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# MAKING LEARNING AND WORK COUNT

**L&W** LEARNING AND  
WORK INSTITUTE

Impact report 2016–2017

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# HOW WE MADE AN IMPACT

**Learning and Work Institute's vision is for a prosperous and fair society in which learning and work provide opportunities for everyone to realise their potential and ambitions throughout life. This impact report shows how our work in 2016-17 contributes to this.**

The UK is one of the world's richest countries. Our employment rate is at a record high; we have some of the world's leading universities and educational institutions; and many dynamic sectors and businesses.

However, we also face big challenges: some groups and areas are much less likely to work than others; over five million people are low paid; too many people miss out on the opportunities learning can bring; and life chances are still far too dependent on people's family background.

The context for tackling these challenges is changing too. The last year has seen political uncertainty following the result of the referendum on EU membership. The economy remains sluggish, with living standards flatlining. Underpinning this are long-term changes, including an aging population and a changing world of work.

All of this means our work is more important than ever. For the UK to succeed, we need to harness the talents of everyone. To meet the challenges of the future, we need to be a learning nation. Participation in learning can help build communities, enhance wellbeing, and contribute to fulfilling lives. So widening access to learning and work are crucial for our future prosperity, fairness, and inclusion as a nation.

The work we do spans sectors: including learning, skills,

employment, justice, health, and housing. Our activity is varied: including campaigning, research, development and policy advice. But that vision of a society characterised by a learning culture, full employment, and social inclusion is the golden thread running through all we do.

That's why we remain focused on these central issues and being a clear voice for our mission. Put simply, access to learning and employment opportunities are central to our future, they represent a choice about the sort of society we want to be.

Times have been challenging for us too. We are an independent charity and must compete for funding and live within our means. This has meant tough choices, but our focus throughout has been on delivering our mission. We remain dedicated to lifelong learning, full employment and inclusion.

We are proud of the work we do and the difference we make. We thank our dedicated staff and Trustees, as well as funders, supporters and partners for helping us continue to make a difference.

We look forward to continuing the important work of ensuring everyone has the opportunity to succeed.

**Maggie Galliers**  
Chair of the Company Board

**Stephen Evans**  
Chief Executive



# WHY LEARNING AND WORK MATTER

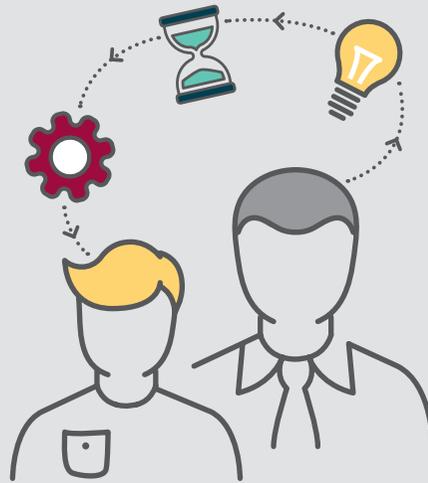
## LIFE CHANCES

In the UK, there is a stronger link between people's income and their parents' income than in other countries. Around

one half

of this is due to the strong links between your parents' educational attainment and yours.

Supporting parents to improve their skills and earnings can help to improve outcomes for their children. Family learning can increase children's academic achievement by as much as



15 percentage points.

## ESSENTIAL SKILLS

9.0m

people lack essential skills like literacy or numeracy.

13.5m

people lack basic digital skills.

One out of two

people with low literacy or numeracy are in work. People with essential skills are more likely to vote and be active citizens.

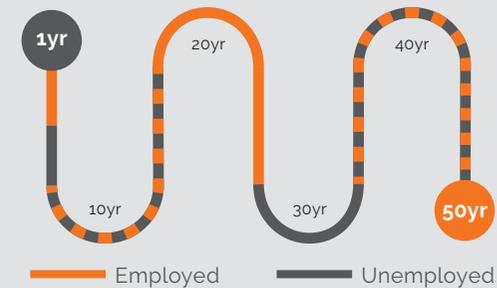
## 50 YEAR CAREER

Young people leaving full-time education today are likely to have

50 year

careers meaning they will need to retrain and update their skills.

