressed the importance of the network within the current context, including the rise of populism and seeking simple answers for complex problems. There was a need to share common challenges and solutions across the five jurisdictions.

The network will hold an annual conference and develop a shared online presence, aiming to build solidarity amongst learners and practitioners and to share best practice and experience on the role of adult learning to support active citizenship and strengthening democracy within and across borders.

England, Scotland, Northern Ireland, and Wales. There has been much to share and learn from each other. Since 2014 we have supported Impact Forums in each jurisdiction to bring together learners, practitioners, researchers, policy makers, and other stakeholders. The forums have been supported in this work by the online platform EPAL which brings together over sixty thousand members across Europe.

Alongside the hundred or so forum meetings we have got the message out through large scale conferences and social media.

More about all this in section 2 of this document and how to get involved.

Participation

All countries face the challenge of getting scarce resources into the hands of people who need it most. The first step is to understand the current pattern of 'take-up' of adult learning: who is accessing learning and why.

For over twenty years, we have carried out UK participation surveys which have analysed age, gender, employment and other patterns nationally and by region. Alongside patterns of participation we have collected data on motivation to learn (or not to).

Putting these datasets alongside other research into health and other international studies we have drawn up a blueprint for targeting widening participation funding.

For more information, and access links the datasets go to section 3.

Access

In order to support greater access to adult learning from all parts of society, we need to design a more flexible set of *entry pathways into learning and progression pathways* for those already in learning and work.

The UK Inquiry into the Future for Lifelong Learning made a compelling case that there should be at least four capabilities – **digital, health, financial and civic** in addition to those core basic skills of literacy, numeracy and ESOL, and recommended establishing a Citizens' Curriculum based on these interconnected capabilities.

That there needs to be greater connectivity between all of the elements is becoming more and more obvious to policy makers, providers, employers and learners. We also believe that the benefits would be seen not just for employability, but for encouraging greater motivation, leading to increased civic participation, and developing greater resilience for those not in formal learning situations to cope with social change.

For those already in learning or the workplace, we targeted initiatives at families learning together, at young adults progressing into the labour market and in-work progression, especially for those most disadvantaged groups at risk of exclusion from the labour market.

You can find more about these projects in section 4.

Quality

UK systems are generally strong on quality assurance and improvement, but these tend to be focussed on those adults in the system (as opposed to those excluded due to lack of funding or motivation). The other area for development right across the UK is how adult learning can be funded and measured in terms of outcomes and impact. This is particularly important in devolved settings where policy makers are looking at combing budgets such as those for health, skills, and employment services.

Our research into this—published in *Healthy Wealthy and Wise* (2017)—showed that one aspect will be developing the adult learning workforce in this changed context. For example, digital learning remains a real challenge in the UK, sixteen million people in the UK aged 15 and over still lack basic online skills

More details can be found in section 5.

Finally

It is not known at this stage what the next steps will be in terms of the UK's involvement in the European Agenda for Adult Learning. However, during the rest of 2020-21 there will be a number of projects to get involved in. You'll find these summarised at the end of this publication. Further details will be in each section.

We look forward to working with you.

Joyce Black,
Deputy Director, Research and Development

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Coordination

Impact Forums

Impact Forums were established in 2014 to bring together UK practitioners, policymakers, researchers, and EPALE UK. This has brought greater coherence in policy development and implementation in an increasingly devolved decision-making context. The focus of the 2017-19 programme was on the Upskilling Pathways initiative: entry pathways; progression pathways; engagement and support. The programme has achieved increased awareness and commitment to involvement in the EAAL and related programmes (such as EPALE). Our evaluation of the programme in the interim report (2017/8) evidences a number of policy intervention that have been achieved by the forums—such as supporting the development of a new Lifelong Learning Policy for Scotland and mapping the Northern Ireland Executive's draft Programme for Government against impact data in *Healthy, Wealthy, and Wise*.

An important aspect since 2014 has been the whole UK approach, and strengthening and sharing of policy messages across the four nations. With English devolution, this aspect has become increasingly important within the context of a different relationship with European partners and colleagues post-Brexit. The challenge will be to relate and

contextualise the rich vein of UK research with European and international studies (for example, on participation or competence).

The scale of change in the UK provides many opportunities as well as threats. Recent L&W reports for the EAAL have stressed a greater focus on the outcomes and impact of adult learning, as well as greater alignment with other areas of public policy, such as health and employment services. There has also been a greater policy focus in the UK on adult learning and training given economic, technological and demographic change which the UK work-programme has an opportunity to influence.

Ministear airson Foghlam Leantainneach, Foghlam
Àrd-ìre agus Saighreas
Minister for Further Education, Higher Education and
Science



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To all Adult Learning Providers
(via Fiona Boucher)

26 June 2020

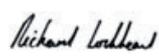
A WORD OF THANKS TO SCOTLAND'S ADULT LEARNING SECTOR

I am writing to personally thank everyone across the Adult Learning sector in Scotland for the commitment they have shown in response to the COVID-19 crisis – a greatly unsettling time, I know, for many of you and those to whom you provide your vital services.

As you may have read in my open letter of thanks to the wider CLD sector, we already hold Scotland's CLD community in the highest regard. Nonetheless, I would like to take this opportunity to reiterate to each of you in the Adult Learning sector that your added efforts have only served to reinforce that view. Indeed, I, along with the Scottish Government, remain extremely grateful and support the vital role you play in supporting our vulnerable adults and, in turn, communities.

I would also like to take this opportunity to offer my thanks for the invitation to participate in SLP's Covid-19 *New Normal for Adult Learning* session, hosted by Fiona Boucher, on 25 June 2020. Listening to all of the positive examples of hard work, innovation and dedication from the 'frontline' was both informative and heartening. Moreover, it was also clear from the examples presented at the session that adult learning is so much more than a stepping stone to more formal education, although I appreciate that for some that will be the extended journey they take, as a result of your efforts.

I wish you all my very best in your continued efforts and look forward to future dialogue with the sector.


RICHARD LOCHHEAD

The Ministearan na h-Alba, an luchd-comhairleachaidh sònraichte agus an Rùnaire
Maireannach fo dhùmhachan Achd Coitcheanach (Alba) 2016. Fàcean www.lobbying.scot
Scottish Ministers, special advisers and the Permanent Secretary are covered
by the terms of the Lobbying (Scotland) Act 2016. See www.lobbying.scot

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IMPACT FORUM ACHIEVEMENTS

During 2018-19 UK partners held 25 impact forums across the four nations, including four full scale conferences in Wales and Northern Ireland, reaching in excess of 600 participants.

