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Llywodraeth Cymru
Welsh Government

Welsh Government
Consultation – summary of response

Adult Learning in Wales

Consultation on the delivery and funding structure of Adult Learning
in Wales

7 December 2018

Mae'r ddogfen yma hefyd ar gael yn Gymraeg.
This document is also available in Welsh.

Overview	Summary of responses to the Welsh Government's consultation on the delivery and funding structure of Adult Learning in Wales.
Action Required	None – for information only.
Further information and related documents	<p>Large print, Braille and alternative language versions of this document are available on request.</p> <p><i>Adult Learning in Wales</i> policy statement published July 2017 – http://gov.wales/topics/educationandskills/learningproviders/communitylearning/adult-learning-in-wales/?lang=en</p>
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1. Consultation responses

Purpose of the consultation on the delivery and funding structure of Adult Learning in Wales

- 1.1 The consultation set out proposals for restructuring the delivery and funding of Adult Learning provision in Wales.
- 1.2 The consultation outlined a range of options for how to improve the way that the Welsh Government funds and delivers Adult Learning, and asked for responses to a range of questions.

Engagement Approach

- 1.3 The consultation document was drafted following a period of informal engagement with stakeholders from within the Adult Learning sector who helped to determine the options put forward as part of the consultation.
- 1.4 The consultation document was posted on the Welsh Government consultation website from 12 June to 11 September 2018, attracting 316 responses from institutions, organisations, local government, partnerships, councillors and individuals. An Easy Read version of the consultation was also published.
- 1.5 Respondents were invited to review the consultation document and respond to each of 16 questions, using either an emailed questionnaire or on-line form. Respondents also submitted narrative responses to the consultation.

Structure of the consultation document

- 1.6 The consultation document was structured in two main chapters. Chapter 1 outlined proposals for changing the way that Adult Learning is planned, reported, and delivered. Chapter 2 focused on proposals relating to the funding of Adult Learning in Wales.
- 1.7 The majority of questions sought agreement or disagreement with one or more proposals and supplementary open questions invited more detailed comments. Respondents were invited to provide further comments to all of the questions.

About the analysis

- 1.8 For the analysis, the responses were collated into an Excel spreadsheet, and the individual comments collated according to sector and question.
- 1.9 It is acknowledged, however, that being allied to a given sector in no way precludes respondents from having views across all sectors and these have been represented wherever possible.

1.10 Welsh Government officials not directly engaged in the policy area conducted the analysis.

1.11 The summary provides:

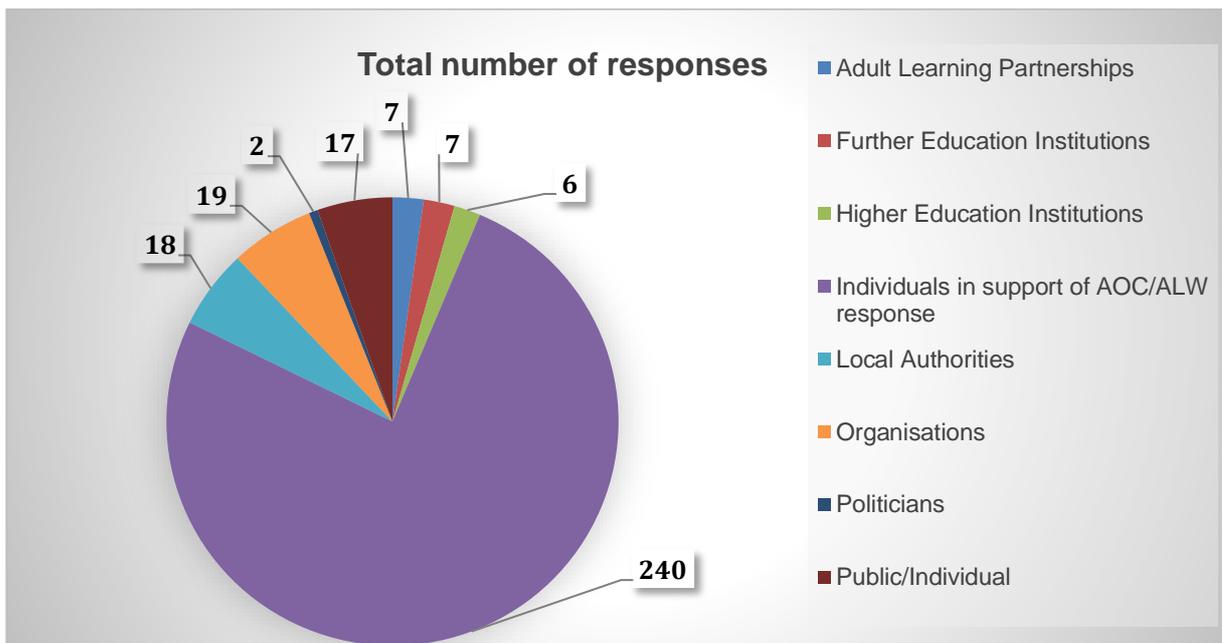
- An overview of the breakdown of responses by sector and the number of responses;
- The predominant view, areas of consensus and disagreement; and
- Additional detail and salient points.