A period out of work when young has a long-term scarring effect on pay and job prospects.



We are one of the few countries where young people do not have better literacy or numeracy than older people.



## INCLUSIVE SOCIETY

People with higher levels of skills are more likely to actively participate in society, including voting. Learning can also improve financial capability: in a survey,

16% couldn't



identify the available balance on a simple bank statement. Higher levels of financial capability are associated with improved life satisfaction, higher rates of saving, and a

£120pm higher income.

Learning is also linked to better health: education is associated with better take-up of preventative services, such as screening.



### PRODUCTIVITY CRISIS

UK productivity, the amount workers produce, is

**20-25% lower**

than in France, Germany and the US. It has flatlined in recent years and is

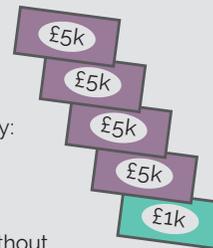
**15% lower**

than if pre-2007 trends had continued. Households would be

**£21k per year**

better off if UK productivity matched the US. Raising skills is a key way to increase productivity: people with Level 3 qualifications earn

**10% more** than those without.



### EMPLOYMENT GAPS

The employment rate of people with health problems and disabilities is

**33 percentage points**

lower than for those without. The disability employment rate gap has barely changed in recent decades.

**More than 1 million**

more disabled people would need to be in employment to halve this gap.

### LOW PAY

**5m** people are low paid,

**1m more** than the OECD average.

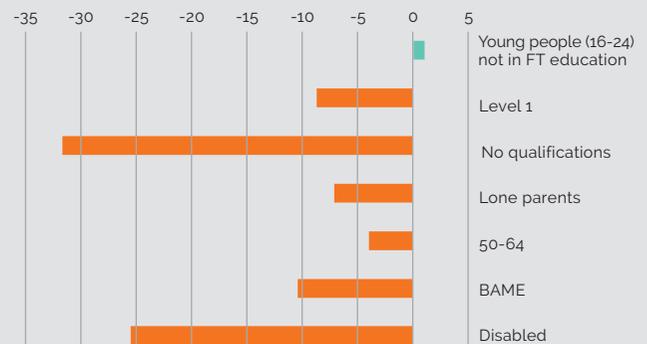
**3 out of 4**

people who were low paid ten years ago are still low paid today.

Improving skills can help people increase pay: the evidence shows the more you learn, the more you earn. A Level 3 apprentice can earn £77-117,000 more over their lifetime.



Percentage point gap against overall working age employment rate



# OUR VISION AND STRATEGY

Our vision is for a prosperous and fair society in which learning and work provide opportunities for everyone to realise their potential and ambitions throughout life.

Our approach is based on core values: **ambition, expertise, independence, and collaboration.**

We're focused on four strategic priorities:



## LIFE AND SOCIETY

Ensuring all adults have the essential skills they need through innovative ideas like the Citizens' Curriculum, and extending life chances including through family and community learning



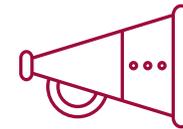
## WORK AND CAREERS

Moving toward full employment, with chances to get on including through access to high quality apprenticeships



## MAKING THE SYSTEM WORK

Making sure policy and delivery work for people and employers, including testing and evaluating new local approaches and developing new ideas for partnerships, integration, and personalisation.



## CAMPAIGNING

Offering original thinking, research and ideas to increase access to learning and work opportunities, and leading campaigns like the Festival of Learning and Adult Learners' Week.



LIFE AND SOCIETY

We worked with learners to design new ways of engaging people in learning essential skills

**Good English, maths and digital skills are fundamental:** for finding work, helping children at school, dealing with everyday life and learning throughout life. Current approaches to tackling our nation's skills needs have fallen short. Our *Citizens' Curriculum* takes a different and innovative approach. We've shown that a flexible programme tapping into what learners want and need, with content co-developed with learners, can produce better results. We've also helped to refresh the national standards for adult literacy and numeracy, and contributed to new Functional Skills English and maths curricula, to ensure the new qualifications from 2019 are well suited to the needs of adult learners.

