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AONTAS Submission to the Department of Education and Skills Statement of Strategy 2016-2018

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AONTAS – The Voice of Adult Learning

AONTAS is Ireland's national adult learning organisation for adult and community education providers and adult learners. It promotes the value and benefits of adult learning, and advocates on behalf of the sector. Founded in 1969, it is an independent NGO, with 500 member organisations nationwide.

- AONTAS is an independent, authentic, grassroots membership organisation which draws on the expertise and experience of over 500 members across the lifelong learning spectrum
- Learners are central to the work of AONTAS and we believe that their experiences provide key first-hand information which should inform the development of the services and policies which affect their learning
- To do this effectively AONTAS strongly believes that adult learners should be consulted on a regular basis on their experiences of these services and has modelled meaningful ways of doing this through our learner strategy
- AONTAS has an open, inclusive, meaningful approach to advocacy that is learner-centred

In addition to promoting adult learning in Ireland, AONTAS is the national coordinating body for the European Agenda for Adult Learning, which is aimed at increasing participation in adult learning across the EU, enhancing policies and supports for adult learners, and gathering and disseminating best practices.

AONTAS would welcome the opportunity to participate in the development of the proposed *“Review of the Further, Adult and Community Education sector by the Oireachtas Committee on Education and an implementation of reforms to ensure the effectiveness of the sector”* (p.94). We believe the Department of Education and Skills would benefit by drawing on our unique position within the lifelong learning field by accessing the learner and practitioners' views of FET, adult and community education system.

We can offer access to the voice of:

- adult learners who are engaged in adult and community education programmes
- adult learners who are engaged in community based higher education provision
- community education practitioners (through the AONTAS Community Education Network - with over 100 organisations)
- practitioners and stakeholders across the lifelong learning system through our membership and affiliations
- our historic, knowledge-base of the lifelong learning sector

AONTAS is represented on the following selected groups:

- SOLAS Strategic Implementation Advisory Committee (SIAC)
- Further Education and Training Programme and Learner Support Systems (PLSS) Steering Group
- Access Steering Group for effectively implementing the National Access Plan, 2015-2019 - a welcome development
- Board of the European Association for the Education of Adults (EAEA)
- National Coordinator for the European Agenda for Adult Learning (EAAL) and hosts an advisory group of over 20 stakeholder across lifelong learning including cross border with Northern Ireland

AONTAS is highly proficient in engaging in consultative processes including: over 25 written submissions to QQI regarding open calls, the National Skills Strategy consultation and Commissioning for Communities.

Key Messages:

- The learner voice must be at the heart of any future consultations in order to ensure effectiveness and to ensure those most educationally disadvantaged are part of the development of an inclusive, equitable system
- The use of qualitative data is essential to ensure we develop educational experiences that are better suited to the individual learner's needs
- Education provision must support the active inclusion of all people in society thus widening participation in adult learning to include educationally disadvantaged people by:
 - Ensuring ring-fenced funding for non-accredited community education programmes that promote civic engagement and enhance the capacity of communities to recover from the effects of recession
 - Prioritising educationally disadvantaged learners by increasing the allocated percentage of SOLAS funding for Community Education Programmes (1.6% - 3.2%)
 - Waiving the proposed QQI re-engagement fee (approx. €5,000) for community education providers

Recommendations:

- The future development of the National Framework of Qualifications (NFQ) should be equality proofed so that it is accessible to all adult learners
- Any future discussions about approaches for engaging with community groups regarding QQI re-engagement should involve AONTAS and its members
- Provide financial supports for part-time mature students and maintain existing supports, especially the Back to Education Allowance (BTEA)
- A learner centered approach must be taken in the proposed review of the Further, Adult and Community Education sector to ensure that those adult learners who are best placed and have first-hand experience of the service are involved in the consultative process
- Reaffirm the commitment to community education in line with best practice from our European counterparts
- Create a national forum to discuss the interconnection of education policy

2. Comment on work being currently undertaken by the Department in your area of interest and/or expertise. (What are we doing well/what could we do better?)