1.12 The results are laid out over the following chapters by theme and question.

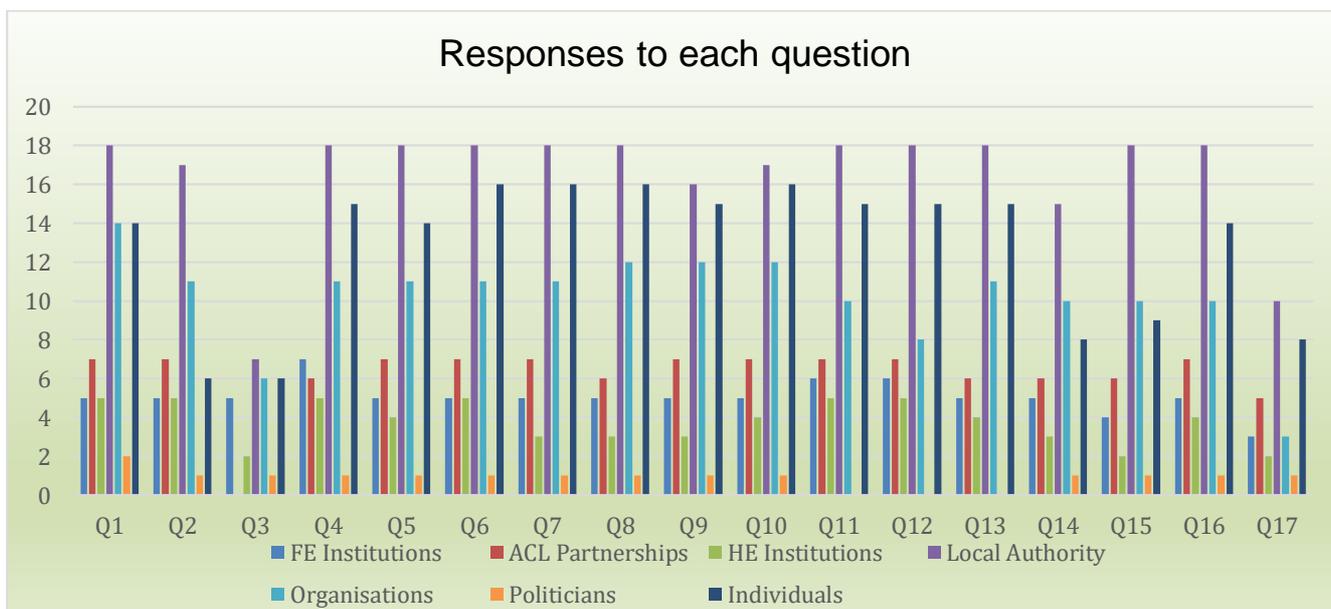
2. Introduction

2.1 We received 316 responses. Of these, 240 responses were from individuals declaring their support for the formal response submitted by Addysg Oedolion Cymru/Adult Learning Wales. The evidence submitted in the content of these responses was identical. In accordance with Welsh Government guidance on Consulting on Policies, these responses have been categorised separately to differentiate them from the responses received from members of the public.

2.2 Chart 1 below shows the total number of consultation responses, categorised by sector, that were received.



2.3 Chart 2 below shows the number of responses to each written consultation question, broken down by sector. This chart does not include responses not addressed to a specific question.



