

**European Agenda for Adult Learning  
England Impact Forum**

**10 October 2018, 11.00am – 2.30pm  
Ecorys UK, Albert House, 92-93 Edward Street, Birmingham,  
B1 2RA**

**Agenda**

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1. Welcome and introductions
2. Update on next Erasmus + call for funding applications and EPALE  
**Corrina Hickman, UK National Agency / NSS for EPALE**
3. Update on other European programmes and policies  
**Joyce Black, Learning and Work Institute, UK National Coordinator**
4. Life satisfaction gains from adult learning. Analysing data from Understanding Society: the UK Household Longitudinal Survey  
**Olga Tregaskis, University of East Anglia**

Participation in learning is strongly advocated for the wide array of economic and social benefits it can bring individuals and society. Despite the potential benefits, learning participation amongst adults in the UK is generally low. Around 20% of adults engage with job-related training and 3% with hobbies & leisure related training (source: *Understanding Society*). Using Understanding Society data, the study tracks the same individuals over a 4-year period, 2010 to 2014, to establish if their participation in adult learning had any impact on their life satisfaction. Those in full-time education were not included. The study looked at two forms of adult learning: hobbies & leisure related training courses; and, job-related training courses. Researchers also considered the duration of the training as this can reflect important differences in the function, formality and resources involved. The input will present some of the initial findings.

5. Discussion
6. Lunch

## 7. Basic Skills / Entry Level Progression Pathways

**Joyce Black, Learning and Work Institute / Mel Lenehan, Fircroft College**

L&W is investigating UK entry level pathways available to learners wishing to access vocational learning, but who are held back by low basic skills. Linking to the EU 'upskilling pathways' concept, the work explores how we might build the basic and life skills that learners need in order to enhance employability and support progression into further, vocational learning. L&W will present an overview of models identified to date, including L&W's Citizens' Curriculum STEM Entry Pathway, and will seek to engage Impact Forum members in a discussion to identify further similar or alternative approaches. There will be an opportunity for follow up – for example, case study development or a mini action research project, supported by L&W.

## 8. Discussion

## 9. What does improving mental health and wellbeing mean for how adult community learning leaders engage in collaborative working with mental health services?

**Dragana Ramsden, FETL Fellow and Head of Centre for Community Learning and Engagement at Morley College London**

This presentation will outline the findings of a FETL-funded research, which is underpinned by the assumption that the positive impact of adult learning on health and wellbeing can be harnessed through collaborative working and systems leadership. Apart from some local examples of collaborative practice between adult community learning and primary care mental health, there is no national or scalable and sustained model of collaborative working supported by current government policy. This is despite the fact that cross-government mental health policy focuses on collaborative approaches to preventative and early intervention work; improvement of care and improving access to care by all. NHS and local councils are also developing shared proposals about how to improve health and care in local areas, but without a specific mention of the potential for collaboration with adult community learning. The study focuses on exploring what the benefits, obstacles and enablers to collaborative working between adult community learning providers and primary care mental health services there are, what vision of collaboration there could be and what key leadership characteristics are needed to make such a vision the reality.

## 10. Discussion and action points

## 11. Future meetings and agenda items



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