#### CASE STUDY

## Citizens' Curriculum

Rochdale Borough Council found that, for every £1 invested in their pilot, £3.68 was saved. The benefits of integrated working across public services were clear with savings for the Department for Work and Pensions, local authority, criminal justice services, and health services. Learning was shown to have huge power in promoting wellbeing, inclusion and a range of other benefits.



Watch our new Citizens' Curriculum case study videos.





LIFE AND SOCIETY

## We developed a continuous professional development (CPD) programme for Family Learning and Parental Engagement for schools

**Family learning works:** We know family learning can have a powerful impact on children's attainment and ensuring that parents have access to develop their reading, writing and number skills should be a priority. Family learning programmes can support parents to gain skills for themselves, embed a positive attitude to learning and build confidence to support their children.

### CASE STUDY

## First Campus

Together with First Campus Reaching Wider partnership in South East Wales we developed a training programme targeted at school governors, staff and other stakeholders. The pilots were delivered in five high schools in South East Wales, with seed funding to develop family learning activity.





LIFE AND SOCIETY

## CASE STUDY

## Showcasing the best of family learning in schools

Following on from a previous project with Monkton Priory School in Pembrokeshire we have continued to promote the role and potential for schools to provide opportunities for adult and family learning. We are pleased the new Welsh Government Adult Learning Policy explicitly encourages schools to use their Pupil Development Funding to support this work. In October 2017 the Education Secretary visited at our invitation, Monkton Priory School to learn more about their approach.



Watch a video about Monkton Priory's approach.



Watch a video about Inspire Awards winner Treorchy Primary School work with families.





LIFE AND SOCIETY

## We worked with prisons and young offenders institutes to improve learners' attitudes towards learning, work, themselves and others

### Improving employment outcomes for offenders.

Nearly one half of people released from prison go on to reoffend. This limits their life chances, means there are more victims of crime, and costs the taxpayer significant amounts of money. More than one half of prisoners have low literacy skills and two thirds have low numeracy skills. Access to learning and employment opportunities are important in reducing reoffending. We have been making the case for learning, skills and work for rehabilitation, and designed new ways of delivering support.

### CASE STUDY

## Get Set for Success

We developed Get Set for Success, a personal social development (PSD) curriculum for learners in custody. It comprises four modules: developing ourselves; dealing with problems; managing social relationships; and working with others. Learners from previous trials of the course were more likely to agree that they would be able to get a job or go back to a job on release, that they understand what they need to do to achieve their goals, and that they feel optimistic about their future. Over the last year, we've partnered with Offender Learning and Skills Services in six prisons and young offenders institutes to further develop and trial the curriculum. These trials showed the key factors (including links to peer mentoring and integration into wider prison services) that drive success. We are now focused on wider rollout of the course.



*"I really enjoyed this course and it has helped me realise my goals and what I want to achieve whilst here and when I leave."*

- Learner, HMP/YOI Drake Hall



*“Confidence and self esteem has been built up. [The course] provided them with a path to follow, and helped them to see the prison and the things available to them to help them. The purpose of the induction is to get them to accept their circumstances and move forward.”*

Course Tutor, HMP/YOI Drake Hall



LIFE AND SOCIETY

## We helped develop better support for care leavers

**Better outcomes for care leavers:** There are around 70,000 children in care in England at any one time. Care leavers are three times as likely to be not in education, employment or training as other young people, and twice as likely to be permanently excluded from school. Other young people are four times more likely to get five A\*-C GCSEs than care leavers and six times more likely to go to higher education. In England we worked with the Department for Education to launch the new Care Leaver Covenant and developed new resources for employers and care leavers. And in Wales we helped seven colleges to develop a whole organisation approach to supporting care leavers, and trained groups of care leavers to be 'mystery shoppers'.