3. Overview of responses to Chapter 1 - Delivering Adult Learning in Wales

Planning and Reporting

3.1 Ensuring that we have a robust and accountable method of planning and reporting for Adult Learning is a vital component of changing the structure and funding.

3.2 In taking this approach forward we proposed the following:

- All providers, whether they are within local authorities or further education institutions, should be required to plan their provision according to the Post-16 Planning and Funding Guidance for Part-Time provision, and to reflect the priorities set out within the *Adult Learning for Wales* policy statement;
- It is expected that providers will record data about their learners and courses on the Lifelong Learning Wales Record (LLWR) to ensure we can monitor provision accurately and effectively.

Question 1 - Do you think the Adult Learning sector should plan and report provision according to the post-16 planning framework for part-time FE?

Responses by sector

Sector	Number of responses
Adult Learning Partnerships	5
Further Education Institutions (FEIs)	7
Higher Education Institutions	5
Local Authorities	18
Organisations	14
Politicians	2
Public/Individual	14
Individuals in support of AOC/ALW response	0
Total	65

Predominant view

Of the 65 responses submitted to this question, 69% were in favour of the sector planning and reporting provision according to the post-16 planning framework for part-time FE.

Sectoral Analysis

3.3 The FEI respondents were unanimously in favour of this proposal stating that it would “provide consistency in terms of offer and quality across Wales, and allow consistent monitoring and accountability against KPIs.” There was also

recognition that the planning framework should have a “protected focus on re-engagement. Adult Learning should not just consist of employability related activity”.

- 3.4 Four out of the five Adult Learning Partnerships that responded to this question were also in favour but stressed the need for provision to be “flexible and responsive to local demand”, and able to “capture non-traditional learning.”
- 3.5 HEIs were also broadly supportive with four out of five responses advocating this approach. They felt that planning in this way “would allow for planned progression and help identify gaps” but maintained “Higher Education community provision must also be recognised”.
- 3.6 Of the 18 local authorities who responded to this question, ten agreed with the proposal. Their views echoed those of the Adult Learning Partnerships asserting that the new system “would improve consistency in planning and delivery, but needs a flexible framework to acknowledge non-accredited learning... ACL is by definition ‘responsive’, so there may be a risk of inflexibility”.
- 3.7 The majority of individuals who responded to the consultation also supported this proposal, but suggested that there was some “ambiguity around the purpose” [of Adult Learning] and that a “local/ regional/ national provision menu would be helpful.”
- 3.8 Only two of the 14 organisations that responded to this question did not favour this approach. The vast majority concluded that planning provision in this way would “ensure parity and allow effective monitoring and reporting.” Again, their comments reflected the different provision within Adult Learning stating, “planning must take account of the needs of learners from diverse communities. Soft outcomes are key.”

Question 2 - What advantages or disadvantages do you see in taking forward this approach?

Responses by sector	
Sector	Number of responses
Adult Learning Partnerships	5
Further Education Institutions (FEIs)	7
Higher Education Institutions	5
Local Authorities	17
Organisations	11
Politicians	1
Public/Individual	6
Individuals in support of AOC/ALW response	0
Total	52

Predominant view

Most respondents saw moving to an equitable system of planning as a positive step, but the system would need to accurately reflect the softer outcomes and flexibility of provision that are crucial to the success of Adult Learning.

Sectoral Analysis

- 3.9 The majority of comments received for question 2 broadly reflected those already summarised in the responses to question 1.
- 3.10 In the main, FEIs felt that this system of planning “would provide a level playing field for all learners, eliminate duplication, and ensure the availability of high quality targeted provision in priority areas”, but were concerned that “the framework could become too rigid” and that “soft outcomes would not be reported/ evaluated.” They also stressed, “there is a clear difference between FE accredited part time provision, that is linked to regional LMI demands, and ACL provision”.
- 3.11 Adult Learning Partnerships agreed, adding, “consistency would raise the quality profile [of Adult Learning] and create transparency”. They too were concerned that “informal learning would not be captured” and there was a risk that it would lead to providers “becoming target driven and not learner driven”.
- 3.12 HEIs reiterated that the system would create “better planning of progression pathways both between providers and levels – thereby affording equitable access” and again stressed the “need to retain flexibility”.
- 3.13 Local Authorities felt the system would help to raise the profile of Adult Learning and “could help transparency, allowing scrutiny and challenge to identify best practice and quality assurance”. They repeated the need for flexibility.

