

***Healthy, Wealthy and Wise: the implications for workforce development.***

**Draft for consultation.**

**1. Introduction**

**1.1 Rethinking workforce development**

*Healthy, Wealthy and Wise: The impact of adult learning across the UK* identifies a range of economic and social policy challenges confronting the four nations today and argues that adult learning can make an important contribution to addressing these and promoting a fairer and more inclusive society. Published in 2017 by Learning & Work Institute (L&W) and its partners as part of their work for the European Agenda for Adult Learning (EAAL), the report draws on a wide range of evidence from research and practice under the three broad themes of health, work, and community. *Healthy, Wealthy and Wise* calls for innovative approaches to the funding, planning and delivery of learning, and for closer collaboration between the adult learning sector and other services.

Developing new ways of thinking about and doing adult learning inevitably presents challenges for the adult learning workforce. It asks them to step outside what is familiar, to think differently about their roles and to be receptive to exploring and trying alternative ways of doing things. But unless the workforce understands the need for change and is enabled to embrace new approaches, the opportunities to strengthen the role of adult learning across policy areas will be missed.

It was in recognition of this need for change that L&W, as the UK National Coordinator, and its partners agreed to focus on workforce development in the 2017-19 work programme. The activity has been intended to develop new models of workforce development that are focused on maximising the impact of adult learning in addressing some of the most pressing challenges of our time. To achieve this, L&W has worked alongside the Further Education Trust for Leadership (FETL), an independent think tank established to strengthen and develop the leadership of thinking from, in and about the UK further education system.<sup>1</sup>

**Figure 1. Workforce development priorities**

The policy recommendations in *Healthy, Wealthy and Wise* point to seven priorities which require decisive action in relation to workforce development.

**An integrated approach to health, adult learning and other services**

As adult learning increasingly ‘joins up’ with other services such as health, social care, community safety, and employability, in multi-agency teams, an enhanced skills set is required for practitioners and leaders.

**A careers advancement service**

Relatively low UK productivity, the changing labour market and skills mismatches present major challenges to which many businesses, employers and individuals remain poorly equipped to respond. New approaches to careers advice are required, in which support for progression in work is integrated with other

<sup>1</sup> See: <https://fetl.org.uk> (Accessed 22.02.19).

	services and underpinned by local strategies for inclusive growth.
<b>Person-centred curricula using an asset-based approach</b>	As demands on health and social services increase, it is clear that new approaches are needed. Closer partnerships between citizens and professionals from a wide range of organisations involved in service delivery must empower people to look after the health and wellbeing of themselves and their families, reducing dependency and fostering social capital. Education is key to creating the conditions to make this possible.
<b>Inclusive learning pathways</b>	As the structure of the labour market changes, new skills are needed and economic growth is pursued, it is vital that opportunities to enter and progress in work are accessible to those who have few qualifications and experience and face other barriers to work. This means creating diverse entry points and routes for development, from basic skills to HE.
<b>Dual professionalism</b>	To strengthen the capacity of leaders, managers and practitioners to work effectively across organisational and sectoral boundaries, adult learning professionals on the one hand and those in health, community and employment services on the other, must gain greater knowledge and understanding of one another's working practices, theories and traditions.
<b>Assessment of the outcomes and impact of learning in a systematic and comparable way</b>	Successfully integrating adult learning into initiatives to promote better health, work and communities requires the presentation of sound evidence on its value and benefits. Adult learning professionals at all levels have a role to play in developing and implementing consistent methods and ensuring emerging evidence informs the development of both strategy and practice in an on-going way.
<b>Sustainable development education for adults</b>	Learning and skills are integral to building the capacity of communities to respond effectively to challenge of climate change. It is vital that adult educators forge links with experts and grass-roots organisations working for sustainable development, to strengthen the adult learning dimension to environmental protection.