England Impact Forum

- April 2018. The impact of residential education; workforce development.
- June 2018: Outcomes-based approaches to funding in London; the use of learner surveys to capture impact.
- October 2018: Longitudinal well-being studies; basic skills and entry pathways; mental health and well-being.
- January 2019. European programmes; Life Satisfaction Data.
- April 2019. Adult education workforce development.
- October 2019. Family learning.



Scotland Impact Forum

- April 2018. Family learning; and forward planning.
- June 2018. Scottish Government Policy Developments.
- February 2019. Young adult learners; Upskilling Pathways EU policy.
- November 2018 Upskilling Pathways and Devolution, Integrating Adult Learning and Employability Teams, Linking Learning with Skills, with Skills Minister
- April 2019. Future Ready Adult Learning Systems, OECD.
- May 2019. Adult education workforce development.
- November 2019. Using data for impact; new adult learning strategy.



Northern Ireland Impact Forum

- March 2018. Family learning and progression.
- June 2018. In-work Learning; adult education workforce development.
- October 2018. 5 Nations Conference. Focus on transnational sharing.
- March 2019. Adult Learning and well-being; NHS: the next 70 years.
- May 2019. Progression from low pay; workforce development
- October 2019. Policies in England, Scotland, and Wales, and EU.



Wales Impact Forum

- May 2018. National Adult Learning Conference; employability plan.
- July 2018. The Future of Work in Wales.
- October 2018. Entry pathways and progression; Citizens' Curriculum.
- March 2019. Adult education workforce development.
- September 2019. A right to lifelong learning in Wales; family learning.
- October 2019. Supporting learning and progression in the workplace.





Conferences / transnational events

The forums are complemented by seminars, conferences and events which draw even wider audiences of policy makers and practitioners, in sharing research, evidence and experiences. The four nations share policies and practices and there is emerging evidence of the impact on change in those administrations.

Upskilling pathways: implications for the adult learning workforce

The focus of our summative conference was the people who deliver adult learning in the UK. Leaders, teachers and volunteers play key roles in ensuring the delivery of accessible, high-quality adult learning opportunities. These opportunities are known to benefit not only individuals but also wider communities and the economy. Given the value that adult learning brings, we thought

it was important to discuss how we can best support those who are vital to its delivery.

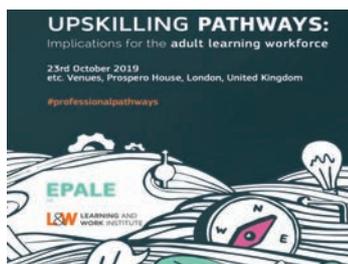
A conference brought together over a hundred professionals from across the UK and the rest of Europe. Besides support from

fellow national coordinators involved in the European Agenda for Adult Learning, we were pleased to welcome inputs from researchers at the Organisation for Economic Cooperation and Development (OECD) and UNESCO Institute for Lifelong Learning. The European Association for the Education of Adults and the European Basic Skills Network were also involved. The conference was jointly planned and delivered with the UK support service for the Electronic Platform for Adult Learning in Europe (EPALE). Working with EPALE ensured a combination of face-to-face and virtual exchanges of effective practice.

In the lead up to the conference blogs were published on EPALE. The sixteen blogs explored the issues to be raised in the conference and linked to the publication that was officially launched at the event.

Besides how best to support the adult learning workforce, we looked at emerging policy from all parts of the UK:

- Personal Learning Accounts in Wales
- Community Learning and Development Standards in Scotland
- Health, well-being and learning in Northern Ireland, with a focus on Belfast Learning City
- Devolution to city-regions in England, with a focus on Greater London Authority





LEARNING FROM OUR NEIGHBOURS

In November 2018 the Northern Ireland Impact Forum co-hosted a conference in Belfast with our Irish colleagues from AONTAS entitled – Borders, Boundaries and Bridges: Learning from our Neighbours. This was the first time that representatives from the main adult learning advocacy bodies from the five nations of the UK and Ireland had come together to share their experiences.

AONTAS representatives have always been a core part of the NI Impact Forum group and the Forum is represented on the Irish EAAL Advisory Group. The Forum for Adult Learning NI is working with AONTAS (stimulated by the joint involvement in EAAL) to find ways to build stronger cross border relations and collaboration.

Spurred on by the success of the 2018 Belfast conference, the five nations have now agreed to form the Network for Adult Learning Across Borders (NALAB). This network was launched at the AONTAS EAAL Conference in Dublin in November 2019.

The network recognises the importance of the adult learning bodies of these close neighbours working together to address the many common challenges they face, united by a common language and recognising the continual flow of learners, learning practitioners and workers across their national boundaries.



UK context: participation surveys

For over 20 years, L&W (previously as NIACE) has undertaken an annual survey of adult participation in learning. The survey, which draws on data from a national representative sample of 5,000 adults across the UK, provides a rich evidence base on who participates in learning, their motivations, and any barriers and benefits experienced.

Research shows that participation in learning can have a host of positive benefits for the individual and society, including improved health, wellbeing and productivity. As such, increasing and widening take-up of learning is crucial to our future prosperity, fairness and inclusion as a nation. Despite this, the UK has seen a recent decline in the number of adults participating in learning – with the 2018 survey showing a participation rate of 37%, the lowest in two decades.

If we are to reverse this decline, it is vital that we understand adults’ motivations for learning, the barriers they face, and other factors influencing their decision to participate. Accompanying qualitative studies have found that barriers to learning are multi-layered and interrelated. Dispositional barriers, such as a fear of learning or low levels of confidence, can prevent adults from taking steps towards learning.

Adults are motivated to learn if the potential outcomes are clear and valued, provision is flexible, relevant and of high quality. We aim to build on this research with the 2020 and 2021 surveys across the UK.

As new adult learning strategies and plans are being developed across the UK, it is increasingly important that devolved administrations have a more detailed understanding of participation.

Alongside this, we will develop the European dimension through a webinar with partner countries and organisations engaged on comparable work.



VIEW FROM SCOTLAND

THE NATIONAL ADULT LEARNERS' FORUM

The forum meets quarterly, to engage learners in the campaign to improve access, services and policies of adult and family learning within Scotland.

In doing so, the forum:

- provides opportunities for learners across Scotland to discuss issues related to adult and family learning
- establishes regular meetings with Members of the Scottish Parliament, elected officials and policy makers
- identifies future priority areas of work and projects for the Learners' Forum sub-groups
- promotes learning to members of the public through the learners as promoters projects

Activity in 2018 and 2019

For the past two years the National Adult Learners' Forum has had six representatives on the Scotland Impact Forum (as part of the European Agenda for Adult Learning). This work has been led by Scotland's Learning Partnership (SLP) which engages practitioners and learners in order to achieve a culture change in the development of adult learning policy and practice.

