



UPSKILLING PATHWAYS:

Implications for the **adult learning workforce**

23rd October 2019

etc. Venues, Prospero House, London, United Kingdom

[#professionalpathways](#)



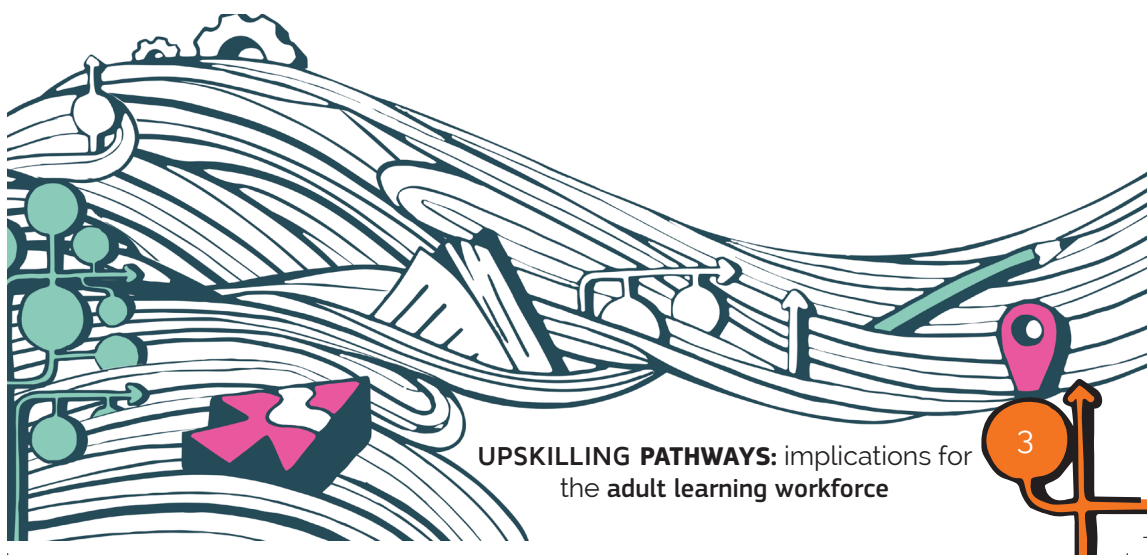
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UPSKILLING PATHWAYS: implications for
the adult learning workforce



EAAL/EPALE UK JOINT CONFERENCE 2019

UPSKILLING PATHWAYS:

Implications for the **adult learning workforce**

Lifelong learning is seen as increasingly important to successful communities and economies. As part of this, adult education of all kinds – formal, non-formal, and informal – is known to have a positive impact on our health, our ability to gain employment and progress at work, and our ability to contribute to society.

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 it is important to question how we can best support those who are vital to its delivery.

This conference is run as part of Learning and Work Institute's role as UK National Coordinator for the European Agenda for Adult Learning (EAAL) and is delivered jointly with EPAL UK (the Electronic Platform for Adult Learning in Europe). The conference will provide an opportunity for you to hear from a range of UK and international partners, including:

- European Association for the Education of Adults
- Learning & Work Institute
- Co-editor of the forthcoming Global Report on Adult Learning and Education
- Organisation for Economic Cooperation and Development
- Further Education Trust for Leadership
- Representatives from across the UK, including Erasmus + projects

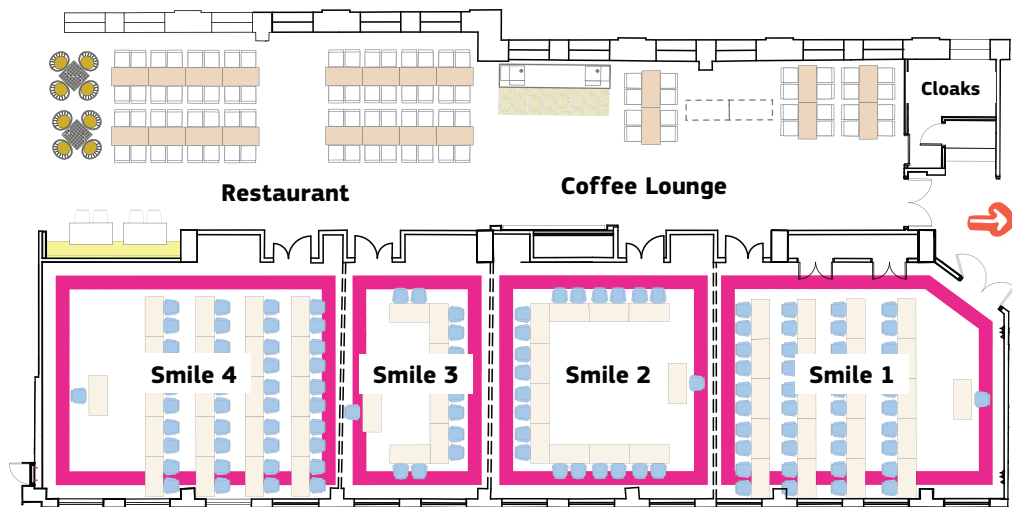


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UPSKILLING PATHWAYS: implications for the adult learning workforce