*"Every aspect of my life has improved since I returned to education, and I truly believe it is because of the confidence I have gained. Even though it may not be an easy road, it will be well worth it at the end!"*



- Adele Tilley

### CASE STUDY

## Localised approaches to supporting care leavers

We worked with organisations in Kent and Medway, Staffordshire, Greater Merseyside, and Sheffield to consider how local networks can best support care leavers. This work identified some key success factors, including: having clear objectives and responsibilities; involving a wide range of organisations; sharing information and practice collaboratively; and focusing on young people's needs. We developed case studies for each of these areas to illustrate these approaches in practice.



View our new website setting out skills support available for care leavers.



Read our report and case studies on local approaches to supporting care leavers.



Read our guide for employers on supporting care leavers.



## WORK AND CAREERS

## We're helping more people access apprenticeships

**Apprenticeships can be a great way to combine learning and earning.** The UK Government has a target for 3 million apprenticeship starts across England by 2020, and Welsh Government has a target of at least 100,000 high quality all-age apprenticeships by 2021. Our focus is on making sure apprenticeships are high quality and that everyone who can benefit gets the chance to access one.

**CASE STUDY**

### Making apprenticeships inclusive

We research the best ways to open up apprenticeships to people with learning difficulties and disabilities, building on the recommendations of the Maynard Review. This included looking at recruitment routes, and identifying and spreading best practice. We also looked at how to increase apprenticeships in the public sector (helping to meet a government target) and how apprenticeships could help improve delivery of public services, including local authorities, the police and the National Health Service.



Take a look at our Employer Toolkit for information on how to make apprenticeships accessible and good practice case studies.

**CASE STUDY**

### Understanding under-representation in apprenticeships

In 2014/15, just 10% of those starting an apprenticeship came from a Black, Asian or Minority Ethnic (BAME) background – a significant under-representation compared to the working age population. Our research found that disparities by sector and geography, along with a lack of role models and advice, are key reasons for this gap and we researched approaches to tackle them. We also found that just 600 of 17,500 people starting an engineering apprenticeship in 2014/15 were women, with low representation at initial application stage and a lower number of applications per person. Our research is informing apprenticeship policy and shaping future activity to ensure fair access to apprenticeships.



See how Festival of Learning award winner Leeds Teaching Hospitals NHS Trust's apprenticeship programme has made a difference.



## We're helping test new ways of supporting people with health problems and disabilities into work

**Disability employment gap:** The employment rate of disabled people is around 30 percentage points lower than for non-disabled people, a gap little changed in recent decades. Halving this gap would mean supporting around one million more people with health problems and disabilities into work.

Making faster progress will require a transformation, including integrating employment services with learning, skills and health support, and working closely with employers.

### CASE STUDY

## Regional employment and health programme evaluations

We continue to lead the evaluations of employment programmes for out-of-work disabled people in London (Working Capital) and Solent City Deal. Our impact evaluation of the Greater Manchester Working Well pilot will be published in 2017-18, and will provide the first quantitative impact assessment of a devolved employment support programme of this scale. We are also helping to evaluate new pilots of employment support for the joint Department of Health and Department for Work and Pensions Work and Health Unit. Taken together, these pilots will help to inform future design and delivery of policy and programmes.





## WORK AND CAREERS

## We're helping people develop careers and progress from low pay

**Career development and progression:** More than 5 million people are paid below the Living Wage, making in-work poverty at least as big a challenge as out-of-work poverty. People can also get stuck in low pay: of every four people low paid ten years ago, three are still low paid today. At the same time, lengthening working lives means an increasing need to change careers and update skills.

Improving access to learning and strengthening progression pathways in low-paid sectors can help people to achieve their career goals. Together with a number of partners we are testing new ways of helping people develop their careers and progress from low pay.