## 1.2 The project approach

A collaborative approach was adopted to understanding and defining new models of workforce development, involving experts with a wide range of experience and insights across different aspects of the subject. This included the following activities to date:

- Initial analysis of *Healthy, Wealthy and Wise*, to establish workforce development priorities, as shown in Figure 1
- Commissioning authors to write a short 'thinkpiece' on aspects of the priorities outlined above
- An expert symposium, co-chaired by FETL and L&W, where authors worked together on common themes in the draft papers and possible workforce development principles
- Further refinement of the papers based on these ideas and feedback
- The drafting of a summative introduction based on the symposium notes

The next stage is to ask for feedback from UK stakeholders, and in particular the four Impact Forums in England, Northern Ireland, Scotland, and Wales. This is important as adult learning is a devolved matter in the UK, and therefore so is how the workforces are defined

and supported in the different—and often divergent—policy contexts. We are particularly aware that the policy context is changing rapidly across the UK, so we have not attempted to summarise the current situation in each nation.

### 1.3 The adult learning workforce

All participants were keen to stress the breadth and diversity of roles that are encompassed by the term ‘adult learning workforce.’ This perspective reflects an understanding of adult learning itself as a broad and inclusive discipline. Drawing on definitions developed by UNESCO’s Institute for Lifelong Learning<sup>2</sup> and the Electronic Platform for Adult Learning in Europe (EPALE), *Healthy, Wealthy and Wise* concludes that adult learning embraces ‘a full spectrum of learning, in all forms and all levels for a diverse range of purposes’<sup>3</sup>. The term ‘adult learning’ is often conceptualised in using a three-part typology: formal, non-formal, and informal.<sup>4</sup> In reality these elements a continuum, where a learning programme will include formal, non-formal, and informal elements.



It is also important to stress that adult learning embraces, in this definition, vocational education and training (VET), community learning (and development), online learning and broadcasting. From our perspective, learning is not defined solely by its primary institutional setting (such as a college, community centre, or workplace.)

The above model is helpful in a number of ways for understanding the workforce:

- Different degrees of formality may require different roles of adult educators and involve professionals from different backgrounds and disciplines
- These three types of learning form a continuum and the boundaries between them are often fluid, and indeed may become more so as digital technologies continue to transform how we learn
- Most courses include a combination of formal, non-formal and informal learning
- The balance of approaches may be flexed to suit different target groups

Much of our discussion has tread in the footsteps of great writers on the subject of adult education theory and practice. Particularly, we have found Richard Edwards’s conceptualisation of adult learning as ‘moorland’ rather than a ‘field’ helpful in the context of the increasingly multi-agency world we live in today.<sup>5</sup> For Richards, the moorland metaphor acknowledges that adult learning processes can be messy and appear in non-formal and informal adult learning process, as well as more formal ‘fields’.

Freirean thinking on learners as active agents and co-creators of knowledge have many implications for teachers trained in a tradition of ‘knowledge transfer’. The interrelationship of adult educators’ skills, knowledge, and attitudes is highlighted in the work of Peter Jarvis<sup>6</sup>.

<sup>2</sup> Unesco Institute for Lifelong Learning, 2016, *Third Global Report on Adult Learning and Education*, Hamburg, Germany, UIL

<sup>3</sup> L&W, 2017. *Healthy, Wealthy and Wise: The impact of adult learning across the UK*. p.6.

<sup>4</sup> For the EPAL definition see: <https://ec.europa.eu/epale/en/what-epale-definition-adult-learning> (Accessed 22.02.19).

<sup>5</sup> Edwards R. 2006. ‘Beyond the moorland? Contextualising lifelong learning’ *Studies in the Education of Adults*, 38 (1), pp. 25-36.

<sup>6</sup> Jarvis, P. 1995. *Adult Education Theory and Practice (Second Edition)*. Routledge. London.

For Stephen Brookfield, there is a whole skillset around assessing the needs of a community and the creation of a relevant curriculum<sup>7</sup>.

The concept of curriculum is important in adult learning. The curriculum begins with promotion and outreach, both of which require adult education skillsets and an awareness of the adult learning context. Similarly, advice, guidance and counselling are closely aligned to the adult education curriculum—and in some cases, embedded within it.