Prospero House Map

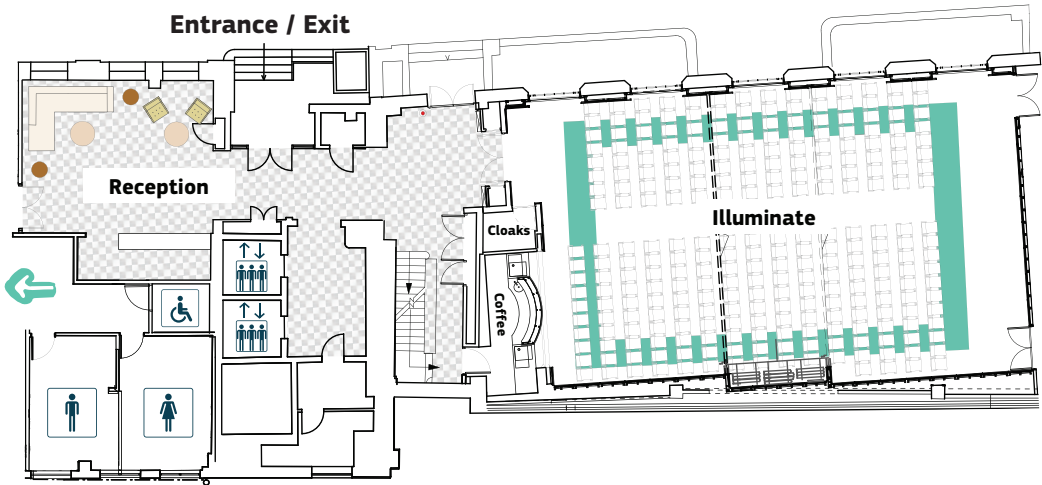
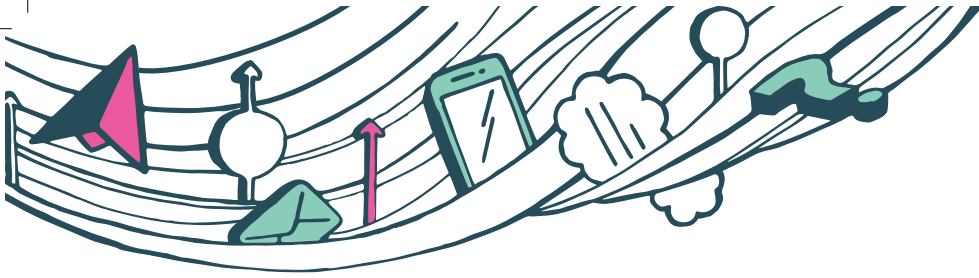


Prospero House
241 Borough High Street,
London, SE1 1GA

- Entrance/Exit
- Reception
- Illuminate room
- Toilets
- Lifts



EAAL/EPAL UK JOINT CONFERENCE 2019



- Restaurant
- Coffee Lounge
- Smile 1
- Smile 2
- Smile 3
- Smile 4

KEY:



Toilets



Disabled Toilets



Lifts



UPSKILLING PATHWAYS: implications for the adult learning workforce

Programme

Time	Agenda
09:00	Registration and continental breakfast Please join us for an informal breakfast, network, and look at the publications on display
10:00	Welcome and introduction. Sarah Simons (Times Educational Supplement / UK FE Chat) Our host Sarah will introduce the day, what to expect, and how to get involved.
10:15	Keynote 1: Stephen Evans , Learning and Work Institute, UK National Coordinator, EAAL <ul style="list-style-type: none">• Healthy, Wealthy, and Wise: implications for workforce development
10:35	Keynote 2: Anja Meierkord , Organisation for Economic Cooperation and Development <ul style="list-style-type: none">• Future-ready adult learning systems: implications for adult educators
11:00	Panel session: World, European, and UK Perspectives Our speakers will be joined by Gina Ebner to discuss a range of perspectives and reactions from the audience The panel will be answering your questions, submitted via Twitter. Please Tweet using #professionalpathways for your ideas and comments to be addressed <ul style="list-style-type: none">• Sarah Simons (Panel chair)• Stephen Evans (Learning & Work Institute)• Gina Ebner (European Association for the Education of Adults)• Anja Meierkord (OECD)



Time	Agenda
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Policy workshops

The aim of these workshops is to highlight some of the key areas of interest in current UK policy contexts. The nature of devolution of skills planning and funding means there are a range of approaches across the UK that are of interest to adult educators. We have chosen a number that reflect the range of contexts in the UK.