The aim is to ensure learners have the opportunity to discuss the wide range of issues and to see that their views can influence learning policy and strategy. In short, that their activities are worthwhile, have an impact and add value.

The approach to creating that culture change is to develop the awareness, understanding and benefits of learners' being involved in decision making. Its work on this and the European Agenda for Adult Learning (EAAL) resulted in SLP being asked to lead a consultation on the need for an adult learning strategy in Scotland.

The forum working with SLP has a positive track record in influencing the development of policy, for example its work supporting the production of the *Statement of Ambition for Adult Learning* in 2014. Further work was undertaken in 2018/19 as part of a consultation on the development of the strategy for adult learning, due in 2020.

The forum believes the implementation phase is the most challenging. This is why we will develop a Learners' Impact Forum in order to take an active part in measuring success of the key activities adult learning strategy in Scotland.

As with any new strategy the forums envisages a phased approach and wants to ensure that there will be space for learners to assume their role at centre of it. The new impact forum will:

- raise awareness of the role of learners' forums in measuring and securing positive and encourage new learners to get involved;
- introduce mechanisms that involve local people in the co-design, planning, delivery and evaluation of thematic projects;
- stimulate, inform and involve the wider community in generating positive dialogue and opinion sharing on lifelong learning issues by establishing appropriate local mechanisms to facilitate discussion and a national platform to share experience (through the local and national learners' fora network).
- contribute to and influence learning campaigns to raise awareness of development issues.
- develop positive dialogue with politicians and decision makers about the benefits of adult learning in our communities.

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Access

UK context: entry and progression pathways

The 2017-19 programme of work was designed around an approach based on the concept of what we call inclusive learning pathways. It is based on the following elements:

- **Entry Pathways** including adult basic skills, and the wider outcomes of family learning
- **Progression Pathways** including in-work progression, especially for those most disadvantaged groups at risk of exclusion from the labour market

We believe that these elements cannot be addressed in isolation. For example, entry pathways only become truly effective when there are progression opportunities for adults entering learning or the labour market. The ability to 'enter' and 'progress' are parts of the same 'learning journey' for all adults. The same is true of the adult learning workforce, who are often drawn from volunteers or the student body itself.

Taking each of the elements in turn, we were conscious that they all linked; all were key components for UK adult learning strategies.

Entry Pathways

This programme strand aimed to build on the development of the Citizens' Curriculum approach to adult basic skills. The Citizens' Curriculum combines language, literacy, numeracy and digital skills with wider health, financial and civic capabilities.

The approach has been widely trialled across England, but we also wanted to document similar approaches in other parts of the UK. Given the emphasis of all UK administrations to employability agenda,

we sought to highlight the holistic nature of Citizens' Curriculum approach. To this end, we developed a 'vocational plug-in' model to complement vocational learning with the basic and life skills learners need in order to progress.

How the people of Rochdale launched their own fightback against sexual abuse and poverty

The town has found a way to heal itself by turning adult education upside down



▲ A caseworker teaches Rochdale residents about gardening, part of the Citizens' Curriculum. Photograph: Christopher Thomson/The Guardian

Coverage in the Guardian of the Citizens' Curriculum at work in Rochdale, 2019

Family learning

Family Learning provision successfully engages and supports families facing social and economic disadvantage. Family learning can produce learning outcomes for all family members and contribute towards a culture of learning within the family. Programmes vary in length and structure, but generally include adult-only time, where parents and carers will work on their skills needs – which could include parenting skills, literacy, numeracy and digital skills, either delivered directly or embedded in contexts as varied as financial literacy, science or art.

In some programmes, adults and children learn together at the same time, supported by family learning tutors who are experienced in working with both adults and children, including those who have literacy or numeracy needs, poor digital skills or low levels of prior achievement. In others, adults learn separately, with children

benefitting from home activities and from the experience of parents who have learned to value learning. Family learning can happen in the home, or in museums, schools, libraries, community centres or prisons. It can involve activities that help parents learn how to support their children, as well as having learning activities for the whole family.

A case study from the report 'Fit for Purpose: the wider outcomes of family learning' was highlighted to the Welsh Government

Minister for Equalities at a roundtable event organised by L&W examining the economic impact of the pandemic on BAME communities. L&W subsequently shared the full report with Ministers and with key officials in the post-16 sector. Officials are now working with L&W around how to take forward the findings from the report and to further embed the best practice identified in the case studies.



GLASGOW LIFE FAMILY LEARNING

Glasgow Life works on behalf of Glasgow City Council to manage its cultural and community services. It supports Glasgow's holistic strategy for raising attainment and achievement for children and young people. Schools featuring high socio-economic deprivation are given extra funding to deliver Family Learning as part of its Community Learning and Development (CLD) offer. Nine community development workers are allocated to specific schools where they establish good relationships with the community, including consultation with parents.

COLLECTION OF EVIDENCE

Data is gathered using the Glasgow Life Outcome Evaluation system (GLOES) and this includes intended destination. Quarterly reports are submitted to the Glasgow Life board. Children's outcomes are also recorded by schools.

Glasgow Life activities use a self-evaluation form that includes case studies, impact statements, questionnaires and a quantifiable rating system. A new Upshot evaluation is scheduled for 2019/20.

CHALLENGES

Collecting evidence takes time, which is not factored into contracts. The GLOES is paper based and may deter learners with language needs.

The GLOES collects intended but not actual destination data. Many outcomes may occur months later and are only recorded informally through the community development workers. Some provision is via partner organisations who do not necessarily supply data.

Work in 2020

In England one element of policy focus in this area has been on how providers develop partnerships with employers and effective practice in employer engagement on basic skills. Given current levels of high employment in most parts of the UK, many adults with poor basic skills will be in the workplace. Therefore adult educators need to understand how to reach them here, and in doing so how to address some of the challenges of the UK labour market around in-work poverty, low pay, lack of progression, and insecure work. The issue of low participation in basic skills learning in the workplace, and by people in low-paid work more generally, has been identified in recent research, including by L&W and OECD. This is critical in the lead up to devolution of the Adult Education Budget (AEB) as well as

devolved administrations in Northern Ireland, Scotland, and Wales. There has been an identified need to analyse ways in which providers link employer engagement with the opportunities for fully funded basic skills provision up to Level 2 provided via AEB.

It will be important to share what can be done not only in relation to funding, but also in terms of employer awareness of basic skills needs, the support available from providers, and provider practices in relation to employer engagement. The role of employers in engaging their employees in basic skills is critical to the success of the UK economy. The workplace benefits of basic skills investment needs greater promotion, to further encourage more employees and employers to engage.