Skills Development Division

- The Assistant Secretary effectively chairs the SOLAS Strategic Implementation Advisory Committee (SIAC) in an inclusive manner that draws on the expertise of the members. The direct link to the Department is important for policy development and we believe that this should be maintained

Further Education

- In addition to the implementation of the SOLAS FET Strategy, the Further Education section and its staff are open, inclusive and actively engage with practitioners in the field. They are also representatives on key, relevant advisory committees for AONTAS. Their focus on the important role of the adult learner in contributing to policy and the Department's broad understanding of adult learning should be commended

Higher Education - Equity of Access and Qualifications

Qualifications

- Access to the National Framework of Qualifications (NFQ) is vital for supporting adults to gain a nationally recognised qualification. The NFQ must be accessible by all learners, particularly the most educationally disadvantaged. Community education provides an opportunity for the most socially excluded adults to engage in accredited programmes in a non-threatening, local community environment. Community education learners must be allowed to continue to gain access to the NFQ and, in light of this, we suggest that the future development of the NFQ is equality proofed
- Community education providers who wish to continue to offer access to the NFQ to the most disadvantaged learners will continue to engage with QQI in order to meet the quality assurance requirements which are essential to the integrity of the NFQ. There is great uncertainty regarding the future of accredited provision by community education groups, with the proposed QQI re-engagement fee of €5000. The cuts to the sector over the past ten years have already left many community education providers under-funded and under-resourced. Such a fee is likely to result in community providers having to pass on the cost to learners. This situation would be untenable considering that community education learners are predominantly early school leavers and unemployed. AONTAS has developed a number of papers on this matter, engaged in the QQI/community and voluntary working group, and we would suggest that discussions regarding approaches for engaging with community groups involve AONTAS and its members

Access

- The newly configured Access Steering Group which asserts the importance of effectively implementing the National Access Plan, 2015-2019 is a welcome development. In relation to the Expert Group report on the Future Funding of the Higher Education Sector (p. 94), we would support funding for courses that offer greater flexibility for learners, particularly those who are educationally disadvantaged;
 - by broadening the Springboard Programme to include community education based higher education provision
 - by providing core funding for community education organisations providing higher education courses to disadvantaged groups
 - by establishing a clear mechanism that enables no part-time fees for educationally disadvantaged students

Furthermore, we would propose financial supports for part-time mature students and to maintain existing supports, especially the Back to Education Allowance (BTEA). We welcome an *“independent examination to identify the supports and barriers to accessing higher education for lone parents”*. We believe that funded, part-time flexible provision – including community based higher provision, with on-site childcare is essential to widening access by lone parents. Below is a case study from Longford Women’s Link that provides an excellent example of how to support lone parents in a community based setting.

“I was a single parent with little or no skills and was looking towards a life on social welfare unless something radical changed; community education offered me a new opportunity”- adult learner.

In relation to the proposed, *“Review of the Further, Adult and Community Education sector by the Oireachtas Committee on Education and an implementation of reforms to ensure the effectiveness of the sector” (p.94)*, we recommend that such a process is open to consultation with, and representations by: adult learners, adult and community education practitioners and AONTAS. Qualitative data provides rich, detailed information that is equally important to quantitative data for policy decisions.

Case Study – Longford Women’s Link

Longford Women’s Link (LWL) is a women's centre based in Longford town. LWL is a long standing provider of community education in Longford town and county with education and training delivered according to the principles of Women’s Community Education (WCE). They provide a wide range of services, including Education and Training (QQI Centre) using their Integrated Service Delivery Model.

In 2014:

- 348 students completed 49 courses/modules ranging from interest courses to University outreach
- In total, 271 QQI component awards were achieved and retention rates are consistently high, (90%-100%)
- From a third level perspective, LWL has a retention rate of 94% on the two NUI Maynooth certificates (Level 7)

For over ten years LWL were a Third Level Outreach Centre for UCD, providing third level access to over 150 students in the field of Women’s Studies (Level 7)

With regard to local factors and challenges, there is a high proportion of one-parent families in Longford – on average 23% of families are lone mothers with children but this increases to 43%-44% in some areas which is extremely high by national comparison (CSO, 2011). Lone parents who wish to avail of education and training opportunities at LWL face additional barriers of childcare and transport facilities and rural isolation for those living outside urban centres. Other barriers identified include:

- Experience of domestic violence
- Lack of access to childcare and transport
- Lack of third level opportunities in Longford and
- Absence of financial support for part-time students

LWL continuously strive to address these challenges, thereby meeting the needs of learners in the region and their recent partnership with An Cosán Virtual Community College has enabled them to offer blended, distance learning programmes at Level 7. In 2014, LWL delivered the QQI Level 7 Special Purpose Award in Community Education, a CPD programme designed for tutors in community education through a blended virtual learning process. Such was the demand for this module that it was repeated in 2015 and a third module is currently underway. Again, retention rates for the first two modules have been very positive – 90%. The next challenge will be to source accessible, affordable higher education pathways for all of their learners.