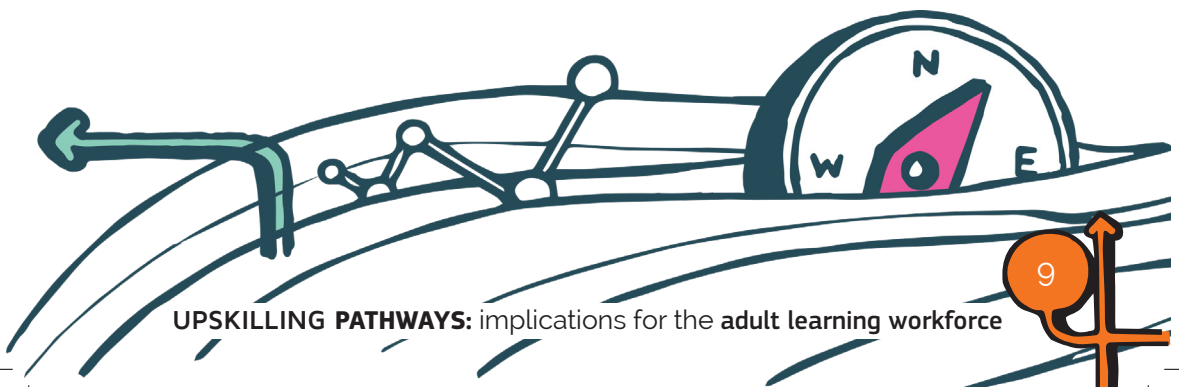
12:00

1. Personal Learning Accounts in Wales (Illuminate)
2. Community Learning and Development Standards in Scotland (Smile 1)
3. Health, well-being and learning in Northern Ireland (Smile 2/3)
4. Devolution to city-regions in England (Smile 4)

Lunch break

13:15

A further opportunity to network over a light lunch before making your way to your chosen workshop.



UPSKILLING PATHWAYS: implications for the adult learning workforce

Programme

Time Agenda

Practice workshops

The aim of these workshops is to highlight some of the key areas of workforce development in relation to current innovations in practice.

The workshops will immediately follow lunch, and there is no need to return to the plenary room.

14:00

1. Entry pathways: the Citizens' Curriculum capability-based approach (Plenary)
2. Inclusive pathways: the wider outcomes of family learning (Smile 1)
3. Practice pathways: knowledge hubs in vocational education and sustainable development (Smile 2/3)
4. Practice pathways: Digital skills of adult educators (Smile 4)

Roundtable discussions: Implications for Practice

Each thinkpiece from the new report, *Healthy, Wealthy and Wise: implications for workforce development*, will be represented during this roundtable discussion session. Select your area of interest and take a seat with the author to discuss your questions and comments. Hard copies of this 72 page report will be available on the tables.

15:15

In conversation:

Jill Westerman, Further Education Trust for Leadership (FETL) with **Sarah Simons**.

Keynote 3:

15:55

John Field, University of Stirling, co-editor of the latest Global Report on Adult Learning and Education

- **Global trends: messages for the adult learning workforce**

16:30

Conference Close





UPSKILLING PATHWAYS: implications for the adult learning workforce



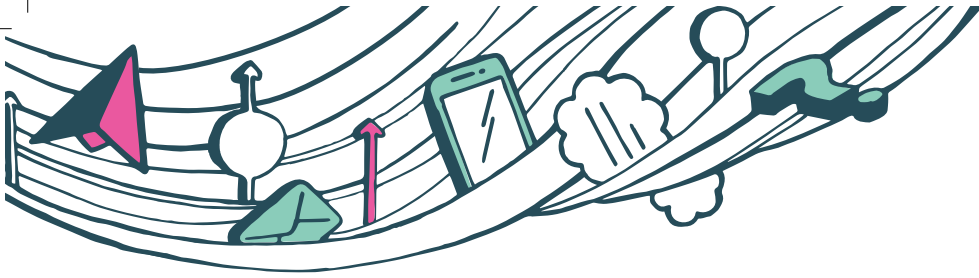
Policy Workshop Details

1. Personal Learning Accounts in Wales (Dave Hagendyk, L&W Cymru) - Illuminate

Hear about the background to the regional Personal Learning Accounts (PLA) pilots designed to address upskilling needs in the Welsh economy. The pilots are aimed at employed adults earning under the Welsh Median income and are designed to help them gain higher level skills, switch career, or progress to a higher level.

The workshop will cover:

- The background to the PLA pilots and L&W's role in supporting Welsh Government.
- How can institutions and governments design and support flexible provision that is built around the lives and needs of people in work? What do institutions need to do differently to support learners already in work?
- What do people in work think about the benefits of returning to education and training? What barriers do they face and what support do they need? How can we provide access to independent advice and guidance to support individuals to make the right choices about their futures?
- What skills and attributes do employers want new entrants to have? What is the balance needed between formal, industry recognised qualifications and core employability skills?



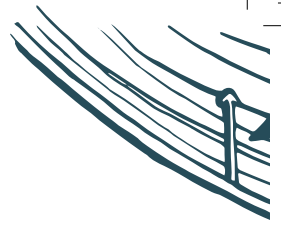
2. Community Learning and Development Standards in Scotland (Alan Sherry and Marion Allison, CLD Standards Council, Scotland) – Smile 1

As Scottish Government develops a new adult learning strategy what are the implications for the workforce that will deliver it? CLD has a well-developed support system for its part of the adult learning workforce. Hear about how the workforce is supported in Scotland within statutory CLD regulations and policy drivers. How can this approach be built on to ensure that all adult educators—in workplace, college, and community settings—are adequately supported to make a reality out of the Scottish Government's ambitions.