English for Speakers of Other Languages (ESOL) and local partnerships

In 2018-19 L&W undertook extensive research on ESOL local partnerships, which analysed different models of local strategic coordination between ESOL providers and other key local agencies and stakeholders, e.g. Job Centres and civil society organisations.

As a follow up to this work L&W will undertake:

- a review of how up to 5 local areas have used different funding streams (including, but not limited to, Ministry of Housing, Communities and Local Government ESOL 'infrastructure' funding and Home Office 'Controlling Migration' funding) to develop new local ESOL partnership and co-ordination models. This will include analysis of the progress of other initiatives, particularly in devolved areas across the UK nations, drawing on the expertise of Impact Forum meetings in each UK nation, and relevant groups such as the Wales ESOL network co-ordinated by L&W for the Wales Government. L&W will undertake the review primarily through qualitative interviews with key stakeholders in each area.
- a short report will summarise the identified benefits, challenges, disseminated via Impact Forum meetings and relevant L&W events, such as the annual English, Maths and ESOL conference.



ESOL+ / REACH. CARDIFF AND VALE COLLEGE

Cardiff and Vale College (CAVC) provides university qualifications, apprenticeship and training programmes to more than 30,000 learners across eight sites including the city centre.

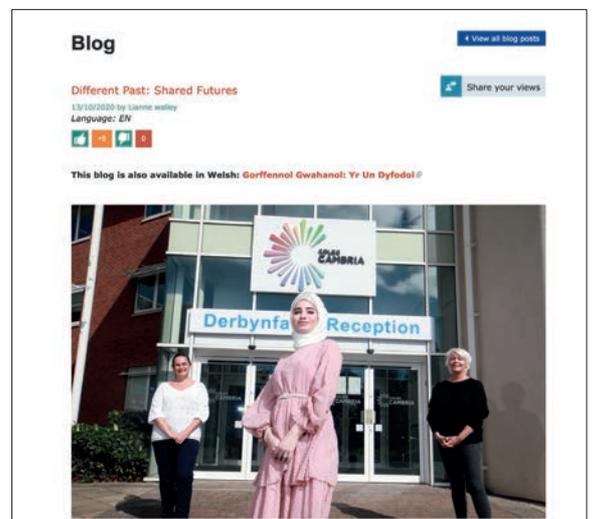
30% of learners do not have English as their first language. ESOL progression can take 8 years, so CAVC found an alternative. ESOL+ courses combine the full ESOL suite with academic or vocational units, with pathways modelled on sector priority areas, local employment opportunities, and demand based on learners' skills, educational backgrounds and future aspirations. Grammar and vocabulary are targeted to specific work contexts, and qualifications are recognised by employers. Courses embed health, employability, digital literacy and technology-enhanced learning.

CAVC works collaboratively with 18 organisations and is a central hub for the REACH programme, which works with 16 – 82-year olds including asylum seekers, refugees, EU citizens, those with no English skills or with visual and hearing impairments.

IMPACT

Since September 2017, over 1000 learners have been assessed and placed. Within its first year the hub halved the city's ESOL waiting list. REACH will now be rolled out nationally and is strategically supported at all levels - government, executive level and senior leadership.

Lianne Whalley's blog on EPALE about Chawan Ali, a student at Coleg Cambria and campaigner. Chawan's story illustrates the importance of language support for new arrivals in Wales.



BETTER WORK NETWORK

The Better Work Network is dedicated to tackling the issues of low pay and poor quality of work across the UK. The network brings together a range of stakeholders and influencers, including central and local government, think-tanks, charities, employers, funders and organisations involved in the delivery of support.

Through an innovative programme of research and development, the network aims to build upon the growing number of existing initiatives which support good work and in-work progression by testing what works, promoting best practice and providing a coordinating role to support stakeholders to bring real and long-lasting change and improve earnings and work quality.

Since its launch in 2018 the network has grown rapidly to include over 260 members. The high levels of interest in the work reflects the sobering reality of the growing significance of the issues of low pay and insecure, poor quality work.

In 2019, the Better Work Network published two resources designed to help stakeholders working in this area. The Better Work Map provides an open-access database of projects and initiatives across the UK focused on supporting better work.

The map is designed to increase the visibility of projects specifically designed to help support progression, providing a comprehensive resource for practitioners, support services and individuals in low pay to identify relevant support or policy initiatives. The map demonstrates the diversity of organisations involved in the delivery of in-work progression support, employer engagement and policy advocacy.

The network brings together learning from the evaluations of programmes, detailing a range of lessons for practitioners including how to engage low-paid workers, how to design and deliver progression-focused support, and how to consider and assess performance. We hope the guide provides a useful resource for those trialling new approaches to tackling low pay

▶
Alan Sherry, OBE,
presents his
thinkpiece
at the
Summative
Conference
October 2019



6

Quality

UK context: devolution different strokes

Adult learning in the UK is a devolved responsibility of administrations (and government agencies) in England, Scotland, Northern Ireland, and Wales. Within the largest of these, England, there has been some devolution of skills decision-making on funding to English combined authorities. This includes Mayoral Combined Authorities (MCAs) and the Greater London Authority (GLA) taking on responsibility to deliver quality adult education in their local areas from 2019 to 2020 when the Adult Education Budget is devolved, subject to meeting a series of agreed readiness conditions. These changes have taken place as the wider debate about the most effective spatial level to implement different policies continues.

Devolution of skills policy allows for greater experimentation and better alignment to improve the effectiveness interventions to raise participation and attainment in adult learning. This needs to be supported by high quality labour market intelligence, sharing of best practice, and monitoring and evaluation.