While specialist tutors remain the primary point of contact for most learners, individuals in a range of other roles are also often key to a successful learning experience. These include:

- **Professionals in other sectors.** Increasingly, educating adults is a multidisciplinary endeavour which demands multi-disciplinary approaches and spans professional boundaries. Professionals delivering services such as health, mental health and housing, and other community partners of 'mainstream' adult education, may in fact be doing a great deal to support adults to develop skills and capabilities which enable them to manage their situation more effectively, although practitioners themselves may not fully recognise the learning dimension of their role.
- **Non-teaching staff working in the adult education sector.** These include not only those in roles such as learning support workers and career guidance practitioners, but also potentially cleaners, caretakers, reception staff, catering staff and carers. Health and wellbeing practitioners and other 'frontline' professionals in contact with adults who may face particular challenges in taking up learning can be key to supporting people to access and stay within provision.
- **Para-professionals operating in diverse settings.** Especially for adults who have negative formative experiences of learning and face other complex barriers to educational participation and success, the support of para-professionals such as learning champions in the community and Union Learning Representatives in the workplace can be vital. These roles can be paid or voluntary, and their effectiveness is often based on the practitioner's closeness to the communities with which they work.

This broad scope of the workforce reflects two important, established features of adult learning:

- It operates across institutional boundaries and often relies on multi-agency delivery to be effective
- It has traditionally encouraged movement between the roles of 'learner', 'volunteer', 'teacher', and 'manager' and provided clear pathways to facilitate this.

Recognising the multi-disciplinary and multi-agency nature of adult learning also serves to highlight the critical and complex roles of **senior leaders and managers** within the sector workforce. Mary Stuart has written about the need to redefine management in terms of collaboration and partnership skills<sup>8</sup>.

Their responsibilities extend beyond their own organisations, to working across institutional and sector boundaries, creating the conditions in which collaborative approaches can flourish and taking adult education principles and practice into other leadership settings.

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<sup>7</sup> Brookfield, S. 1983. *Adult Learners, Adult Education, and the Community*. OUP. Milton Keynes.

<sup>8</sup> Stuart, M. 2002. *Collaborating for Change: managing widening participation in further and higher education*. NIACE. Leicester.

## 1.4 Why 'business as usual' is not an option

In 2009, the UK Inquiry into the Future of Lifelong Learning, identified the need for a 'broadening and strengthening the capacity of the lifelong learning workforce'.<sup>9</sup> However, since then public spending has declined dramatically across the UK. This has resulted in a significant decline in participation in publicly-funded adult learning of all kinds. However, austerity has also given more impetus to collaborative ways of addressing what are increasingly seen as linked issues. These are most starkly evident in the UK's most impoverished communities, which suffer from multiple layers of deprivation: in health, in work, in community-engagement, and in education. Professionals in the 'fields' of health, employment, community safety, and adult learning need to work together to help address multiple needs in a coherent way. As **Helen Chicot** shows in her paper, the integration of adult learning across public service delivery can support the displacement of crisis demand.

If this kind of collaborative working is to become a reality, the Working Group argues, there is a pressing need for the workforce to cultivate and embody new skills, knowledge, attitudes and behaviours. The following skills and capabilities are repeatedly highlighted across the papers as being essential for the future.

**Systems leadership** requires local leaders of learning to develop new skills around collaboration, cross-professional working and managing relationships. Fundamental to system leadership is the ability to lead outside of traditional organisational hierarchies – what **Kathryn James** notes has been described as 'leading when you're not in charge' – upwards to senior leaders and governing bodies, and, critically, outside one's own organisation to other agencies, partners and stakeholders. Core system leadership skills therefore include influencing, building a shared vision and securing buy-in from diverse local stakeholders.