The workshop will cover:

- Transformational public reform and service demands
- Role of meta-skills in supporting lifelong learning
- The role of CLD in adult learning
- Professional standards in supporting CLD staff and the role of registration
- On-line CDP Platform I-develop and targeted CPD on digital skills





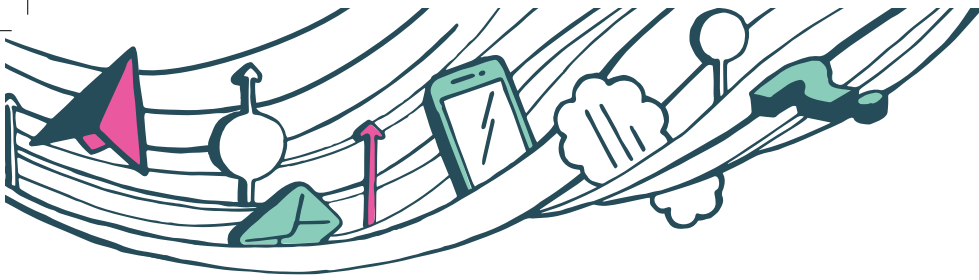
3. Health, well-being and learning in Northern Ireland (Dolores Atkinson and Danny Power, Belfast City of Learning, and Paul Donaghy, Northern Ireland Impact Forum) – Smile 2/3

In 2018 Belfast became a UNESCO Learning City, part of a global network of over 200 cities that in UK and Ireland includes Bristol, Cork, Limerick, Swansea, and Wolverhampton. Part of the city strategy is a closer alignment of health and well-being with learning initiatives. Hear about the opportunities and challenges of this approach, and how adult educators can be better supported alongside health and other professionals.

The workshop will cover:

- Background to the UNESCO Network of Learning Cities
- Learning as a tool to tackle inequalities in the Belfast context
- Impact of learning on health: a city-wide approach
- The learning spectrum and policy connectivity
- Collaboration and measuring collective impact
- People, partnerships and place: an approach to future workforce development





4. Devolution to city- regions in England (Naomi Clayton, L&W and Lubomira Chirmiciu, Greater London Authority) – Smile 4

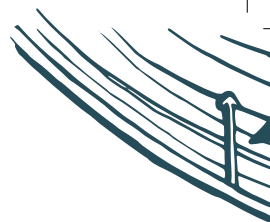
From this year, about half of the Adult Education Budget for England will be devolved to the six Mayoral Combined Authorities (MCAs) and the Greater London Authority (GLA). Devolution offers the opportunity to think differently about how to align the provision of adult education to the needs of local communities and businesses – whether it be through outcomes-based approaches or by introducing new funding arrangements for particular groups or specific courses.

The workshop will cover:

- How adult education can boost local productivity and inclusive growth
- Scope for innovation and different approaches being taken by city regions
- Using an outcomes-based framework to demonstrate impact and deliver better outcomes
- Strategic alignment and governance mechanisms
- Where next for the devolution agenda in England



Practice Workshop Details



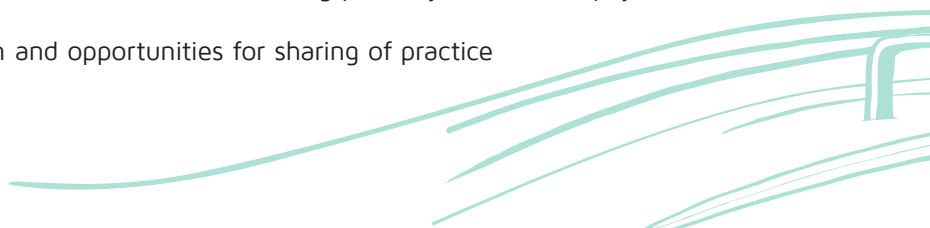
1. Entry pathways: the Citizens' Curriculum capability-based approach (Alex Stevenson L&W Connor Stevens L&W, Hazel Klenk L&W, Richard Thickpenny ACH UK) - Illuminate

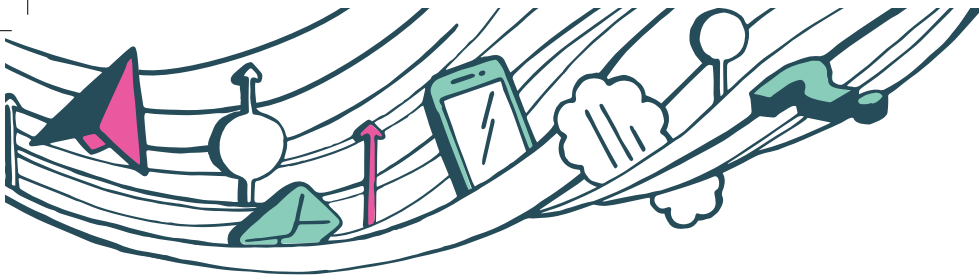
This workshop aims to highlight L&W's research into tailored approaches to upskilling and in-work progression across the UK. It will highlight the programme strand exploring L&W's Citizens' Curriculum as a model for entry pathways, which link vocational learning with the basic and life skills learners need in order to progress.

The session also considers what types of approaches can enable upskilling and earnings progression among the most disadvantaged groups at risk of future exclusion from the labour market. The workshop will highlight specific focuses on approaches to progression in Northern Ireland and employment support pathways for refugees and people with English language needs, exploring how providers and other stakeholders can improve capacity to implement and deliver upskilling and in-work progression in local areas.