Projects 2020: England, Northern Ireland, Scotland, Wales

We will work with UK Impact Forums to run four collaborative development projects that builds on the work of *Healthy, Wealthy, and*

*Wise: the impact of adult learning across the UK (2017); Learning Work and Health (2018); and, the forthcoming *Healthy, Wealthy, and Wise: implications for workforce development* (2019).*

These documents have highlighted the need to:

- monitor and analyse the outcomes and impact of adult learning across a range of indicators (health, well-being, social integration, employability etc)
- align approaches to supporting learning, work and health for better outcomes for citizens
- develop the skills of adult educators to work in aligned services
- There is also opportunity to promote evidence-based decision making as local authorities and partnerships consider how to improve outcomes in adult education as part of their Local Industrial Strategies to support more inclusive growth. Skills is one of the most important drivers of spatial disparities in the UK and, with two thirds of the 2030 workforce having already been through compulsory education, adult education and training has a crucial role to play in tackling these inequalities. Local partners also increasingly recognise the importance of considering the linkages between skills, work and health



ENGLAND

Supporting local partners to take evidence-based approaches in adult education

Working with a range of partners to build on the findings of a number of reports that explore the role and impact of skills devolution. L&W in England aims to:

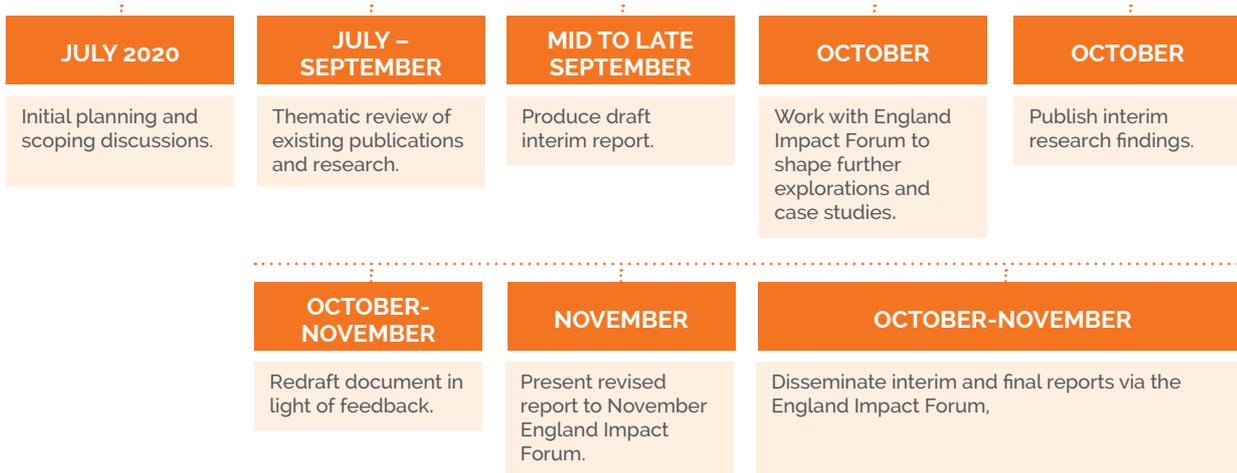
- undertake a thematic review of existing publications and research.
- work with the England Impact Forum to shape further explorations and case studies and refine and develop conclusions.
- publish interim and final reports.
- disseminate outputs via the England Impact Forums, and L&W events

Expected impact:

- Improved understanding among local commissioners and practitioners of the ways in which work and health outcomes can be achieved through adult education, including how to target interventions
- Greater understanding of how to monitor and assess the impact of different interventions to raise attainment and participation in adult education

ENGLAND RESEARCH QUESTIONS

- To what extent is devolved skills planning seen as part of an integrated offer?
- What is the perceived role and contribution of skills in the delivery of strategic priorities in devolution deal areas?
- How will the impact of skills devolution be evaluated?





NORTHERN IRELAND Developing a strategic link between health, work and learning with Belfast Learning City and the strategic health authorities.

As a follow up *Healthy, Wealthy, and Wise: the impact of adult learning across the UK (2017)*; *Learning Work and Health (2018)*, there have been discussions with NI policy-makers on how it links with the Executive's draft *Programme for Government (PfG)*. The Stormont Research Service is currently cross-referencing *Healthy, Wealthy and Wise* to the draft *Programme for Government* and drawing comparison with other UK jurisdictions.

This project builds on this development work in 2019 and the newly established Belfast City of Learning (UNESCO). Recent seminars during the Belfast City of Learning has shown the potential of closely linking health/well-being and learning outcomes.

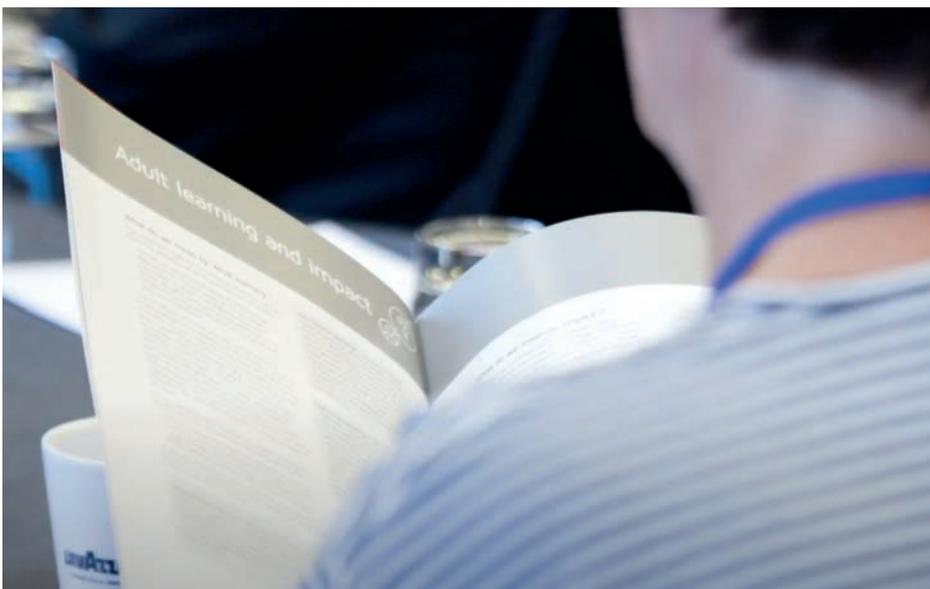
Northern Ireland Impact Forum and Belfast Learning City aimed to:

- bring together a group of key strategic partners to commission research paper
- research will be showcased at a NI seminar to which we shall invite other UK cities of learning, as well as Cork and Limerick in the Republic of Ireland
- write up the findings to contribute to a publication as part of the *Healthy, Wealthy, and Wise* series.
- deliver a seminar for policy makers and practitioners in learning and health

Expected impact:

- Greater awareness of the links between learning and health in NI to inform city-wide planning and the PfG implementation
- Influence future UK learning city applications

JULY 2020	JULY-DECEMBER 2020	JULY-AUGUST 2020	OCTOBER
Establish a project steering group	Project coordination and evaluation	<ul style="list-style-type: none"> • Commission thinkpieces to inform a publication. 	Interim presentation to NI Impact Forum



OCTOBER-NOVEMBER	EARLY DECEMBER 2020
Final editing and redrafting	Webinar for 50-70 policy makers and practitioners in learning and health

◀
A delegate reads *Healthy, Wealthy and Wise* at the summative conference, October 2019



WALES developing a collaborative partnership to develop a place-based city of learning project

This project will involve evaluation of other place-based learning experiences approaches and support for local areas in Wales to understand and to develop effective blended learning delivery in response to social distancing restrictions.

