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 2017-18 contributes to this.

We believe that inequalities in opportunity and changes in our economy and society make this ambition more important than ever. Our employment rate is at a record high; but some groups and areas still have a lower chance of working. Our population is more qualified than ever; but participation in learning is still far too dependent on family background. We have some of the world’s leading educational institutions and many dynamic sectors and businesses; but productivity is much lower than in many comparator countries.

The context is one of change. The last year saw a General Election and ongoing debate about the UK’s future after we leave the European Union. There are also longer-term challenges including an aging population and technological change.

Access to learning and work are central to building a fair and prosperous society. 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. Everyone should have access to good quality work.

Our work is about how we can do this. It 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 focussed 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 CBE
Chair of the Company Board

Stephen Evans
Chief Executive

“That vision of a society characterised by a learning culture, full employment and social inclusion is the golden thread running through all we do.”
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 are important for voting and being active citizens. People with essential skills are more likely to vote and be active citizens. Only 1 in 2 people with low literacy and numeracy skills are in work. Learning is linked to improved life satisfaction, higher rates of saving, and higher incomes. Learning can also improve financial capability, and taking preventative services, such as screening.

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Learning can improve financial capability. High levels of financial capability result in improved life satisfaction, higher rates of saving, and higher incomes. Learning is linked to improved life satisfaction, higher rates of saving, and higher incomes.

We are one of the few countries in a recent study where young people do not have better literacy or numeracy than older people. A period out of work when young has a long-term scarring effect on pay and job prospects. Young people leaving full-time education today are likely to have 50 year careers meaning they will need to retrain and update their skills.

- **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.

- **ESSENTIAL SKILLS**
  - Essential skills are important for voting and being active citizens.
  - People with essential skills are more likely to vote and be active citizens.
  - Only 1 in 2 people with low literacy and numeracy skills are in work.

- **INCLUSIVE SOCIETY**
  - Learning can improve financial capability.
  - High levels of financial capability result in improved life satisfaction, higher rates of saving, and higher incomes.
  - Learning is linked to improved life satisfaction, higher rates of saving, and higher incomes.

- **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 in a recent study where young people do not have better literacy or numeracy than older people.
The employment rate of people with health problems and disabilities is 33 percentage points lower than for those without. The chart shows that other groups also face significant gaps.

The disability employment rate gap has remained large over recent decades. The Government’s target is to support an extra disabled people into work over the next decade.

Improving skills can help people increase pay: the evidence shows the more you learn, the more you earn.

Measures including increasing the National Minimum Wage have helped 5 million people are low paid one million more than the OECD average.

Households would be £21,000 per year better off if UK productivity matched the US.

Raising skills is a key way to increase productivity.

Level 3 Qualification = £77-117,000 more over lifetime

Level 3 Apprentice 3 in 4 people who were low paid ten years ago are still low paid today
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 focussed 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.
We helped 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. But nine million adults lack these skills and the numbers participating in learning have fallen by one quarter over the last five years. We focussed on addressing falling participation in English, maths and ESOL learning. We created an online map of ESOL provision in south east England to help local authorities identify provision for resettled refugee families. We mapped ESOL provision in London, helping the Greater London Authority to identify new initiatives and future policy developments. We developed a new ESOL screening tool to help staff identify prisoners with English language needs. Our research showed the need for a range of flexible approaches to English and maths learning for adults.

**Mapping ESOL provision in Greater London**

On behalf of the Greater London Authority, we surveyed over 70 ESOL providers and consulted with more than 25 stakeholders to develop an up-to-date picture of ESOL provision in the capital, and assess the extent to which it meets the needs of resettled refugees and other London residents with English language needs. Our research highlighted the need for new and more diverse investment in ESOL, and more joined up approaches to planning and commissioning of provision. Our report has informed the mayor’s Skills for Londoners Strategy 2018 and the government’s Integrated Communities Strategy consultation.

**CASE STUDY**

**Showcasing the best of family learning in schools**

The Wales Inspire! Adult Learning Awards showcased the Parents Learning Group at Cathays High School in Cardiff. Starting with just three parents in 2014, the programme now offers basic skills and ESOL provision, as well as accredited short-courses in confidence building, child care and digital skills. This case study will promote the opportunities for schools to engage parents in adult education to improve outcomes for the whole family.