The workshop will cover:

- The Citizens' Curriculum as an Entry Pathway: examples from the UK
- Creating support progression pathways for ESOL learners – a case study from Ashley Community Housing
- Top tips for providers, and others working with people with English language needs to create progression pathways
- Low pay in Northern Ireland: creating pathways out of low pay
- Discussion and opportunities for sharing of practice





2. Inclusive pathways: the wider outcomes of family learning (Laura Kennedy, Glasgow Life, and Cath Harcula, National Family Learning Network) - Smile 1

Family learning successfully engages and supports families which face social and economic disadvantage. It can engage those furthest from learning and from the labour market and offers progression routes into further education and training and into employment.

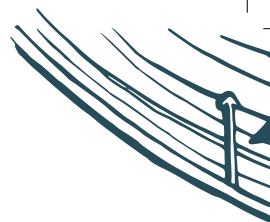
Family learning has been shown to be particularly successful in supporting parents and carers to increase their employability skills and to progress to employment, as well as contribute to health / well-being, and wider outcomes such as likelihood to engage in community activities. With increased devolution of budgets and differential approaches to family learning across the UK, and within national administrations, it is important to establish what works.

The workshop will cover:

- An analysis of existing research from across the UK
- A new process model for planning the outcomes of family learning
- The Glasgow Life Outcome Evaluation system and 'How Good is our Community Learning and Development?' system
- A discussion of how these types of approaches could be developed across the UK



Practice Workshop Details



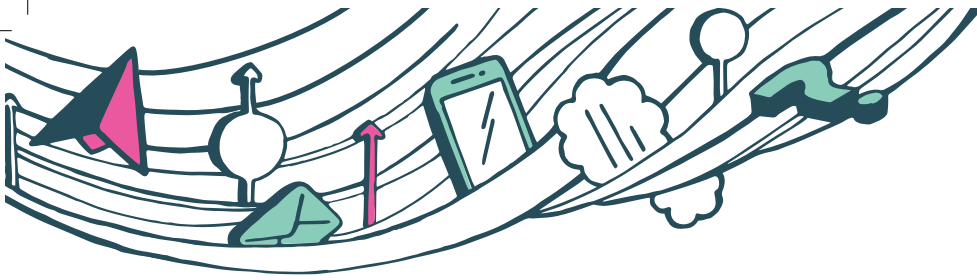
3. Practice pathways: knowledge hubs in vocational education and sustainable development (Cerian Ayres, Education and Training Foundation) – Smile 2/3

Technical education, learning and skills, play a central role in driving economic growth, providing social justice, and supporting inclusive communities. Supporting individuals to access opportunities to progress to higher levels of technical study and employment, in industry sectors with recognised skill shortages, and improving the skills base available to employers is key to the successful implementation of the Government's Industrial Strategy. Now is a time for action for all, as we face social, environmental and economic challenges. How does education for sustainable development (ESD) link with technical education? How can this agenda be taken forward?

The workshop will cover:

- The technical education workforce development support available through ETF
- How organisations are working to embed an integrated approach to ESD through the four 'C's: Curriculum, Campus, Community, and Culture
- An ESD resource bank that is classroom ready to include Practical Action Guides
- Case studies of effective practice and accreditation
- Discussion and opportunities for sharing of practice





4. Digital skills of adult educators

(Ben Charles, Global Learning Skills Partnership and Vikki Liogier, Education and Training Foundation) – Smile 4

Less than half of adults in Europe have basic digital skills with a large proportion already excluded or disadvantaged in the labour market. The European Commission recognises that adult education has a critical role in developing digital skills for life, learning and work, but how can we achieve this? A key element will be ensuring that adults have the digital skills to engage and support adults in their learning. This is not just a challenge for practitioners to update their skills in a fast-changing world, but organisations and leaders in adult education. This workshop includes presentations from DigiTrain, a transnational partnership working across 5 countries, and the Education and Training Foundation.

ETF leads on workforce development for adult educators in England. Hear about their innovative work such as the Digital Teaching Professional Framework mapped to the European DigCompEdu with supporting bite-size training on the Enhance Digital Teaching Platform. Also their latest work supporting adult educators to deliver the new Essential Digital Skills entitlement.

The workshop will cover:

- An analysis of the workforce needs for enhanced digital skills
- The response in England from the Education and Training Foundation
- Other approaches across Europe (Italy, Cyprus, Spain, Greece, and UK)
- The DigiTrain Digital Competence Framework
- Future digital skills needs for the adult learning workforce in the UK



Biographies

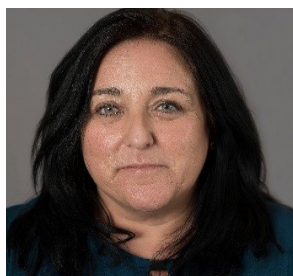


Dolores Atkinson

Dolores is the Lead Officer for Belfast Strategic Partnership's Lifelong Learning Thematic Group. She has supported the development of Belfast as a Learning City with the Lifelong Learning Group since it was set up in 2012.

Belfast joined the UNESCO Global Network of Learning Cities in 2018.

Previously, Dolores worked in the community and voluntary sectors for 21 years, designing and delivering community-based education and capacity building projects for marginalised groups including Irish Travellers, long term unemployed people, lone parents and adults with disabilities. Her work also included capacity building for voluntary management committees and partnerships on governance issues and strategic planning.