Review of the Further, Adult and Community Education sector

In relation to the proposed, *“Review of the Further, Adult and Community Education sector by the Oireachtas Committee on Education and an implementation of reforms to ensure the effectiveness of the sector” (p.94)*, we recommend that such a process is open to consultation with, and representations by: adult learners, adult and community education practitioners and AONTAS. Qualitative data provides rich, detailed information that is equally important to quantitative data for policy decisions.

In order to inform the future development of the adult and community education sector it is vital that both quantitative data (of which we are generating a high degree of information from PLSS) and qualitative data are drawn upon. A world renowned expert in programme measurement and policy development Ray C. Rist stated that:

“Qualitative research allows for the study of both anticipated and unanticipated outcomes, changes in understandings and perceptions as a result of the efforts of the programme or policy, the direction and intensity of any social change that results from the program, and the strengths and weaknesses of the

administrative/organisational structure that was used to operationalise the program. Policy makers have no equally grounded means of learning about programme impacts and outcomes as they do with qualitative research findings.¹

In this context, for the proposed review we would strongly argue for learner-centred approach to the review, ensuring that those best placed, who have first-hand experience of the service are involved in the consultative process – the adult learners. If we are to make a meaningful commitment to reviewing the current system to ensure effectiveness and to ensure those most educationally disadvantaged are part of the development of an inclusive, equitable system, learners’ voices must be at the heart of the consultation. With a track record for expertise and excellence in supporting learner-centred consultation (including our Lobby for Learning Days) AONTAS would welcome the opportunity to support the *Oireachtas Committee on Education on this matter*.

3. Are there opportunities (e.g. new areas of work) which the Department should consider when developing the 2016-2018 strategy which would advance the achievement of our mission, vision and objectives across the continuum of education and skills?

Reaffirm the commitment to community education

Ireland has a lifelong learning participation rate of 6.5 percent compared to the European average of 10.7 percent². AONTAS is highly engaged in European policy, through our membership on the Board of the European Association for the Education of Adults (EAEA) and as National Coordinator of the European Agenda for Adult Learning (EAAL). Community education groups make up a significant part of the AONTAS membership and with its own platform, the Community Education Network (CEN) we have access to the knowledge and practice at local level. Community based adult education provision has been cited in a number of high profile research reports (European Commission/EACEA/Eurydice) as an effective mechanism to increase lifelong learning participation.

If we are to truly commit to a lifelong learning society, a commitment to learning beyond the skills agenda needs to be considered. In many European countries, central authorities provide subsidies for liberal or popular adult education, which in the case of Ireland is community education. Although the name of this sector varies between countries, provision generally includes various non-formal courses which often contribute to the development of a range of skills. Those countries who are top achievers in lifelong learning participation, Denmark, Finland, Sweden and Norway, are also in the top ten global ranking for leveraging their social capital (World Economic Forum, 2015)³. Non-formal education provision may act as a stepping stone or a springboard to further learning and qualifications (EU, 2015)⁴. In order for individuals to engage in lifelong learning, learning to learn skills are required. Good adult and community education processes in both formal and non-formal learning environments, enables learners (many of whom had difficulties at schools) to become self-directed learners⁵, thus setting up a foundation from which true lifelong learning can take place. Unfortunately, the ‘Matthew effect’ exists in adult learning whereby the most educated participate to a greater extent in lifelong learning, this could potentially be exacerbated if we fail to respond to the need for learning to learn skills. There is a need to support education beyond just the vocationally orientated programmes. In 2014, 60 percent of those participating in lifelong learning were third level graduates compared to 6 percent who held qualifications at lower secondary or less⁶.