Question 3 - If you do not agree with this proposal, what method would you suggest?

Responses by sector

Sector	Number of responses
Adult Learning Partnerships	5
Further Education Institutions (FEIs)	0
Higher Education Institutions	2
Local Authorities	7
Organisations	6
Politicians	1
Public/Individual	6
Individuals in support of AOC/ALW response	0
Total	27

Sectoral Analysis

- 3.14 Adult Learning Partnerships stressed the “need to capture third sector provision to develop a pan-Wales curriculum portfolio” and reiterated the importance of flexibility to record non-accredited engagement activity.
- 3.15 HEIs commented on the need for provision to be “delivered in a flexible way such as through distance learning/ e-learning” and the “need to align with the Well-being of Future Generations (Wales) Act 2015 (WoFGA)”.
- 3.16 Local Authorities reinforced the fact that “a delivery model needs to be developed that reflects more flexible provision for engagement activities and working with those furthest from the labour market, tailored to fit the resources currently deployed”, and stressed the need to “account for diversity, enabling progression where appropriate”.
- 3.17 Organisations emphasised the need for a “framework which incorporates health and wellbeing”, and was ‘reflective of local needs’.

Delivery of Adult Learning provision

Question 4 - Do you think that supporting Local Authorities and/or FE Colleges to plan and deliver Adult Learning is the best way to ensure that provision is delivered fairly and equitably across Wales?

Responses by sector	
Sector	Number of responses
Adult Learning Partnerships	7
Further Education Institutions (FEIs)	6
Higher Education Institutions	5
Local Authorities	18
Organisations	11
Politicians	1
Public/Individual	15
Individuals in support of AOC/ALW response	0
Total	63

Predominant view

The majority of respondents were in favour of funding local authorities and further education institutions to deliver Adult Learning.

Sectoral Analysis

- 3.18 FEIs were broadly in favour of this approach, stating FE colleges have the appropriate infrastructure in place to ensure subsequent appropriate

employability and other progression routes dovetail with Adult Learning and do not duplicate provision”.

- 3.19 Four out of the five Adult Learning Partnerships that responded to this question supported this model and felt that it “requires close collaboration (LA/FE)”, but that “fairer funding is more important” than the delivery system.
- 3.20 All of the HEI respondents were in favour of this approach stating that it “provides a pragmatic use of existing resources”.
- 3.21 Local Authorities (LAs) were broadly in favour of this approach, with only one authority opposing the proposal. They commented, “it makes sense for local authorities and FE colleges to plan and deliver ACL collaboratively. The current structure operates successfully.” Others in favour spoke of the “breadth of existing expertise, skills, resources and relationships with current partners”, and that this model would “retain the status quo where successful. LAs are best placed for governance expertise and to know local needs. Accountable to the electorate, they work in the interests of the wider community”.
- 3.22 However, some were concerned that establishing equitable funding would mean a loss of funding to some, and risk destabilising provision. “Infrastructure needs to ensure effective use of resources”.
- 3.23 Responses received from individuals were evenly mixed. Some felt that “LAs & FE Colleges already have the infrastructure in place”, whilst others felt “the current system is disjointed and unequal”.
- 3.24 One response to this question was supportive although stressed “there is a risk that if colleges are funded LAs might pull provision; funding used for ACL needs to be ring-fenced to safeguard provision...conversely, if LAs were funded the extra funding allocated by FE would disappear”.
- 3.25 Responses from organisations were evenly balanced; supporting and not supporting this model. There were some who felt that we [Welsh Government] should “retain the status quo to avoid flux in the system”, and that “the emphasis here is on the ‘and/or’. We need continuity of provision rather than risk losing good practice”.
- 3.26 Other respondents had “no particular preference provided that the system is transparent and the funding is easily traceable to the provision and outcomes”.

Question 5 - If we allocate additional funding to FE colleges, do you think we should hypothecate (ring-fence) this funding to ensure that it remains focused on Adult Learning?