### CASE STUDY

## Step Up

With Trust for London and the Walcot Foundation we are co-designing and evaluating a grant programme aimed at improving earnings for low-paid workers in Lambeth, South London. Five providers are trialling different delivery models for groups of people including young people in temporary jobs in the creative sector, parents wanting more flexible hours, and hospitality workers. Over 500 people have joined the programme to date. Our two-year evaluation report will be launched in early 2018, with a third year evaluation planned.



Find out about the Step Up projects here.



Read our first year learning report from Step-Up.

## CASE STUDY

## Ambition London

With support from the JP Morgan Chase Foundation, we have researched the key challenges in helping people to progress in social care and retail in east and central London. We have developed resources to support progression in health and in social care, and are working with seven partner organisations to pilot new approaches to engage and inform potential learners, as well as to test innovative approaches in delivery and support.



Find out more about Ambition London.

## CASE STUDY

## In-work progression in the care sector

We are evaluating Glasgow City Council's City Deal pilot, which aims to improve earnings for low-paid workers in the social care sector through targeted support for small businesses. Businesses receive consultancy support and a tailored action plan to help them improve workforce skills and their utilisation, with consequent improvements in workers' earnings and career progression opportunities. Our evaluation, which will report in 2018, will examine the effectiveness of the delivery model and provide lessons for potential rollout to other sectors and cities.





WORK AND CAREERS

## We improved outcomes for young people

**High quality traineeships.** A traineeship is a course of up to six months with work experience that gets people ready for work or an apprenticeship. We helped to get more young people and employers involved in traineeships. This included considering how cities and local areas could boost engagement and integrate traineeships into wider support, as well as how young people not in education, employment or training could be supported into traineeships.

### CASE STUDY

## Progression from traineeships.

We were commissioned by the Department for Education to consider how best to maximise progression from traineeships to employment and apprenticeships. With 25 providers, we are working with a range of young people and employers. Together we identified key factors including: recruitment of trainees, initial assessment, models of delivery, and building links with organisations such as Jobcentre Plus, charities and local authorities. These were brought together into a range of case studies, as well as top tips for providers.



View traineeship case studies and top tips.





MAKING THE SYSTEM WORK

## We shared the best in lifelong learning across Europe

**We are the UK's lead on lifelong learning in Europe.** We bring together the key stakeholders – from government ministries to learning providers – with our counterparts throughout Europe. We facilitate knowledge and experience sharing on lifelong learning, and interpret what is happening in the EU from a UK perspective.

Our work brings together strategic partners across the UK – Learning and Work Institute is joined by the Forum for Adult Learning Northern Ireland and Scotland's Learning Partnership. The UK-wide Impact Forums we set up provide a framework for exchanging ideas, insights and information.

This year we have run or attended 18 events and webinars, reaching more than 700 people on top of the Impact Forums. We are continuing our research undertaken as part of the European Adult Learning Agenda on basic skills and the Citizens' Curriculum, digital skills, young adult employability, and working with groups that too often miss out on the opportunities learning can bring.



Read more about our work to support the European Agenda for Adult Learning





MAKING THE SYSTEM WORK

We advised Welsh Government on how employment programmes could be delivered differently in Wales



**A new Employability Strategy for Wales:** We have supported the new Welsh Government, elected in May 2016, to influence the emerging all-age Employability Strategy, due to be published in late 2017. This support included participation in an expert stakeholder group, highlighting successful service integration models, and the importance of a focus on health outcomes. In addition, we have influenced the options for change for adult and community learning provision in Wales and assessment of potential impacts.



MAKING THE SYSTEM WORK

## We showcased the wider impacts of learning

### Learning has a positive impact on health and wellbeing:

In Wales we have continued to highlight the impact of learning on health and wellbeing. Building on our work last year with Public Health Wales, we worked with health boards to understand the scope for integrated services in their areas. We have brought together Welsh Government officials and NHS staff with exemplar services in England, for example Well North and Bromley by Bow, to influence service provision and delivery. Our work in this area has already influenced the Valleys Task Force report on integrated community hubs.