**We supported development of family learning**

**Family learning works**: 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**

**Watch the short film about Parents Learning Group in Cardiff**
We worked with prisons and young offenders institutes to improve offenders 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 increases costs to the taxpayer. 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.

Family learning in prisons

We worked with family learning providers and prisons to produce "Family Learning In Prisons" – a resource for prison governors, staff and educationalists which identifies examples of family learning programmes and summarises evidence of impact. We developed Family Learning in Prisons: An Evaluation Toolkit for Tutors, an evaluation toolkit to evidence the impact of family learning programmes.

Vocational Maths Mentors

Our Maths Mentor scheme, running since September 2012, trains prisoners to become maths mentors and help their peers with everyday maths situations and encourage them to join maths courses. Maths mentors, together with prison staff, have supported prisoners in over 30 prisons across England. We adapted the mentor programme for delivery in vocational contexts, developing Vocational Maths Mentors: A guide for Instructional Officers and Maths Mentors on embedding maths in vocational workshops.
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, 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 developed new resources for colleges to review and improve their support for care leavers, including a college guide, training materials for staff and a staff induction video.

Supporting care leavers in Further Education

We worked with colleges across England to develop a guide for college staff on how to identify and support care leavers in further education. This was accompanied by training materials staff could use to raise awareness of care leavers’ support needs across their organisations. Alongside this, we worked with a group of care leavers to co-create an induction video for staff, describing their experiences of college and how colleges can best support young people in and leaving care. These resources were disseminated through training sessions which supported 32 colleges.

CASE STUDY

"The training was excellent. I went to a Virtual School training and this was far more valuable. The resources we received to take away were excellent."

TRAINING PARTICIPANT

Read our guide for colleges and the accompanying training materials,

Watch our induction video for college staff, co-created with care leavers.

Join our network of supporters today
Learningandwork.org.uk/supporters
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
Understanding under-representation in apprenticeships

Our work helps understand why some groups are under-represented in apprenticeships and finds ways to tackle these inequalities. Our analysis showed just 600 of 17,500 people starting an engineering apprenticeship in 2014/15 were women. We are supporting the design, delivery and evaluation of the Department for Education’s Diversity Hubs, aiming to increase the number of black, Asian and minority ethnic (BAME) apprentices in five cities. We are supporting a programme of Pacesetters, to improve access to apprenticeships for people with learning difficulties and disabilities (LDD).

Our Employer Toolkit website provides information and good practice case studies on delivering inclusive apprenticeships.

CASE STUDY
Apprentice pay

The government’s survey of apprentices suggests that one in five apprentices may be paid less than their legal minimum entitlement, rising to one in two apprentices in some sectors such as hairdressing. We undertook research with employers and apprentices to understand the reasons for this and suggest ways to do better. Our research showed one in five current or recent employers of apprentices did not understand all of the apprentice minimum wage rules, and apprentices didn’t feel they could always raise issues with pay or know how to do so. We recommended a greater role for training providers and employer groups in raising awareness, as well as greater enforcement of the rules.
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. The government has committed to supporting around one million more people with health problems and disabilities into work by 2022.

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

Local 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. We published an evaluation of the Greater Manchester Working Well pilot. We are also helping to evaluate new health-led employment trials 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.

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.

Our work focuses on the employment and skills support needed to enable career progression and what good quality in-work progression support looks like. We are the leader in evaluating in-work progression initiatives. We published our evaluation of the West London Skills Escalator, launched the two-year findings from Step Up at London’s City Hall, and began evaluation of the Greater London Authority’s in-work progression initiatives. We are also working with the Department of Education and five Local Enterprise Partnership areas to develop Career Learning pilots, testing new ways to engage adults in learning.
We worked with six voluntary sector providers in Lambeth, south London, to co-design new ways of improving earnings for low-paid workers, including young people in temporary jobs in the creative sector, parents wanting more flexible hours, and hospitality workers. Funded by Trust for London and Walcot Foundation, in the first two years over 500 people took part. We launched an evaluation report identifying key lessons at City Hall. Step Up delivery has been extended for a further year and we will publish our final evaluation in Spring 2019. We are now launching a Better Work Network to more widely share best practice and expertise in helping people progress from low pay.

**CASE STUDY**

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 and improve the outcomes for trainees. This included promoting ways for providers to increase the number of traineeships, including for young people not in education, employment or training, and how to boost progression from traineeships to employment and apprenticeships.