Responses by sector	
Sector	Number of responses
Adult Learning Partnerships	5
Further Education Institutions (FEIs)	7
Higher Education Institutions	4
Local Authorities	18
Organisations	11
Politicians	1
Public/Individual	14
Individuals in support of AOC/ALW response	0
Total	60

Predominant view

Any funding provided to FE Institutions through the Community Learning Grant, should be hypothecated to protect and support Adult Learning.

Sectoral Analysis

- 3.27 All FE respondents agreed that hypothecation of the funding would be beneficial. They stated that hypothecation would help “to ensure that funding is directed where it is intended to meet need”. They were also keen that “clear parameters have to be set; otherwise non-accredited Adult Learning would disappear first”.
- 3.28 Adult Learning Partnerships were also in favour of this proposal. They felt this was “essential to prevent re-allocation - otherwise usage could be subject to organisational priorities.”
- 3.29 HEIs were unanimously in agreement, stating that it was necessary to “protect [Adult Learning]; otherwise there is a danger of diverting funding elsewhere.”
- 3.30 Only one local authority did not support this proposal. The dominant view was that without hypothecation there was “significant danger that funding could be used in other areas of operation. There is a risk of absorption into mainstream. Ring-fencing would help ensure collaboration”.
- 3.31 The public too were in favour of this proposal, stating, “area needs can be prioritised depending on the specific needs of the local population”.
- 3.32 Organisations were predominantly in favour of hypothecation, stating ‘unless funding is hypothecated it is likely to be used in other areas. [The Welsh Government] need to place the funding of adult education and lifelong learning on an equal footing to that applied to 16-19 year olds. A commitment [to Adult Learning] is required, to recognise the needs of over-25 learners’.

Question 6 - Do you think that supporting partnerships directly to deliver Adult Learning would be the best way to ensure that provision is delivered fairly and equitably across Wales?

Responses by sector	
Sector	Number of responses
Adult Learning Partnerships	5
Further Education Institutions (FEIs)	7
Higher Education Institutions	5
Local Authorities	18
Organisations	11
Politicians	1
Public/Individual	16
Individuals in support of AOC/ALW response	0
Total	63

Predominant view

A mixed response, but the majority of respondents were not in favour of directly funding partnerships to deliver Adult Learning.

Sectoral Analysis

- 3.33 Only one of the FEIs that responded to this question was in favour of this approach. The majority were not. The overall feeling was that “it would add a further layer requiring resourcing and result in less going into direct provision of service.” They also had concerns that the current partnerships have “no formal accountability (partnerships are voluntary arrangements).”
- 3.34 The FEI supported this model on the basis that it might work, “potentially, in conjunction with a National body”, but they also had concerns that “there is a risk of territorial protectionism and that rural areas may lose out”.
- 3.35 The view of the five Adult Learning Partnerships was split. One partnership supported the proposal while two others were against and two felt they did not know. Their concerns were that “a greater portion of the grant would potentially need to be allocated to infrastructure in the setting up of any new arrangements”. They too raised the issue of the partnerships not being “constituted as legal entities to receive funding”.
- 3.36 HEIs also put forward a mixed response. They were broadly supportive provided that the partnerships were co-ordinated to respond to local need, “partnerships must establish links with Regional Skills Partnerships, Reaching Wider, and third sector providers”, but raised concerns that the “current structures are not robust enough.”
- 3.37 Local Authorities also provided a mixed response, however the majority were not in favour of this model. Where the existing partnerships have a Local Authority lead, the local authority was supportive of the proposal, but there were

clear concerns that “One size does not fit all. The current system works well; it is integrated and continuity is essential”. Local authorities were keen to “protect the status quo. Partnerships have the local knowledge, with a proven track record in some areas” and were concerned that funding the partnerships themselves would risk “adding another layer of administration/ bureaucracy”.

- 3.38 Organisations who responded were also divided in their opinion. Those in favour felt that the partnerships “if structured well ...would be able draw in the full range of local partners in a regional partnership model. Regional resource planning is positive but close monitoring is required”. They suggested the Welsh Government should “consider funding on a tri-annual basis so that partnerships can develop provision and quality of learning and teaching based on longer-term planning”.