During Adult Learners' Week 2020, L&W Wales will focus on understanding the role of blended and online learning in local, place based learning initiatives. The project will draw on the experience of Adult Learners' Week in Wales and the transition to online provision in response to Covid-19. It will explore the experiences of other relevant place based learning festivals and look to draw together some of the common features of a successful campaign.

Research will primarily be undertaken through interviews with stakeholders, a roundtable looking at experiences from other similar initiatives, and through a local

steering group looking at the experience at a local level in Wales.

L&W Wales will produce a final report to Welsh Government that outlines the impact of Adult Learners' Week in Wales and the transition to online provision in response to Covid-19.

Expected impact:

- Demonstrable positive impact on health and well-being of participants (as measured by local indicators).
- Sustainability of adult learning provision through links made with existing providers.
- Develop understanding of policy makers of the impact on learning on skills for life, civic and social engagement.
- Embed further online and blended delivery as part of Adult Learners' Week celebrations and support local providers to understand the characteristics of effective delivery locally.

WALES RESEARCH QUESTIONS

- What are the experiences of local stakeholders in delivering taster sessions, outreach activities and engagement through both an online and through community-based activity?
- How well have stakeholders adapted to the switch to greater online activity when targeted local communities and what implications are there for policy-makers and providers?
- What are the relevant experiences of partner organisations outside of Wales?
- What are the key common characteristics of successfully delivered online / blended learning outreach and engagement festivals?

JULY 2020	AUGUST	AUGUST	SEPTEMBER	21-27 SEPTEMBER 2020
Internal meetings to design project and draft research questions	Establish steering group—brief, test and finalise research questions	Undertake contextual desk research on other relevant place based learning	Select sample of interviewees, contact, brief, and arrange interviews	Adult Learners's Week
OCTOBER	OCTOBER	OCTOBER	NOVEMBER	NOVEMBER
Second meeting of the steering group	Carry out interviews, transcribe/write-up, thematic analysis	Present project outline and initial findings to Impact Fom festivals	Feedback from Impact Forum / Welsh Government	Third meeting of the steering group
				NOVEMBER – EARLY DECEMBER
				Finalise report and disseminate



SCOTLAND Working with local communities on the Community Empowerment Act, linking participatory budgeting to adult learning

In Scotland, the 2015 *Community Empowerment Act* aims 'to help communities to do more for themselves and have more say in decisions that affect them'. Central to this is the idea of public services listening to those adults disadvantaged by lack of access to educational services such as: unpaid carers, people with basic skills needs, and those living in poverty.

This project aims to address this issue through:

- organising training for adults on participatory budgeting
- support potential applicants to put forward their 'bid' for funding.

- awareness raising campaign delivered in each local area.
- online events in each area to promote funding and inform potential applicants of the bidding process
- an online community decision taking day organised and written up
- a report to the Scotland Impact Forum
- writing up the findings to contribute to the UK-wide publication as part of the Healthy, Wealthy, and Wise series

Expected impact:

- Greater awareness of the links between learning and participatory budgeting in Scotland to inform planning and implementation of the Community Empowerment Act.

AUGUST 2020	AUGUST – SEPTEMBER	SEPTEMBER	SEPTEMBER-NOVEMBER
Project launch	Information and training programme	Events for participants	Project delivery and evaluation

NOVEMBER	DECEMBER
Scotland Impact Forum	Final report



◀ Scotland's Adult Learners' Forum meet regularly to discuss adult learning solutions.

Supporting the Adult Learning Workforce

During 2017-19, we looked at the implications of *Healthy, Wealthy, and Wise* for the adult learning workforce. As the policy context for workforce development looks different in each of the four nations, we commissioned thinkpieces from across the UK and shared the analysis with Impact Forums.

A number of common themes emerged from our discussions in England, Northern Ireland, Scotland, and Wales.

Common messages across the UK

- Overarching strategies for adult learning have a little detail on how the workforce should be developed
- Education and skills devolution has risks as well as potential benefits.
- Workforce planning for post-16 education is evolving
- Workforce development is seen as a quality assurance issue
- The adult learning workforce faces the same challenges as the wider UK workforce.

The Impact Forums agreed that progression pathways are important for adult learning professionals too.

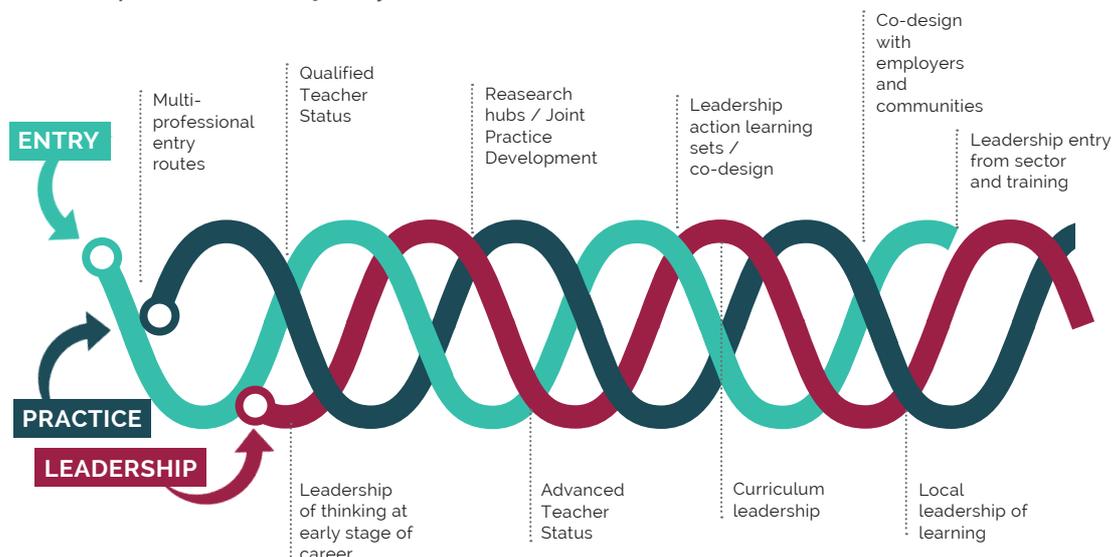
In terms of entry pathways, there have always been diverse entry points to the adult education workforce should be supported, including opportunities to enter teaching for those who are not yet qualified but have other relevant skills and experience.