**Practitioner collaboration** is a key element of a systems approach. Adult learning practitioners and professionals working directly with adults accessing other public services need to have an appreciation of how their different services complement one another to achieve better outcomes for individuals and be able to work across institutional and professional boundaries to design innovative curricula and holistic interventions in an integrated way. **Paul Donaghy** describes this as the need to break out of the 'Bingo' mentality (eyes down, look in), and instead look upwards and outwards to explore ways of working together.

**Co-production with communities** is crucial. New approaches demand not only the skills to work across organisations, but also to build strong partnerships with local communities so that services are designed and delivered in ways that genuinely respond to need. In their symposium discussions, the Working Group observed that this presents particular challenges because it demands that the professional adult learning workforce needs to 'learn to let go'. But at the same time, this letting go needs to be done in a managed way so that it doesn't lead to poor practice and weak quality assurance. Community Learning (and development) has an important role supporting learning within other community organisations. Several papers show that the ability to work in co-productive ways with learners and community partners is increasingly essential for adult educators. **Dragana Ramsden** points to a range of skills and attributes which are necessary to achieve this, including building relationships, using outcomes evidence and facilitating innovation.

**Outcomes and impact measurement** are key to building effective and sustainable partnerships. The ability to understand and use evidence to articulate the outcomes and

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<sup>9</sup> Schuller, T. and Watson, D.2009. *Learning Through Life*. NIACE, Leicester. (Recommendation 7.)

impact will be increasingly important in devolved policy contexts. **Helen Chicot** describes how this approach has been at the heart of work in Rochdale to embed learning in public service delivery.

## 1.5 Barriers in the current system

The Working Group's work provides a powerful critique of the current context for workforce development in the UK, arguing that the system as it stands is incapable of promoting the kinds of collaborative, multi-disciplinary and expansive attitudes and approaches that are essential for responding effectively to the complex needs of adults today. They highlighted the following key areas of concern that act as barriers to change.

**Funding and accountability silos** fundamentally inhibit the joining up of service planning and delivery. Inevitably, it drives organisations and individuals within them to focus first on their own institutional interests. When coupled with the prevailing target culture, it means unhelpful competition rather than productive collaboration, with duplication of effort and inefficient use of resources. However, despite awareness of the potential benefits of such place-based approaches, educational leadership and professional development is still institutional-based and designed to deliver centralised curricula based largely on qualifications. Under such a model, adult learning is seen as something to be commodified as products to be sold to adults. Leadership development, initial teacher education, and continuing professional development, all currently operate within this model. Workforce development reflects the current configuration of the system rather than what will be required in the future.

As **Paul Donaghy** and **Kathryn James** both point out in their papers, practitioners and managers delivering learning 'on the ground' often recognise the need to work more collaboratively and want to create change. However, the system militates against it and they often do not receive the leadership within their own silo-led organisations that would enable more innovative and collaborative working. Time and again, services fail to deliver a coherent response. Siloed working inhibits the development of partnerships and networks that can develop a shared vision to promote change. Similarly, outdated governance mechanisms focus on individual organisational performance and measure the volume of activity delivered, rather than outcomes achieved. In the careers sector in England, **Deirdre Hughes** argues, a lack of coherence in policy and funding leaves services under-prepared to support individuals to navigate the changing labour market.

**The economic imperative for adult education has been a brake on innovation.** Recent decades have seen an increasing orientation of adult education towards serving the skills needs of the economy. The prevailing policy narrative, reflected in the prioritisation of public funding and associated delivery targets, has positioned learning primarily in relation to the labour market. The employment and skills agenda is apparent in learning provision in what **Colin Forrest** terms the hegemony of employer-led curriculum.

**Vicky Duckworth and Rob Smith** suggest that that this instrumentalist, skills-supply view of adult education has reached a critical point, with much provision failing to take account of what learning is important to local communities. Indeed, some authors argue that an environment of constant policy and funding reform has conditioned the workforce to become adept at delivering policy rather than responding to the genuine needs of learners. With some notable exceptions, scant attention is paid to reflecting the traditional social purpose role of adult education in fostering radical transformational change for individuals and communities. Too many of those involved in educating adults exhibit a lack of independence

and creativity and little willingness to challenge the system they operate within and, as Paul Donaghy says, speak truth to power. **Dragana Ramsden** observes, risk aversion and lack of innovation appear to be the inevitable consequences of the prevailing culture of audit and compliance.