**CASE STUDY**

Growing traineeships

We were commissioned by the Department for Education to help providers to grow their traineeship programmes. We consulted with successful traineeship providers and developed a resource presenting their top tips and key success factors. We also ran a conference with 70 delegates to showcase this good practice and encourage providers to consider how they could involve more young people and employers in their traineeship programmes.
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 also brings together strategic partners across the UK, including 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. They played a key role this year in developing our UK research report, Healthy, Wealthy and Wise: The impact of adult learning across the UK.

This year we have run or attended 30 events and webinars, reaching more than 1000 people on top of the Impact Forums. In partnership with EPALE UK, our Setting the Agenda conference brought together 108 people from 11 countries, including representatives from UNESCO and other EU national coordinators. We completed our 2015-17 European Adult Learning Agenda research programme on basic skills and the Citizens’ Curriculum, digital skills, young adult employability, and working with groups that have lower participation in learning.

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

We organised a sector roundtable with the Welsh government to help develop a new target for disability employment in Wales and plan to achieve it. Through this we helped the Welsh government to deliver a key pledge in the Employability Action and enabled organisations representing disabled people and the employability sector to discuss priorities and challenges directly with officials.

Using our previous evidence base and research, we successfully campaigned for the Welsh government to commit to a pilot of Individual Learning Accounts. Following this we held a roundtable with the sector to consider options for officials working on the implementation of the commitment and we are continuing to support the work to engage learners and employers on the ground.
We showcased the impact the wider impacts of learning

Developing community hubs in Wales: We continued to work with the Welsh government and other partners to develop best practice for community hubs as part of the South Wales Valleys Taskforce. This included a conference attended by over 150 practitioners and policy makers looking at best practice examples in Wales and across the UK. This highlighted the impact of adult learning as part of wider community regeneration initiatives.

Community learning has wider social impacts: We expanded our work with community learning providers to test new ways of measuring the wider outcomes of learning. We developed and tested a range of metrics for confidence and progression, empowerment, health and wellbeing, social and family relationships, financial capability, and social capital. We gathered lessons learned and helped to demonstrate how providers can use this approach to support the case for community learning.

This chart shows one pilot provider’s results using the Short Warwick Edinburgh Health and Wellbeing Scale before and after participation in learning. The increased wellbeing score on completion of learning is statistically significant showing the wellbeing of learners increased closer to the levels of the wider population.

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. They provide £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: worked with six colleges to help them gain the Quality Standard for Carers Support; rolled out our Learning, Work and Wellbeing Toolkit to improve careers guidance; developed new resources to support transitions into adulthood; developed communications clarifying the 21 hour study rule for Carer’s Allowance.

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 Carer’s Allowance.** Exemption for young adult carers aged 21 and under from the rule that limits access to Carer’s 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.
Targeted support for colleges

We worked with the Carers Federation to support six FE colleges across England to achieve the Quality Standard in Carers Support (QSCS). We provided one-to-one advice, opportunities to collaborate and share practice, and an assessment with the Carers Federation. As a result, colleges made changes including college-wide policies to providing access to the 16-19 Bursary, peer support groups, young carers cards and tailored pastoral support. All participating colleges successfully achieved the QSCS accreditation.

CASE STUDY

Read case studies of the colleges we supported to achieve the QSCS accreditation.

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

Read about our three policy asks for young adult carers.

Making the system work


Join our network of supporters today Learningandwork.org.uk/supporters

IMPACT REPORT 2017/18

Making the system work

IMPACT REPORT 2017/18
We inspired adults to take up learning

Festival of Learning England

Festival of Learning shows the power of learning to change lives, celebrates what people from all backgrounds have achieved, and inspires more people to learn. It is now the template for successful initiatives in 55 countries.

In June we marked 25 years of celebrating adult learning with a special event with past winners and partners such as Department for Education, BBC Bitesize, Association of Colleges and HOLEX. Speakers included Sir Alan Tuckett, 2016 regional award winner Lesley Reece, City Lit’s Mark Malcomson, and our Patron HRH the Princess Royal.

CASE STUDY

"The winners inspirational stories show how lifelong learning contributes to our lives, our society and the economy in so many powerful ways. They show the breadth of reasons why people learn: to support children’s development, to contribute to the community, to get that first job, or a promotion, and to make friends and meet people. The variety of type, setting and motivation as well as the breadth of benefits highlight why lifelong learning is so important.”