Cerian Ayres

Cerian is Head of Technical Education at the Education and Training Foundation, where she is responsible for the development and management of significant programmes of support for providers delivering technical education and apprenticeships, including Apprenticeship and T Level Professional Development Support Offers, Teach Too, SET for Teaching Success, Further Forces, Taking Teacher Further and Technical Teaching Fellowships.

Cerian has worked in the skills sector for over twenty- five years and has extensive experience of the full range of curricula. Her background in quality improvement and assurance has been instrumental in supplying organisations with the drive to work to achieve excellence in technical and academic teaching, learning and assessment that is both learner and employer responsive.



Marion Allison

Marion is the Director of the Community Learning and Development (CLD) Standards Council Scotland, the professional body for people working and volunteering in adult learning, community development and youth work. She leads the organisation across all business areas, working with a wide range of professionals from the public, voluntary and private sectors with partnership programmes across the UK and beyond.

Marion has over 20 years' experience of working within education. She is a member of the Institute of Directors and a Trustee at Glasgow Kelvin College and Impact Arts. She has worked all over Glasgow in various youth work roles before moving to South Lanarkshire Council where she managed two large youth centres. More recently Marion completed her doctoral study into Young People, Enterprise and Social Capital at the University of Stirling.



Ben Charles

Ben has worked in education and training for many years. He taught at several colleges of further education, before joining a local authority as Deputy Head of Economic Development. He returned to further education as Head of Department, before returning to local government again, heading the lifelong learning services in 3 local authorities.

Ben is very experienced in European partnership working project coordination, especially Erasmus + and its predecessor, the Lifelong Learning Programme.

He is now Executive Director of Global Learning and Skills Partnership, an organisation that specialises in project development and management.



Naomi Clayton

Naomi is Deputy Director for Research and Development at Learning and Work Institute. She has more than 14 years' experience in policy and research with specialisms in employment, skills and labour market disadvantage issues. Prior to joining L&W, Naomi was deputy director at the What Works Centre for Local Economic Growth, and policy and research manager at Centre for Cities where she was responsible for developing and overseeing programmes to support effective policy and practice. She has worked with partners across the UK to support them to use of evidence and demonstrate impact through the implementation of skills strategies, youth employment support and in-work progression pilots, and the development of local industrial strategies.

Prior to this, Naomi was at the Work Foundation where she led a major programme on labour market disadvantage. She has also completed a Fellowship with the Winston Churchill Memorial Trust exploring US cities' approaches to improving young people's employment prospects.



Gina Ebner

Gina is Secretary General of the European Association for the Education of Adults. She worked as a language trainer in adult education and as a pedagogical manager for a vocational training institute in Austria. In Brussels, she was a project manager at EUROCADRES (Council for European professional and managerial staff). She was also president of the Lifelong Learning Platform. EAEA represents non-formal adult education with 133 member organisations in 43 countries. EAEA promotes adult learning and access to and participation in non-formal adult education for all, particularly for groups currently under-represented.



Paul Donaghy

Paul is a town planner by trade. He was a leading lay trade union official before becoming the UNISON Regional Education Officer. He was seconded by the Northern Ireland government to deliver workplace learning partnerships, focussing particularly on support staff who left school with few or no qualifications. For over 20 years he was a Commissioner with the Fair Employment Agency/Commission, the Commission on Human Rights and the N.I. Equality Commission.

He was the N.I. Manager of National Health Service University and became Head of the N.I. Health and Social Care Widening Participation Unit. Subsequently, he became assistant to the N.I. Director of the NHS Confederation and a Consultant with the Health and Social Care Leadership Centre. He is a qualified coach and is currently vice chair of the Open College Network N.I. and a member of the N.I. Impact Forum.



Stephen Evans

Stephen became Chief Executive of the Learning & Work Institute in 2016 after two years as Deputy, where he was responsible for L&W's research and development work. He joined from Working Links, a leading provider for employment and skills services, where he led on policy, strategy and business development. Prior to this, he worked for the London Development Agency as Director of Employment and Skills, commissioning programmes and leading the work of the London Skills and Employment Board; was Chief Economist at the Social Market Foundation; and spent six years as Senior Policy Advisor in HM Treasury, leading on policy to cut child poverty, increase employment and boost productivity.





Alan Sherry

Alan is chair of the Community Learning and Development Standards Council for Scotland. He was previously founding Principal of Glasgow Kelvin College and Principal at John Wheatley College, located in East Glasgow. Alan has been involved actively in a range of national widening participation initiatives over a number of years including serving two terms on the Scottish Funding Council Access and Inclusion Committee.

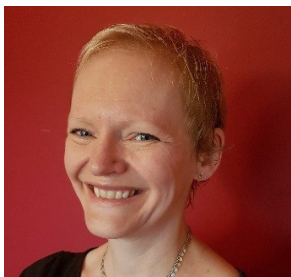
Alan represented Glasgow Colleges on the Executive Officers Group of the Glasgow Community Planning Partnership and was a member of the North East Glasgow Community Planning Partnership Sector Board. In addition, Alan is a board member of a number of community based organisations in North East Glasgow, and has served as a board member of Eurashe, a European association for colleges.



John Field

John is co-editor (with Ellen Boeren) of UNESCO's fourth Global Report on Adult Learning and Education. He is professor emeritus at Stirling University after a career as a researcher in the field of adult learning and a long-standing advocate for adult learners.