**Professional boundaries** that distinguish teachers, trainers and other adult learning practitioners can serve to inhibit collaboration and encourage exclusion from the workforce of individuals who may have much to contribute. Professionals in education, health and other sectors too often look inwards rather than outwards for solutions. But, as **Dafydd Rhys** argues, an influx of expertise, experiences and practice from other professional fields is needed to meet the learning needs of adults. The 'over-professionalisation' of teaching is seen as a key factor preventing this enrichment of the workforce and the learning opportunities and experiences of adults.

Similarly, the skills, knowledge and lived experience within communities is not sufficiently valued in developing and delivering solutions to complex social policy challenges. **Dragana Ramsden** argues that evidence from community-based learning demonstrates that when citizens and professionals collaborate as partners, outcomes improve for everyone and in a multiplicity of ways. However, the lack of mainstream recognition of the role that co-production can play means that most of those in the workforce are ill-equipped to facilitate the genuine involvement of communities in shaping local services.

## **2. Towards new models for workforce development**

The broad conception of the adult learning workforce adopted by the project is not new. Any learning context is likely to combine subject knowledge and the means of transferring it. In formal settings the latter is often referred to as 'pedagogy'. In adult education, the concept of 'andragogy' broadened this to include a greater focus on what the learner already knows as well as what and how they want to learn.

### **2.1 Enablers of change**

During the symposium, participants spoke of the need to 'rupture the barriers' to workforce development. This language conveys a sense of the profound shift that their work suggests is needed in both outlook and approaches. But at the same time as identifying significant obstacles to reform, the project also points to a number of more promising developments which suggest that currents of change are apparent both in the wider policy context and in evolving practice.

- **Outcomes-based funding and shared accountability**

Reform of funding for public services towards a model of local commissioning based on outcomes is widely seen as offering a fundamental corrective to the perpetuation of funding, planning and accountability silos. This approach is being tested across the UK, including in the devolution areas of England, and represents nothing less than system change. It invites organisations to work together in the interests of making a difference to local communities, rather than rewarding activity undertaken by individual providers. **Paul Donaghy** observes that funding via outcomes-based commissioning presents a powerful driver to promote collaborative leadership and practice and envisages a future in which these new attitudes and behaviours are underpinned by pooled budgets, shared action plans and agreed key performance indicators. The local focus of outcomes-based commissioning is regarded as one of its key strengths because it foregrounds the needs and concerns of communities, as

opposed to prioritising those of provider institutions on the one hand or macro-economic considerations on the other.

As these reforms take shape, new collaborative governance mechanisms are needed to provide accountability for the implementation of co-designed and co-owned delivery plans. The project calls for 'altruistic governance' which operates beyond institutional self-interest for the wider local good and includes structures and processes such as learner forums for securing accountability directly to learners and communities.

- **Transformational leadership**

Throughout their work, authors refer repeatedly to the potential of system leadership to both model and foster new attitudes and behaviours which are rooted in an appreciation that working together can achieve more than the sum of the parts. New approaches to leadership embody a commitment to collaboration and cross-disciplinary, multi-agency working which can make integrated local delivery a reality. System leaders drive organisational change, break out of established modes of planning and delivering learning and articulate a compelling rationale for doing things differently to ensure that colleagues and stakeholders are 'on board.'

Critically, as the authors of several of the papers note, leaders and managers that work in this way can set an alternative agenda which gives practitioners permission to take calculated risks. Drawing on the example of his own organisation, **Alan Sherry** shows how institutional commitment to providing inclusive learning opportunities that genuinely respond to what local communities want and need has encouraged innovative models of collaborative and flexible practice to flourish. Meanwhile, **Helen Chicot** describes the success of the Integrated Place Teams in Rochdale, where a radically different approach to delivery which integrates adult learning across public services has supported the displacement of crisis demand and transformed outcomes for citizens. Key to achieving this change has been a leadership approach which joins up services and communicates with the workforce in open and honest ways.