Once in the profession, workers need progression opportunities (or 'practice pathways') and support to achieve them. In this the adult learning workforce is no different from any other. A coherent and strategic approach is needed, facilitated through area-based networks and partnerships ('hubs'), including adult education providers, third sector and partners in other sectors such as health and mental health and employers. This should promote the joining up of planning and funding and create opportunities for mentoring and joint practice development.

However, so much of workforce development is dependent on the skills of leaders—in provider institutions, in sector support bodies, in policy and funding agencies—to understand the needs of the workforce. Organisational leaders usually make the funding decisions—and often decide to prioritise support for other leaders.

Thus, leadership pathways are critical. Impact Forums felt strongly that all jurisdictions need to recognise that leadership is 'dispersed' throughout an area and at all levels within an organisation. They emphasised the importance of collaborative leadership skills: to influence, collaborate, and lead without being in charge. Such programmes should build on the current strengths of leadership programmes, how to deal with uncertainty and ambiguity, as well as developing an awareness of leaders' own values and culture.

The professional learner journey





Ashley Community Housing (ACH) is a social enterprise that houses and supports the needs of newly arrived refugees. This includes supporting them to develop their autonomy and gain the skills to move into sustainable employment and successfully integrate into society. Most tenants are in supported accommodation, and each has a dedicated worker who provides support for housing, employment and in-work progression.

Employer Engagement

In contrast to traditional approaches which consign refugees to low-paid, insecure work, ACH works with local employers to help clients secure quality employment with good progression opportunities, building a narrative based on refugees as assets to the workplace and local community. ACH select socially responsible employers who are committed to diversifying their workforce, offering genuine contracts and progression opportunities, and paying the living wage.

ACH provides sector-specific training with English language, employer-specific interview questions, and one-to-one support. Employers guarantee job interviews for those who complete the course, and sometimes work experience and on-the-job training.

Multilingual support

ACH's support team comprises Somali and Arabic speakers who can initially engage with participants in their first language, which is very helpful for those with low-level English or mental health needs. Some ACH volunteers are part of the local refugee community and can reach out to their community to improve engagement with ACH's support.

Assessments and learning plans

Participants first complete a one-to-one assessment with their support worker, documenting needs, barriers and aspirations, so that support is tailored. The document is reviewed in further sessions and updated to reflect changes.

Participants also create an Individual Learning Plan (ILP) with their tutor, setting goals throughout the course, and this is regularly reviewed to monitor progress. Tutors use the ILP to deliver language provision relevant to the learners' aspirations.

Delivering relevant support

ACH clients identified key-worker support as a valuable signposting aid (e.g. to further education courses and counselling) but also as important in itself. Support with personal admin tasks such as acquiring necessary documents for potential employers and form-filling was considered particularly useful. Often their key worker provided them with references, opening the way to employment - a key barrier for many with no documentation.

ESOL

ACH deliver many ESOL courses including conversational, community-based, employability and integration English. Clients saw this as invaluable for engaging in everyday activities and participating in their communities.

Accredited courses

In partnership with Bristol City College they provide accredited training courses including Food Hygiene, Health and Social Care, and IT. They also provide employability skills sessions, ESOL courses (including employment-focused, community-based and conversational English) and advice sessions.

Employment support

ACH provide employment-related support including CV guidance, job search, interview practice, and welfare advice. The National Careers Service and Careers Education, Information, Advice and Guidance are co-located at ACH to provide weekly one-to-one careers advice.

Job matching

ACH support clients with specific skills and experience to tailor their CV for higher-paying jobs relevant to their educational and employment background.

Higher confidence and improved wellbeing: For many clients, gaining confidence, pride in their achievements and a greater sense of belonging and agency were key outcomes. Higher confidence made some feel more motivated to conduct job searches. Clients attributed this to having access to one-to-one support sessions.

Improved literacy and language skills: Clients all saw improved communication in English as crucial to daily tasks such as shopping, and participating in society through education, work and social activities.

Improved practical skills: With support from ACH, some clients were progressing towards or had completed their driving test, cited as a key barrier to securing work.



Plans for 2021

2021 will be a momentous year for adult learning across the UK. In common with other European nations, all parts of the UK will face the spectre of rising unemployment and the multi-faceted challenge of recovery from the pandemic. Early in the year, all UK jurisdictions will publish new strategies for adult learning. How can these be as effective as possible, based on the latest evidence on what works?

Impact Forums and transnational work

To this end we shall continue to support the work of all four UK impact forums led by L&W Cymru, Scotland's Learning Partnership, and the Forum for Adult Learning Northern Ireland. The forums will meet at least three times to:

- Contextualise the latest UK participation research and feed it into policy discussions
- Discuss how the adult and community learning contribute to Covid recovery
- Engage with other research on the European Agenda including that on adult basic skills and quality

Members of UK impact forums will continue to engage with the wider community of practitioners, learners and researchers across Europe on EPALE. Each forum will also continue to develop work on a 'Five Nations' Conference in partnership with the National Coordinator for the Republic of Ireland (IE) in order to share good practice and maintain the principle of 'borderless' approaches to adult learning between IE and UK.

Participation and learning after lockdown

We aim to build on our 2020 'lockdown' research with the return to face-to-face comparable surveys across the UK. We shall

continue to develop the European dimension through organised study visits to a selected range of partner countries and agencies that carry out comparable work.

Reports will be published on the L&W website, including interactive data charts for policy-makers and practitioners to use in each of the 4 nations. After further consultation we shall undertake a further qualified 'deep dive' into how adults engage with online learning. L&W researchers will present the findings of the follow-up research to impact forums in the smaller UK nations.

Access, basic skills and ESOL

Building on our work on ESOL partnerships, we will conduct further work to develop and evaluate the impact of local partnership working in adult basic skills, extending to include other essential skill such as literacy, numeracy and basic digital skills. In particular, the focus will be on building relationships between basic skills providers, public services (such as employment support, health and social care, and libraries and cultural services) and civil society organisations. We will report on the impact that effective partnerships have in supporting more adults to access and participate in basic skills learning.

Quality and devolution

As a follow up to the 2020 research on devolution of the Adult Education Budget in England, L&W will work with partners to develop a framework to analyse local skills plans. This is intended as a useful resource for local communities and their representatives who wish to hold regional planners to account. It is based on three elements of a cycle: purpose, approaches, evaluation.

- Purpose—linking broadly to our analysis of the strategic context for skills and the positioning of community learning within it
 - Approaches—how community learning is funded and listened to as an approach to the delivery of local skills (and other) needs
 - Evaluation—how strategies are evaluated, how skills (and other outcomes) are measured, and within that community learning
- A working group will be convened to develop the research into a draft framework to be shared with the England Impact Forum and other stakeholders.



England Impact Forum 2021.