His publications include Lifelong Learning and the New Educational Order, Social Capital (now in its third edition), and Working Men's Bodies: Work camps in Britain 1880-1940. He was a member of the national Commission of Inquiry on the Future of Lifelong Learning and has participated in two Foresight exercises for the Government Office for Science. He has been visiting professor at the University of Cologne.



Laura Kennedy

Laura is a Family Learning Officer who lives and works in Glasgow. She has over 20 years' experience in Community Learning and Development, creatively developing and delivering adult learning programmes which have engaged a wide variety of communities, such as those experiencing homelessness, asylum seekers and refugees, and isolated families.

Laura has worked within local authorities, further education, and the voluntary sector, and is currently enjoying her role within Glasgow Life's Family Learning Team, which is a partnership between Community Learning and Development and Education, aiming to address the poverty related attainment gap. Laura is also an Associate Tutor for Glasgow University's BA in Community Development.



Vikki Liogier

Vikki is Head of Learning Technologies at the Education and Training Foundation. She is French and has been living in England since 1987. She initially worked as a freelance illustrator and taught graphic design and illustration at South Thames College.

In 1993 Vikki acquired her first Apple Mac, Wacom tablet, colour printer, Adobe suite and scanner, as she could foresee the impact such technology would have on the creative industries and education. From then on, she pursued her interest in the exploration and embedding of digital literacy and capability into her life and course delivery.

In 2008, as a keen technology early adopter, Vikki decided to refocus her career on change management and digital capability. In 2018 she was recognised as one of the 'UK EdTech50' – a celebration of the people, products and projects shaping the education and technology sector across the UK.



Anja Meierkord

Anja is a Labour Market Economist at the OECD, where her work focuses on changing skill needs in the context of longer working lives, accelerating technological change and globalisation, and what governments can do to prepare for these changes. For the past nine years, she has helped different levels of government make evidence-based decisions in employment, education and social policy.

Prior to joining the OECD in 2017, she was Associate Director at the research consultancy Ecorys in London where she advised UK and European institutions on education and skill policy. She has also worked for the European Foundation for the Improvement of Living and Working Conditions in Dublin and the Administration of the Berlin Senate.

Anja holds an MSc in Social Policy from the London School of Economics and a BA in Politics and Administration from the University of Constance (Germany). A lifelong learner herself, she acquired a PGCert in Econometrics from Birkbeck College London in 2015.



David Hagendyk

David was appointed Director for Wales, Learning and Work Institute in March 2017. He has worked for more than two decades in politics, campaigning and trade unionism in Wales. He is chair of the Wales Impact Forum for the European Agenda for Lifelong Learning and is leading work for Learning and Work Institute with Welsh Government on developing a right to lifelong learning and on the Personal Learning Account pilot.



Danny Power

Danny is chair of the Belfast Strategic Partnership's Lifelong Learning Group. He works for the Frank Gillen Centre in the Falls area of Belfast as a community worker. He is the chairperson of the Healthy Living Centres' Alliance and of the local Healthy Living Centre based at the Maureen Sheehan Centre in Belfast's Falls district.

Danny has been a community activist for over 25 years and is particularly keen to highlight opportunities for local communities to engage in decision making which affect their lives. Danny is currently the chairperson of the Belfast Local Commissioning Group (LCG) and a community member of the Belfast Strategic Partnership for which he chairs the Lifelong Learning Thematic group which has developed and published a strategic framework 'Belfast a Learning City' including a Learning Charter for the city and has steered the group to become a member of the UNESCO Global Network of Learning Cities.



Jill Westerman

Jill has worked in adult education for over 30 years and was principal of the Northern College in Barnsley until she retired in the summer of 2018. She is a trustee and Vice Chair of FETL (Further Education Trust for Leadership) and a governor of City Lit.

She has published a number of articles and chapters on leadership and teaching and learning. Jill was awarded a CBE in 2010 for services to adult education.



Alex Stevenson

Alan is Head of English, Maths and ESOL at Learning and Work Institute. Alex leads on the development of a Citizens' Curriculum approach in adult learning and contributes to wider research and development activity on English and maths within Learning and Work Institute's 'Life and Society' Strategic Plan. Alex's recent projects have included: research on current issues in ESOL, English and maths policy, including the implementation of new GCSEs in English and maths; ESOL learners' progression to Functional Skills English; and intensive English and maths provision for unemployed adults.



Before joining NIACE in 2013, Alex taught, managed and developed ESOL, English and maths provision for over 13 years in several settings in the learning and skills sector. His MA research, awarded a distinction, focused on supporting young adult ESOL learners' progression to vocational courses.



Sarah Simons

As well as teaching English and drama to a diverse range of student groups in colleges and in the community, Sarah has been a Times Educational Supplement (TES) columnist for almost a decade and a judge on the TES Further Education (FE) Awards since they began. She contributes to a variety of publications and conferences, as well as consulting on FE projects across the sector.

Sarah is founder and 'Matron' of #UKFEchat, a community of FE professionals who get together on Twitter every Thursday at 9pm. The group holds annual national conferences, regional gatherings, and is a valuable voice in the sector-wide conversation.