- **Rethinking professionalism**

Entrenched professional boundaries and identities that perpetuate silo working and exclusivity are being undermined by novel ways of thinking about the role of adult educators which better reflect the evolving context in which they are working. The project offers a range of perspectives which point the way to broader and more open notions of professionalism and professional practice.

The primacy of specialist subject knowledge as the bedrock of professional identity is being challenged by the realities of learners' needs. When rapid economic and technological change mean that occupations can disappear almost overnight and the learning needs of the future are difficult to predict, it becomes increasingly important that practitioners can support adults to develop meta-cognitive skills (learning to learn) which will equip them to be lifelong learners, rather than simply transmitting knowledge which may soon become obsolete. **Alan Sherry** describes how his institution's focus on providing flexible, inclusive learning opportunities has prompted new approaches to professional development which place greater emphasis on developing the pedagogical skills of practitioners, alongside their subject knowledge.

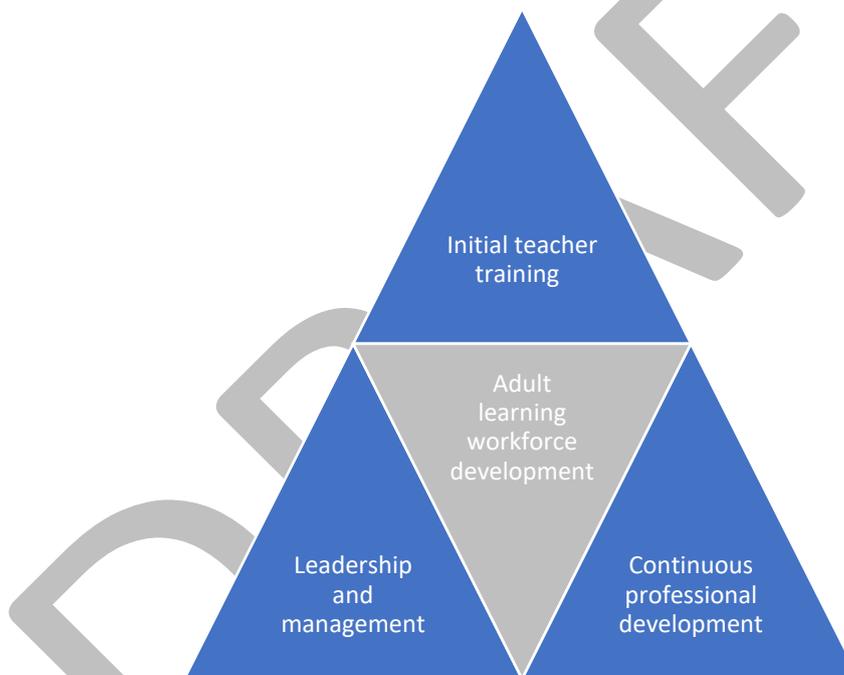
As **Colin Forrest** shows, this approach reflects a growing interest in the concept of 'dual professionalism', in which practitioners combine occupational expertise with excellent teaching and learning practice. However, he argues, even dual professionalism may be insufficiently expansive to encompass the breadth of the expertise that practitioners need to

demonstrate. When skills, knowledge and aptitudes to work in multi-agency teams, forge and sustain partnerships and span the boundaries between adult learning and other services such as mental health are added into the mix, describing adult educators as multi-professionals or inter-professionals may better reflect the complexity and richness of their roles. While these concepts may be viewed with unease by some, it is vital that they are explored, tested and developed so that the adult education workforce meets the needs of our changing society while still retaining its professional integrity and distinctiveness.