### Community learning has wider social impacts:

We worked with six community learning providers to test new ways of collecting data showing their impact on confidence and progression; empowerment; health and wellbeing; and social relationships. We provided support to develop, implement and test approaches to measurement. We gathered lessons learned and further activity will aim to support wider uptake through the sector. This will support the case for community learning as commissioning approaches change and funding pressures continue.



See our Community Learning hub pages

*“A lot of our target groups don’t necessarily achieve an outcome that’s measured in funding terms, i.e.[...] a job or a qualification, but we know that they’re achieving many, many [...] other positive outcomes”*

[Pilot Lead, Durham]



## MAKING THE SYSTEM WORK

# We worked with young adult carers to improve policy and practice



At least 314,000 young adults in England and Wales care for members of their family, providing £5.5 billion of unpaid care each year. On average, they achieve lower GCSE grades, are more likely to be out of work, and twice as likely to report a mental health condition.

We have a longstanding commitment to getting better support for young adult carers. This year we developed new ways of supporting young adult carers with a number of carers' organisations, and continued to organise a National Policy Forum to spread best practice. We continue to campaign in partnership with organisations for three simple policy changes:

- **Entitlement to the 16-19 bursary.** Recognising young adult carers as a vulnerable group so they get better support with the costs of learning;
- **Access to Carers Allowance.** Exemption for young adult carers aged 21 and under from the rule that limits access to Carers Allowance to those learning for fewer than 21 hours per week; and
- **Flexible apprenticeships and traineeships.** Promoting flexible hours apprenticeships and Traineeships to meet the needs of young adult carers.

### CASE STUDY

## Young adult carers

Positive Career Choices, a Department of Health funded project, aims to improve careers support for young adult carers. We co-created resources with 20 young adult carers tailored to their needs and piloted them with six providers.



Read about our three policy asks for young adult carers.



Watch this short film to hear Emily Hicks, a young adult carer, talk about our three policy asks and why they are needed.



See our Learn, Work, Care website with resources for young adult carers and those who support them.



## We inspired adults to take up learning



### CASE STUDY

## The Inspire! Adult Learning Awards 2016

From over 200 nominations we shortlisted our Inspire Adult Learning Awards Winners. Coming together in a ceremony in Cardiff, our winners' stories were shared widely in the national and local media.



Watch our inspiring winners.

**CASE STUDY**

## Festival of Learning England

Festival of Learning has been celebrating the best in adult learning and inspiring people to learn for a quarter of a century. It is now the template for successful initiatives in 55 countries. It is all about showing the power of learning to change lives, celebrating what people from all backgrounds have achieved, and inspiring more adults to take up learning.

In 2016, twenty-nine winners were recognised from 500 nominations. We partnered with organisations such as Open University, Workers' Educational Association, NOCN, CityLit College, Association of Colleges, Local Enterprise Partnerships, and Campaign for Learning. As a result, thousands of adults were inspired to learn something new in around 2,000 learning opportunities.

More than 100 guests attended our annual Parliamentary Reception. It was sponsored by Dan

Jarvis MP, whose constituent Lee Hughes won an award in 2015, and was one of the first public engagements for the new Skills Minister Robert Halfon MP. Press and media coverage was achieved in the Daily Express, The Sun, New Day, and BBC Radio Leicester.

Our campaign hashtag #lovetolearn earned 14 million impressions, peaking during our June 2016 Thunderclap which reached 900,000 accounts with more than two million impressions (the number of followers who could receive a tweet).

"I have never believed in myself before. The change in me has been massive and my confidence has grown. I now feel that I can begin to look forward to a brighter future."

**Lesley Reece, regional award winner**

*"By stepping out of their comfort zones this year's winners have achieved brilliant results. They show us it is never too late to learn something new or develop our skill sets - education does not have to stop after school and it exists for anyone interested in taking it up. The Festival of Learning is also a testament to that fact - one I'm proud to get behind and support."*

**Robert Halfon - Then Apprenticeships and Skills Minister, now Chair Education Select Committee**

 Find out about our 2016 winners.