Lubomira Chirmiciu

Lubomira obtained her PhD degree in Economics from the Centre for Economic Research and Graduate Education, Czech Republic. In 2007, she joined the GLA Economics team at the London Development Agency to support the London Skills and Employment Board in developing its evidence base and strategy for Londoners.

Later, Lubomira joined the LDA Labour Market Strategy Team to create and manage the London Skills and Employment Observatory – a digital platform for policy discussions, data and research on London’s labour market. Over the following years, she acquired extensive experience in managing large scale London programmes as part of her programme manager’s role in the European Programmes Management Unit.

Over the last year Lubomira has been heading the Funding Policy and Systems team in the Skills and Employment Unit at the Greater London Authority, which is responsible for the allocation of the London Adult Education Budget recently delegated to the Mayor of London.



Cath Harcula

Cath is chair of the National Family Learning Network and an EPALE Ambassador. She has worked in adult education for forty years as a tutor and a manager in colleges and Community Education. Since retiring as Head of Service at Derby City Council in 2017, she has worked as an associate for Learning and Work Institute collecting evidence of how outcomes and impact are recorded in family learning programmes.

Cath is a lifelong learning enthusiast and student having completed her MA in Education at the age of 58.



Hazel Klenk

Hazel is a qualitative researcher with solid experience of working on projects in the employment, Further Education and basic skills sector. She has a particular interest in ESOL, social integration and in-work progression. Hazel has worked on a range of projects including the evaluation of the Step Up pilot (an in-work progression initiative), research on progression opportunities for ESOL learners into apprenticeships, barriers faced by young adult carers in post-16 education and employment and decision-making of adult learners. Hazel has also contributed to the publication of reports, effective practice guidance documents and policy papers aimed at practitioners, policy makers and stakeholders in the sector.

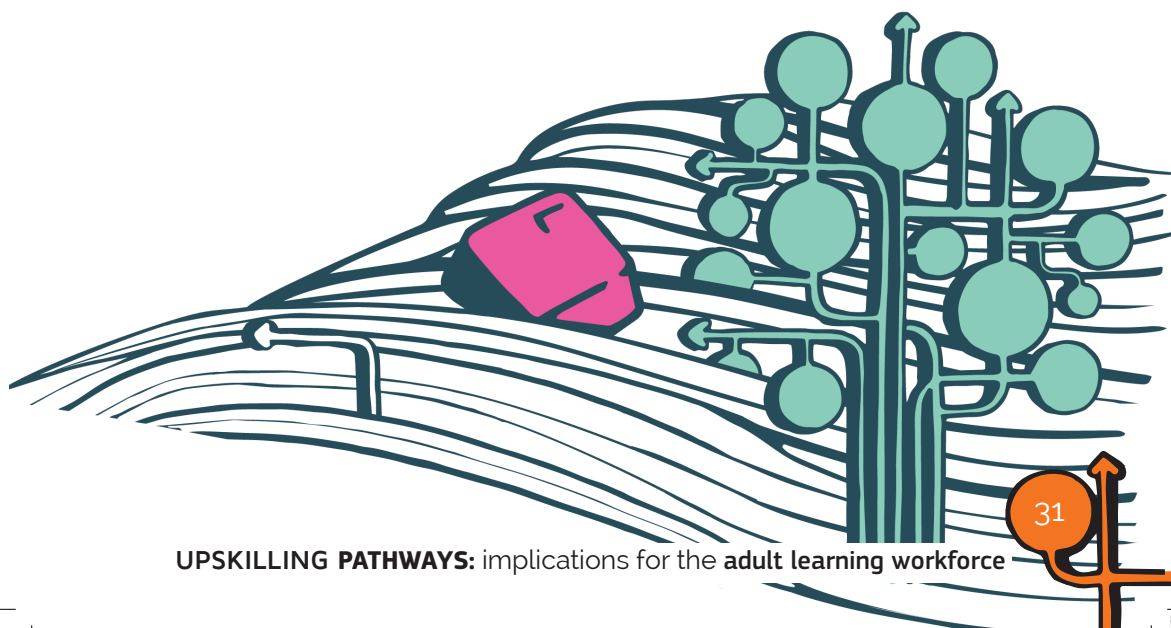
Most recently she worked on an effective practice guidance document aimed at supporting ESOL practitioners and wider stakeholders to develop effective models of local partnership working. Hazel is currently managing work for the South East Migration Partnership which aims to coordinate ESOL provision across the region to help meet language and resettlement needs of refugees.





Connor plays a leading role in L&W's work on low pay and progression. Connor currently manages the Better Work Network – a policy and practice-based network which brings together over 270 individuals and organisations dedicated to tackling low pay and expanding the evidence base around in-work progression.

He has also worked on the design, development and evaluation of several in-work progression initiatives, including Trust for London's Step Up, West London Alliance's Skills Escalator and ESF-funded London-wide In-Work Progression programme – the UK's largest trial of progression-focused support for low paid workers. This included research to understand the barriers to progression faced by low paid workers, the viability and effectiveness of different methods of support in different contexts, the aspirations and priorities of those in low pay and the ways to measure in-work progression. Most recently Connor has worked with key stakeholders in Northern Ireland to improve awareness of tailored approaches to upskilling and in-work progression.



UPSKILLING PATHWAYS: implications for the adult learning workforce

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