## 2.2 Elements of workforce development

In designing future models of workforce development, we need to build on the current strengths of the system which will form the basis of new ways of working and enable further development.

Broadly speaking, workforce development consists of three key elements, as shown in Figure 2 below. This tri-partite structure provides a useful starting point for defining the kinds of training and development interventions that are needed to address the limitations and challenges in the current system.



**Figure 2: Elements of workforce development**

At the European level, workforce development is often seen as a sub-set of 'quality' when it shapes all aspects of provision. This viewpoint is encapsulated in the European Framework for Adult Learning Policy shown in Figure 3 below.

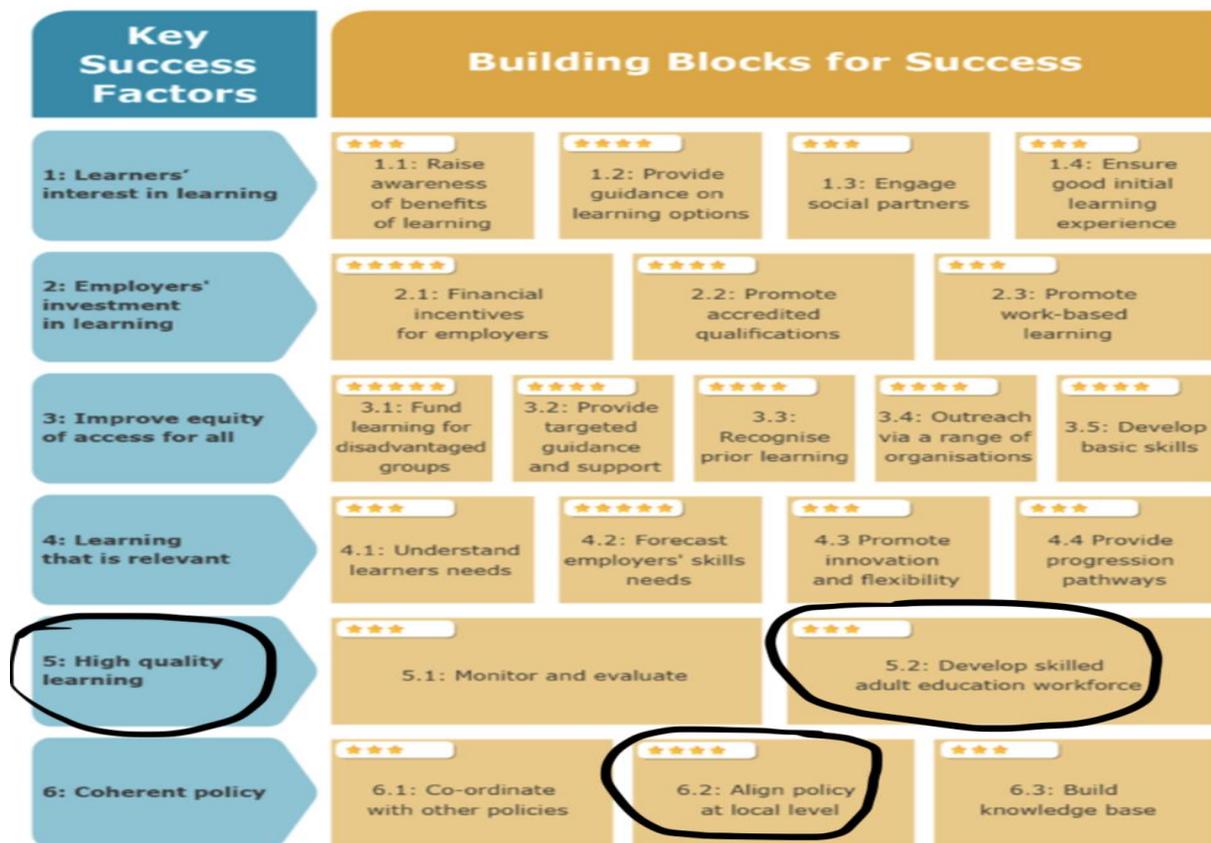


Figure 3. European Commission, Directorate General for Employment, Social Affairs and Inclusion (2015). *An in-depth analysis of adult learning policies and their effectiveness in Europe*

### 2.3 Underpinning principles

A new model for workforce development will require reconfigured principles. The following are suggested by participants at the symposium. These need to be tested, developed, refined and agreed across the sector, to ensure credibility and provide a foundation for evolving practice.