1 Ray C. Rist is Advisor of the Independent Evaluation Group of The World Bank and President of the International Development Evaluation Association (IDEAS)

2 <http://ec.europa.eu/eurostat/tgm/table.do?tab=table&plugin=1&language=en&pcode=tsdsc440>

3 <https://www.weforum.org/agenda/2015/05/which-country-comes-top-for-skills-and-education/>

4 http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/179EN.pdf

5 Based on Malcolm Knowles (1990)

6 SOLAS (2014) Lifelong Learning among Adults in Ireland, Quarter 4; SLMRU analysis of CSO QNHS data. Skills and Labour Market Research Unit, Dublin

The European Commission report, *An in-depth analysis of adult learning policies and their effectiveness in Europe (2015)*, cited the role of community groups in engaging harder to reach adults. In order to improve equity of access to learning for all, funding for learning opportunities for disadvantaged adults is required. It is also important to ensure that all guidance support is tailored to individual learners' needs and motivations and to recognise the importance of non-formal and informal learning (NFIL) and embed basic skills development in learning programmes for low-skilled people (who are also likely to be members of disadvantaged groups). *"Intermediary organisations such as community groups and trade unions can play a role in engaging harder to reach adults in learning."*

Building a positive disposition towards learning among individual learners is important in promoting participation and retention in learning. The evidence suggests that this is not motivated by direct financial incentives to adults but is facilitated by structural features of the adult learning system, such as guidance for learners, involving social partners in the adult learning system and raising awareness of the benefits of learning (European Commission, 2015).

Cross-education approach to policy development and implementation

In order to further the lifelong learning agenda, a cross-spectrum approach is required. In countries where there is higher than average participation in lifelong learning there is a culture of learning across the education field. A national forum/event from stakeholders across the education system would be highly beneficial from early school years to higher and adult and community education. Also, at a time where there are a range of strategies within the lifelong learning framework, a national forum to discuss the interconnection of education policy is needed. Recently, (January 2016) a Forum on The National Strategy to Improve Literacy and Numeracy among Children and Young People 2011-2020 brought together stakeholders from across the education system, which demonstrated the important role of all stakeholders in the sectors for the realisation of this Strategy. This approach could be further developed.

The following outlines an alternative structure that would provide a space for dialogue between NGOs, the Department of Education and Skills, education practitioners, learners and other actors in the area of adult learning including academics. Briefly, this space would comprise the following areas:

- A lightweight structured space
- A partnership space across sectors
- A forum to meet twice a year
- A method to promote engagement for the benefit of all sectors
- A forum that would assist in accountability for the sector
- The space would conduct itself in a manner that promotes partnership, collaboration for the good of lifelong learning
- Act as a consultative forum to develop a culture of lifelong learning across the education system
- The mandate of the forum would be discussed and agreed
- It would be a space of mutual trust
- It would act as a space for multivocality

This national forum could help support existing structures and strategies (Higher Education Strategy, SOLAS FET Strategy and the National Skills Strategy) and link to structures such as the National Skills Council.

4. How should success on achieving our strategies be measured?

AONTAS would put forward a number of recommendations in relation to measuring success including:

- Engaging with a wide range of stakeholders from across the education system
- Policy development that uses both quantitative (breadth) and qualitative data (depth)
- Increased opportunities to engage in consultation processes

- Engaging with, and providing opportunities for learners to act as key stakeholders in policy development as a measure of policy success (ultimate beneficiary of the education system)

Implementing strategies that are proven to be effective in the field of adult learning by drawing on the recommendations of the recent study (European commission, 2015)⁷, it found that adult learning policies which are effective should consider that:

- Participation in learning is strongly linked to the availability of government funded learning opportunities, and the amount of government investment in learning
- Focusing investment on underrepresented groups not only reduces inequalities in accessing learning, but also increases overall adult participation in learning
- Provision of employment- and work-related training is a key driver in increasing the overall rate of adult participation in learning
- Improving learners' disposition to learning increases participation in learning

5. Comment on any issues relating to the continuum of education and skills, in addition to your particular area of interest and/or expertise

In line with the European Council Resolution on a renewed European agenda for adult learning 2011 and in line with ET2020. Some key recommendations for adult and community education include:

- Enhance the possibilities for adults, regardless of gender and their personal and family circumstances, to access high-quality learning opportunities at any time in their lives, in order to promote personal and professional development, empowerment, adaptability, employability and active participation in society;
- Encourage the development of effective lifelong guidance systems, as well as integrated systems for the validation of non-formal and informal learning;
- Ensure the comprehensive provision of high-quality formal and non-formal education and training for adults aimed at acquiring key competences or leading to qualifications at all levels of the European Qualifications Framework (EQF), supported by civil society and the social partners, as well as by local authorities;
- Ensure flexible arrangements adapted to different training needs of adults;
- Encourage higher education institutions to embrace less traditional groups of learners, such as adult learners, as a means of displaying social responsibility and greater openness towards the community at large, as well as responding to demographic challenges and to the demands of an ageing society;
- Promote the role of social partners and civil society in articulating training needs and developing learning opportunities for adults, as well as optimise the involvement of central, regional and local authorities;
- Involve social partners and raise their awareness of the benefits of learning in the workplace, including basic skills provision;
- Make well-developed learning provision for seniors, in order to promote active, autonomous, and healthy ageing, and which uses their knowledge, experience, social and cultural capital for the benefit of society as a whole;
- Make a strong commitment to promoting adult learning as a means of fostering solidarity between different age groups (for example, by means of an 'intergenerational pact') and between cultures and people of all backgrounds.

⁷ European Commission (2015) An in-depth analysis of adult learning policies and their effectiveness in Europe

A Programme for a Partnership Government – Chapter 10: Education

6. Making better use of educational assets within communities

a) Comment on the approach contained in the programme for a partnership government (are we capturing the essential issues, are there additional matters we should take into account)

Section 10 Education, Subsection 6: Making Better use of Educational Assets within Communities states: *'Schools buildings must be utilised out of hours if they are to remain at the centre of communities into the future, both throughout the day and throughout the year, including better utilisation of information technology. Afterschool care, homework clubs and other community activities should be permissible', p. 92.*

The potential to use appropriate facilities for adult learning activities at community level is welcomed, while being mindful that adult education involves a different educational process. Oftentimes, adult learners will express concern about engaging in adult learning in a school environment due to past negative experiences. Whilst it is a welcome development it is worth noting that it may not be in the best interest of all groups to access such facilities.

Community centres, which provide access to adult learning opportunities, are a very valuable asset within local communities. They provide a non-threatening learning environment for many adults who may not have the confidence to attend formal institutions. They can also act as a stepping stone to more formal learning opportunities and, as such, they should be supported in resourced.

At the National Adult Learner Forum a learner said of his experience of community education:

"I came to a crossroads in my life. I found out about the community centre through my local Adult Education service. I had no confidence and taking that first step was extremely difficult. I felt like a kid again on the first day of school. I found the centre very welcoming and I was very happy after my first day. When I started I had a very basic level of education and now, two years on, I am flying it."

b) How should progress on making better use of educational assets within communities be measured?

It is important that when measuring the use of assets you consider:

- The range of community/voluntary groups
- The range of groups accessing them
- The level of deprivation of the area/context in relation to uptake and the local population (reach/ accessibility)
- The new community organisations developing as a result of access to educational assets
- The engagement of the most hard to reach groups in accessing educational assets (people most marginalised)
- The impact this arrangement has on relationships at local level, greater cohesion, partnership, collaboration

c) What would you consider to be the priority actions and outcomes in this area?

Acknowledge and support the role that community organisations play in tackling educational disadvantage.

8. Meeting the Skills Needs for the Future

a) Comment on the approach contained in the programme for a partnership government (are we capturing the essential issues, are there additional matters we should take into account)

Specific Reference to Adult and Community Education

The new Programme for Government contains specific passages about adult and community education:

“There has been significant change in the Further, Adult and Community Education sector in light of the dissolution of FAS and the VECs, and the establishment of new structures inclusive of SOLAS, Qualifications and Quality Ireland (QQI), and Education and Training Boards (ETBs). We will ensure that these new structures and systems are empowering those who did not get an equal opportunity for education in their youth, and that implementation of educational programs and skills training for those unemployed or underemployed are effective in supporting their path to quality employment. We will do this by initiating a Review of the Further, Adult and Community Education sector by the Oireachtas Committee on Education and an implementation of reforms to ensure the effectiveness of the sector”, p.94.

AONTAS welcomes the specific reference to ‘community education’ within the Programme for Government and we are heartened to see an acknowledgement of the changed sector.

In particular, the inclusion of ‘adult’ and ‘community’ is encouraging and accurately reflects adult learning provision in Ireland; recently, these terms were frequently replaced by ‘further education and training’, reflecting a trend towards value the economic impact of education above all other factors.