HRH PRINCESS ANNE, L&W PATRON

Overall, 30 winners were recognised at our award ceremony from around 500 nominations for Festival of Learning Awards. Thousands of adults were inspired to attend a learning event and try learning something new in more than 500 learning opportunities through our new bespoke events calendar.

Almost 100 guests attended our Festival of Learning Parliamentary reception. It was sponsored by Rt Hon David Lammy MP and Education Select Committee Chair Rt Hon Robert Halfon MP spoke. The awards ceremony was presented by TES editor Ann Mroz, with press coverage in FE Week, Leicester Mercury and on London Live.

Our campaign hashtag #lovetolearn earned just over 26 million total impressions (4 million unique impressions), peaking during our awards ceremony in September 2017 reaching 1 million accounts and made more than 2.5 million impressions (the number of followers who could potentially receive a tweet).

“My learning has allowed me to be financially responsible and contribute to my family in a meaningful way. It has opened doors I could only previously have dreamed it would open.”

CJ BURGE, REGIONAL AWARD WINNER

Find out about our 2017 winners
We influenced policy across the UK

CASE STUDY

Work Local

We worked with the Local Government Association to map current employment and skills systems, identify the prize from doing better, and recommend ways to do this through a more devolved, personalised system. This was published in summer 2017, and followed by consultation with local authorities and fringe events at the Labour, Liberal Democrat and Conservative Party conferences. It helps form the basis of local government’s devolution asks.

Influencing policy in Wales

Building on our previous series of Policy Solution seminars we worked with the Open University in Wales to highlight the impact and opportunities for adult education in Wales at a breakfast event in the Senedd. Alongside this we developed a series of Ambitious and Learning for All roundtables to challenge and support this aspect of the Welsh government’s policy programme. Events have so far included a session to help develop a new ESOL policy, a focus on improving offender learning, and shaping policy on disabled employment and career progression.
Influencing policy

We published a manifesto of key learning, skills and employment asks for the 2017 General Election. We also coordinated a cross-sector campaign, supported by more than 200 organisations and individuals, to ensure a successor for European Structural and Investment Funds when the UK leaves the European Union. We were pleased the government committed to a new Shared Prosperity Fund, and will work to influence its design.

Our events aim to influence policy. In January 2018 we held an event with Open University and Centre for Social Justice on skills and social justice. Featuring a keynote from Rt Hon Robert Halfon MP, the event’s hashtag #skillsforsocialjustice gained more than one million Twitter impressions.

We made the case for investment in learning, skills and employment to a range of government consultations. This including submitting evidence to the Education Select Committee inquiry into apprenticeship quality, to which our chief executive, Stephen Evans, gave evidence. Our focus was on quality and access, and we blended analysis, the views of learners, and policy ideas. Our CEO also gave evidence to the House of Lords Economic Affairs Committee inquiry into the economics of further and higher education. We highlighted falling numbers of adults learning, underinvestment in learning, and ways to make progress.

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.

Our CEO was appointed to the mayor’s Skills for Londoners Taskforce, which was tasked with helping the mayor to develop his adult education and learning strategy. The final strategy reflected some of the proposals we made in Close the gap: How London’s Mayor can extend opportunity, which we published in the run up to the mayoral election.
We made our voice heard

We received 601 pieces of media coverage in 2017-18. 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 Daily Telegraph, the Times, Financial Times, ITV Online, Sky News Online, The Guardian Online, BBC Online, the Independent Online and Huffington Post. This included our research on employment for over 50s, more young people spending longer out of work and education, Mid-Life Career Review, Festival of Learning, and apprentice pay.

Over the year our main website had 246,943 page views with particular spikes around Festival of Learning. Our Wales website achieved 82,256 page views.

The number of Twitter followers for @LearnWorkUK rose more than 1,100 over the year, to 14,055, and our tweets reach around 2,500 Twitter feeds each day. @LearnWorkCymru gained more than 500 followers to 4,023.

During 2017-18, our YouTube channel had almost 23,000 views with an estimated 35,000 minutes of footage viewed. Average view duration increased by almost a third to 1 minute 31 seconds, and the number of likes received increased by 64%.

Join our network of supporters today Learningandwork.org.uk/supporters
We worked with a wide range of partners and funders across the UK to make learning and work count.

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