## We influenced policy across the UK

### CASE STUDY

## Policy solutions

Our Policy Solutions series aims to analyse some of the big issues and come up with answers. This year we published policy solutions documents covering three key areas:

**Employment for disabled people.** We highlighted the size of the employment gap, lack of progress in tackling this gap, and proposals for doing better. This achieved national coverage, for example in the Guardian and Observer, and has led on to further policy development work;

**Personal Learning Accounts.** We proposed a new system of accounts for people and employers to take control of and co-invest in their learning. We have done further policy development and influencing activity in partnership with a number of organisations; and

**Apprenticeships.** We put forward proposals for the Apprenticeship Levy, funding and wider policy, focused on ensuring world class quality and access for all who could benefit from an apprenticeship. We were pleased changes were made to the funding system in line with our recommendations, targeting more money at supporting young people, but more remains to be done.



### CASE STUDY

## Welsh Assembly Election

Following the Welsh Assembly election in May 2016 we held, in partnership with Colegau Cymru / Colleges Wales and the National Training Federation for Wales, a policy solution seminar series to stimulate and influence thinking for the future. The series focused on areas such as the future skills needs of the Welsh economy, apprenticeships, the Welsh language and the role of learning in tackling poverty.



## CASE STUDY

## Influencing policy

We organised fringe events at the annual party conferences. At Labour's conference, with the Association of Colleges (AoC) and Association of Employment and Learning Providers (AELP), we discussed what a post-Brexit skills system should look like with the Shadow Skills Minister. At the Conservative conference, we held a joint fringe with FE Week, AoC and AELP on how to deliver three million high quality apprenticeships. At both events, learners were included on the panel.

We submitted evidence to a number of Parliamentary committees and consultations, including: to the Work and Pensions Committee on the future of Jobcentre Plus and halving the disability employment rate gap, to the Business, Innovation and Skills Committee on introducing Further Education Maintenance Loans, to the Department of Health on its Carers Strategy, to the London Assembly on the impact of Brexit, and on the introduction of the Institute of Apprenticeships and Technical Education.

We provided written and oral evidence to the Public Bill Committee scrutinising the Technical and Further Education Bill and argued for a greater focus on quality, reporting of outcomes and financial support for apprentices. We were pleased to see a new entitlement to free digital skills training in the Digital Economy Bill, something we have long advocated, but continue to argue for more investment to resource this.



## CASE STUDY

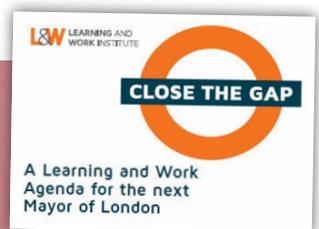
## Employment and skills in London

There is an increasing drive for cities and local areas to play a leadership role in the learning, skills and employment systems. This is something we have argued for, and we have helped explore how these powers can be most effectively exercised.

In the run up to the London Mayoral election, we published *Close the gap: How London's Mayor can*

*extend opportunity*. This set out proposals for how the new Mayor could increase employment, boost careers and living standards, and promote high quality apprenticeships.

We're pleased that, in line with one of our recommendations, a Skills for Londoners Taskforce has been established to boost skills and opportunity.





## We made our voice heard'

We received 550 pieces of media coverage in 2016-17. This included multiple pieces of coverage in FE Week, TES, and FE News, as well as regional media. In addition, we had coverage in national media such as BBC Online, the Independent, Guardian, and the Daily Mirror. This included our research on closing the disability employment gap, Festival of Learning, and apprenticeships.

Over the year our website had 312,490 page views (approximately 238,000 unique views). There were particular spikes around blogs marking International

Women's Day. Compared to 2015/16, social media activity is bringing more traffic to the website (82% increase in the number of sessions).

@LearnWorkUK Twitter followers increased by more than 1,000 over the year, from 11,800 to 12,952. Our tweets reach around 4,500 Twitter feeds each day, up almost 50% from last year.

During 2016-17, our YouTube channel had more than 27,000 views with an estimated 33,000 minutes of footage viewed. Video shares increased 48% to 308, and the number of subscribers by 8%.