Equal Opportunity for Education

AONTAS has long argued that community education has a proven track record for effectively engaging the most educationally disadvantaged learners and providing quality educational experiences.

The Programme for Government states: *“We will ensure that these new structures and systems are empowering those who did not get an equal opportunity for education in their youth”.*

Some key points from AONTAS:

- New systems proposed by the new QQI structure are at odds with the stated desire of ‘empowering those who did not get an equal opportunity for education in their youth’. The new proposed QQI re-engagement fee (circa €5000) for community education providers will limit equal opportunities for educationally disadvantaged groups. The imposition of fees to groups who have a history of providing accredited programmes under the previous FETAC structure will result in many groups no longer having the ability to provide accredited programmes to the detriment of community education learners and their communities. Community education provision is dependent on the ability to independently offer accredited programmes on the National Framework of Qualifications (NFQ) because it is a requirement for learners, who want accredited community education programmes, and funders who generally require groups to provide accredited learning

In our pre-election manifesto, AONTAS called for the proposed fee for QQI re-engagement by community education providers to be waived and we will continue to make this call in our dealings with the new Government.

- Community education only receives 1.6% of SOLAS funding. We believe the most educationally disadvantaged groups deserve and require more sustainable investment in their futures

Therefore AONTAS calls for an increase of the SOLAS community education budget to 3.2%, particularly to independent community education organisations.

- Empowering learners means they are supported to make an informed educational choice, through guidance, supports, and through a range of programmes (both accredited and non-accredited), in order to engage in education that suits their needs. Access to education and progression to quality employment requires long-term approaches, rather than quick fixes. Holistic, learner-centred education that builds transversal skills – in addition to specific training – is required to make meaningful, sustainable change for unemployed individuals

AONTAS calls for all adults to have equal access to education that meets their needs.

In relation to the proposed, *“Review of the Further, Adult and Community Education sector by the Oireachtas Committee on Education and an implementation of reforms to ensure the effectiveness of the sector” (p.94)*, we recommend that such a process is open to consultation with, and representations by, adult learners, adult and community education practitioners and AONTAS. Qualitative data provides rich, detailed information that is equally important to quantitative data for policy decisions.

Departmental Changes

We note the proposed changes in structure of the Department of Education: *“A new architecture is required in education to really drive excellence and 'best in class' potential. We will change the structures of the Department of Education to ensure it operates as a dynamic policy leader focused on quality education and improving outcomes for every student”, p. 93.*

We would caution against changes to the Further Education Section. It is vital that a designated section responsible for policy development in the area of adult and community education is retained within the Department.

b) How should progress on meeting skills needs for the future be measured?

- As stated previously it is vital that we use a balance of both qualitative and quantitative data when measuring progress
- Involvements and viewpoints of those participants (adult learners) that are using the service are necessary to ensure an accurate and fair measure of progress

c) What would you consider to be the priority actions and outcomes in this area?

- No QQI fees for community education providers (FETAC legacy providers)
- Equality proofed NFQ so that all learners have the opportunity to gain a QQI qualification (minor/major award), particularly the most educationally disadvantaged
- Support and resource community education providers – increase funding

Conclusion

As an organisation, we are committed to advocating for the right of all adults in Ireland to quality learning throughout their lives, and to promoting the value and benefits of lifelong learning. As a membership organisation, we offer an authentic, grass roots perspective. We also have a huge body of knowledge to draw on which ensures that learners stay at the heart of our work and we will collectively work together to strive for a quality adult learning system. We look forward to working with, and assisting the Department of Education and Skills in this regard.

Supporting AONTAS Documentation

- [AONTAS response to the Programme for Government - May 2016](#)
- [AONTAS Submission on Commissioning Human, Social and Community Services – Feb 2016](#)
- [AONTAS CEN Submission on Core Policy and Criteria for the Validation of Education and Training Programmes –Feb 2016](#)
- [AONTAS – ‘Manifesto for Adult Learning’ – Feb 2016](#)
- [AONTAS Submission for Funding in Higher Education - December 2015](#)
- [AONTAS Submission on the Development of the National Skills Strategy 2015 -2025](#)
- [Community Education, A Strategy for Success - Lobby for Learning report 2013](#)
- [AONTAS Position Paper - Building Meaningful Representation for Adult Learners – Aug 2013](#)
- [SOLAS - Serving Adult Learners - Lobby for Learning report 2012](#)