1. The adult learning workforce supports the education and training of all adults, using the full range of learning types (formal, non-formal, informal)
2. Approaches to workforce development are future-focused and dynamic in order to respond to evolving evidence about the anticipated future needs and composition of the workforce.
3. Workforce development embraces all those who support adult learning: volunteers, support staff, counsellors, administrators, teachers, managers, assessors, brokers, managers, and leaders at all levels
4. Occupational entry and progression pathways actively promote equality, diversity and inclusion, including by fostering progression for learners from community learning to volunteering and employment in the adult learning workforce.
5. Professional practice and workforce development embody socially just approaches which reflect the values and practice of adult learning (democratic, inclusive, co-designed, asset-based, meta-cognitive)
6. Professional practice is in a dynamic relationship with provision, as it becomes more based on meta-skills such as learning to learn, and collaborative leadership

7. Professional practice and workforce development are based on multi-agency working and polyvocal conversations with other agencies, communities, and learners
8. Approaches to professional development should be designed to be sustainable and make use of the most environmentally-friendly delivery models as appropriate.

## **2.4 Innovative approaches to workforce development**

The project identifies a range of approaches to developing the adult learning workforce which have the potential to nurture the skills, knowledge and attitudes needed to meet the challenges set out in *Healthy, Wealthy and Wise*. Again, the watchwords are integration and collaboration, so that workforce development processes and practices mirror trends shaping the wider world of adult learning. The following are suggested as key features that need to be developed and strengthened through the relevant organisations across the UK.

- More flexible delivery is needed. This includes the provision of increased opportunities to undertake part time training and making greater use of digital delivery to create online as well as off-line spaces for collaboration.
- Collaboration, inclusion and diversity could be actively promoted through more open practices with regard to workforce participation. There is a need for a more flexible and 'common sense' approach, to enable those from other professions to enter the adult learning workforce, via fast track qualifications, accreditation of prior experience, team teaching, and other modes.
- Similarly, progression routes should be developed with appropriate linkages between different stages and levels, and opportunities for upskilling for those who want to progress. This includes support for the historically well-trodden path from adult learner to adult educator, particularly for those in community learning settings.
- Coaching, mentoring, action learning sets and other peer learning approaches use fellow managers and practitioners to support each other to take control of their own learning and are a powerful way to share knowledge and experience.
- Learning by doing together is a powerful way of achieving change. Cross-curriculum and multi-agency teams help to break down professional barriers and forge new relationships. Helen Chicot points to what have been termed 'polyvocal conversations' as a way of enabling managers, practitioners, volunteers and partners to communicate effectively, share and learn, to build understanding of each other's perspectives and move together towards finding solutions.
- Joint Practice Development (JPD) approaches stand in contrast to top-down, prescriptive Continuing Professional Development. JPD is a more egalitarian model, 'an anarchic response to CPD' and 'an antidote to the notion of mastery.'

## **3. Stakeholder consultation**

Over the coming months, we would like to develop these models, together with a set of policy recommendations to drive change in adult learning workforce development. To help us to do this, we are seeking insights and propositions from as wide a range of stakeholders as possible. We know that the actions needed to bring about change are likely to be different in the four nations of the UK, so consulting through the four Impact Forums will be key. We will also be using the EPALE platform to extend the reach of the consultation.

### **Consultation questions**

1. To what extent do you agree with our analysis?
2. What, if anything, is missing?
3. What needs to be done, and by whom, in relation to:
  - a. Initial teacher training?
  - b. Continuing professional development?
  - c. Leadership and management?

**Please contact us via:**

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