The work of the England Impact Forum in 2021, will focus on the three themes of the European Agenda for Adult Learning:

Participation

As unemployment is set to rise further in the first quarter of 2021, participation in adult learning needs to increase, especially amongst those groups disadvantaged in the labour market. We shall continue to analyse participation data from a range of sources including the 2021 L&W survey. As the impact of the pandemic on modes of learning increases: we shall look at participation in informal, non-formal, blended, and digital approaches.

Access

The focus of the work will be on the impact of local partnership working in adult basic skills L&W colleagues will report on the impact that effective partnerships have in supporting more adults to access and participate in basic skills learning.

Quality

The forum will continue its work on skills devolution in England as this policy develops during 2021. Following our 2020 analysis of the content the forum will oversee the development of a framework to assess the role and extent of community learning in devolved skills plans. In addition, we shall receive reports on how 'Recovery from Covid' plans are impacting on adult learning providers.

▶
Anja Meierkord
from OECD presents
data on future
skills needs at
the summative
conference,
October 2019





Northern Ireland Impact Forum 2021.

There will be three policy focuses in 2021 that will inform the programme for the year.

1. **Skills Strategy.** The consultation on the new Northern Ireland Skills Strategy begins in January 2021 and the Forum will make a formal submission. To inform this we will run a webinar so that we have input from our stakeholders. Of particular interest will be the recommendation on 'building a culture of lifelong learning'.
2. **Active Ageing Strategy.** NI's strategy on Active Ageing is coming to an end and there will be a consultation on its successor. We will work with our stakeholders in this area and COPNI (Commission on Older People NI) and advocate for recognition of the contribution of adult learning. Our report on Adult Learning and Health

and Wellbeing will be a resource for this activity.

3. **Programme for Government.** Elections to the NI Assembly will take place in May 2022, so work on a new draft Programme for Government will have already begun and a consultation will follow. The Forum will organise a seminar to engage members and to inform its submission.

In January 2021, the Forum will support the launch of the OCNNI / L&W report *A Higher Skills Ambition for NI: skills for growth and social inclusion*

With Belfast Learning City, the Forum will organise the launch of the *Adult Learning and Health and Wellbeing* report in February 2021 – aiming to secure the involvement of ministers.

The Forum will continue to build our relationship with AONTAS, national coordinator in Ireland, including delivering joint events.



Scotland Impact Forum 2021

Building on the significant progress for the Scotland Impact Forum in 2020 we will hold four Impact Forums to build in impact measurement from the start of the programme in 2021 to build a comprehensive picture of learner needs and wants.

1. **Centenary Commission.** Learning from the past 100 years and planning the next century, the impact of policy development and the need for breadth in strategy development.
2. **Adult learning strategy development** and supporting the growing learner role in monitoring and evaluating impact of new strategy. What impact measures do learners feel are important?
3. **Programme for Government 2021** and Scotland's new Lifelong Learning Strategy: Meeting Ministers

from across the lifelong learning spectrum we will seek to bring adult learning into the centre of the policy making. All strategies from pre-school to post-compulsory education sitting together.

4. **Impact Party.** By the end of 2021 we want to hold an impact party in the Scottish Parliament to highlight the importance of adult learning-we will host a stall in the parliament for new MSPs and an event that demonstrates the impact of adult learning.

Each meeting links to strands that impact forum members (providers and learners) have identified and are in line with Scottish Government policy developments.



Wales Impact Forum 2021

Building on the work in 2020, the three broad policy themes for 2021 will be:

Learning for health and well-being: the Welsh Government vision for the post-compulsory sector includes a commitment to a new entitlement to lifelong learning and to a broader commitment to learning for health and well-being as well as skills for work. Building on Wales' Well-being Goals the Impact Forum will consider effective ways of working to link health and learning services and case studies from partner countries to learn from best practice.

Participation: building on the work of the Impact Forum in 2020 in looking at participation, the work will continue with a session examining the experience of supporting participation during the pandemic and what this should

mean for how we support learners and lifelong learning over the next Senedd term. The Impact Forum will hear evidence from Wales, Scotland, Northern Ireland, the Republic of Ireland and England in considering the impact of the pandemic and the key lessons for future action by government and providers.

Supporting career change: with key sectors hit particularly hard by the pandemic and thousands of Welsh workers facing the prospect of switching career paths, retraining will be an important feature of the Welsh skills system over the course of the next Senedd term. The Impact Forum will map some of the interventions in Wales (including the Personal Learning Account programme), support the development of a new pilot scheme being developed by Learning and Work Institute, and understand best practice from elsewhere.

▶
*John Spence,
Life Change and
Progression Inspire!
Award winner 2018
John is with
his nominator
Ceri Wilcock at
The Open
University in Wales*





How to get involved in the European Agenda for Adult Learning

In 2021, the UK programme will be directed by Alex Stevenson, L&W's Head of English, maths and ESOL.

If you'd like to get involved in programme in your part of the UK, Alex can be contacted at alex.stevenson@learningandwork.org.uk.

ERASMUS

Funding opportunities for education, training and youth organisations

Erasmus+ is the European Union programme that aims to modernise education, training and youth work across Europe.

The programme supports education, training, youth and sport organisations across all sectors of lifelong learning, including school education, further and higher education, adult education and the youth sector.

For the latest information about opportunities to study, work, volunteer, teach and train abroad, please visit the website:

erasmusplus.org.uk



Erasmus+ is the European Union programme for education, training, youth and sport. The Erasmus+ UK National Agency is a partnership between the British Council and Ecorys UK.

EPALE

Electronic Platform for Adult Learning in Europe

EPALE is a virtual meeting place for adult learning practitioners and organisations across Europe!

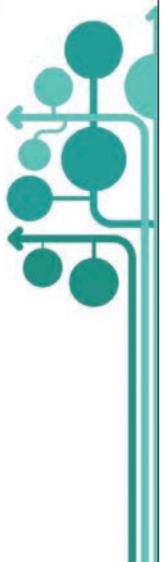
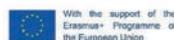
Visit here:

epale.ec.europa.eu

The Electronic Platform for Adult Learning in Europe (EPALE) is a free multilingual community platform for adult learning professionals across Europe.

Through participating in EPALÉ, you will be able to:

- Access high quality learning resources
- Get the latest adult education news and developments
- Search for adult learning events
- Participate in online theme-based discussions
- Share best practices with other adult learning professionals
- Search for an Erasmus + partner to carry out projects with and apply for funding.
- Join communities of practice where people with similar interests from the adult learning sector can get together online.



L&W LEARNING AND WORK INSTITUTE



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Forum for Adult Learning NI



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