## Our funders, sponsors and partners

We worked with a wide range of partners and funders across the UK to make learning and work count.

**Bell Foundation**

**Big Lottery Fund Northern Ireland**

**Birmingham City Council**

**Brighton and Hove City Council**

**Central London Forward**

**Centre for Aging Better**

**Department for Business, Innovation and Skills**

**Department for Communities and Local Government**

**Department for Education**

**Department for Health**

**Department for Work and Pensions**

**Doncaster Borough Council**

**Education and Training Foundation**

**Erasmus Plus**

**European Commission**

**Fair For You**

**Gatsby Foundation**

**Glasgow City Council**

**Greater London Authority**

**JP Morgan Charitable Foundation**

**Local Government Association**

**London Borough of Ealing**

**London Councils**

**Money Advice Service**

**Ministry of Defence**

**Nominet Trust**

**Scottish Government**

**Sheffield City Council**

**Skills Development Scotland**

**Skills Funding Agency**

**Southampton City Council**

**Suffolk City Council**

**Trust for London**

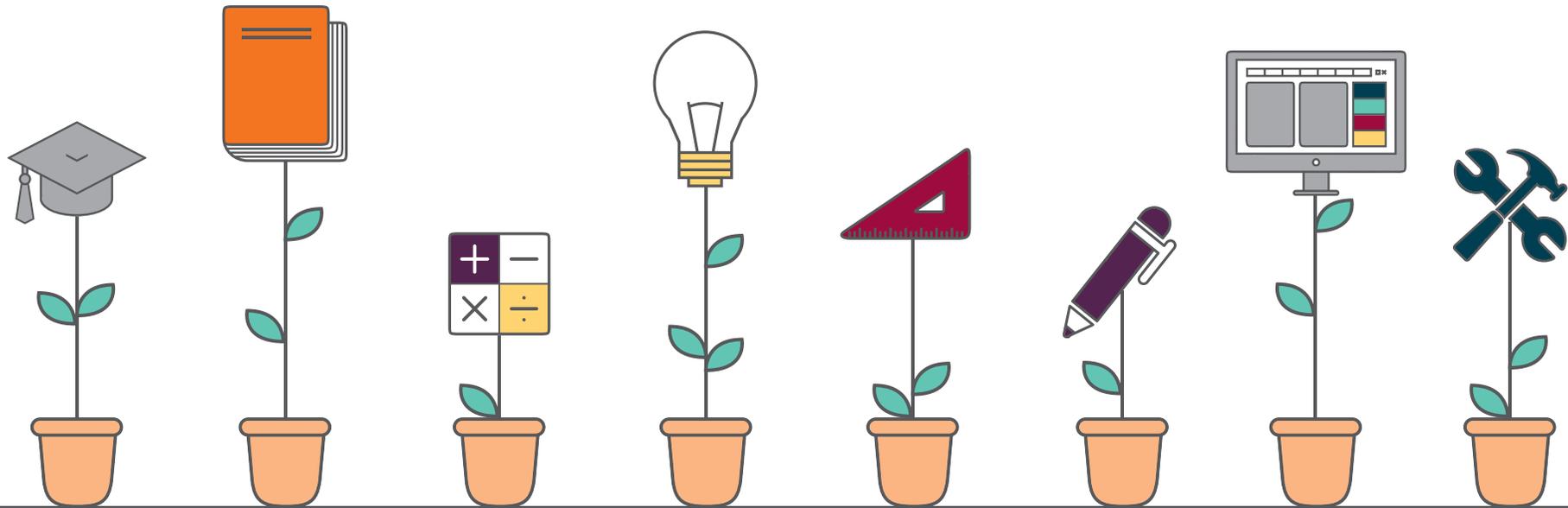
**Trades Union Congress**

**Waltham Forest Borough Council**

**Warwickshire County Council**

**Welsh Government**

**West London Alliance**



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 Learning and Work Institute

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 festivaloflearning

 @Festivaloflearning

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