Question 7 - Do you think that the current partnerships are sufficiently robust and well-structured to take on this responsibility?

Responses by sector

Sector	Number of responses
Adult Learning Partnerships	5
Further Education Institutions (FEIs)	7
Higher Education Institutions	3
Local Authorities	18
Organisations	11
Politicians	1
Public/Individual	16
Individuals in support of AOC/ALW response	0
Total	61

Predominant view

The majority of respondents do not feel that the existing partnerships are robust enough to be the funded mechanism for delivery of Adult Learning.

Sectoral Analysis

- 3.39 None of the FE respondents felt that the existing partnerships were robust enough for this role. They felt that the “quality and effectiveness of ACL Partnerships is variable across Wales and there is a risk of duplication of provision”.
- 3.40 Most of the Adult Learning Partnerships felt the same – only one felt their partnership was sufficiently robust. They cited “insufficient capacity; partnerships lack legal entity status to be able to develop to full potential” as one of the reasons for their response.
- 3.41 Only one of the three HEIs that responded to this question felt that the existing partnerships were suitably robust for this role. They did however see potential

in this model stating, “quality of provision is dependent on the area, but improvement is possible with guidance and support”.

- 3.42 Local Authority responses were split evenly across all three answers (Yes/No/Don't know). They felt that “recent funding cutbacks have compromised partnership efficiency”, and that “there is significant variation across Wales. The current partnership model is not the most effective.”
- 3.43 They were also against creating new partnerships, which they felt “could add bureaucracy without benefit”.
- 3.44 None of the organisations that responded felt that the existing partnerships were robust enough for this role. One commented, “partnerships vary across Wales. Some are successful; others not. Little verifiable evidence exists on the ground”. Another felt that funding was an issue, stating “Partnership Managers are needed to co-ordinate the planning and funding of delivery” qualifying it with a suggestion to “Cap the proportion of funding which can be used for management and running costs”.

Question 8 - Do you think that supporting a single national strategic body to oversee the strategic planning and delivery of Adult Learning would ensure that provision is delivered fairly and equitably across Wales?

Responses by sector

Sector	Number of responses
Adult Learning Partnerships	5
Further Education Institutions (FEIs)	6
Higher Education Institutions	3
Local Authorities	18
Organisations	12
Politicians	1
Public/Individual	16
Individuals in support of AOC/ALW response	240
Total	301

Predominant view
 The individuals who submitted responses in support of Addysg Oedolion Cymru/ Adult Learning Wales were wholly in support of this model. The majority of the remaining respondents were opposed to it.

Sectoral Analysis

- 3.45 Two FEIs were in support of this model whilst four were against it; one was unsure. Those opposed to the model were concerned that it would “add more complex, layers of management before funding reaches the learner; sub-contracting would mean financial allocations would be further diminished by the time they get to a local area”. There was also concern as to whether one single FEI would have the “expertise, local market knowledge, infrastructure (e.g. to

manage procurement), management structure or track record in delivering high quality outcomes, to be responsible for planning or delivering [Adult Learning] across Wales”.

- 3.46 Those in favour stated that a “National Model would aid efficiency; one organisation planning and coordinating delivery would strengthen provision and ensure there is no duplication or competition for the same learners; an organisation such as ALW could play a central role in coordinating plans, sharing best practice, advising on procedures.”
- 3.47 One FEI thought the model “possible” but had concerns that it would be a significant undertaking for a lead body.
- 3.48 One of the five Adult Learning Partnerships who responded to this question favoured this model of delivery. Whilst there was acknowledgement that a single organisation could lead to the “standardisation of course fees and tutors’ pay”, there was a concern that “as funding is currently limited, a single body could reduce available funding in order to sustain itself or in a subcontracting model”.
- 3.49 They also expressed concerns that “local needs may not be addressed leading to the loss of local expertise in an area so local responsiveness will be limited; a national body could focus provision on national priorities and not on local need leading to loss of funding/ localised provision”.
- 3.50 HEIs adopted a very mixed approach. Two were in favour, one was against and three did not comment. One HEI in favour of the model felt that it “could give a national voice to Adult Learning and a stronger political presence – but would result in upheaval – not sure Wales is ready for it yet.
- 3.51 None of the 18 local authorities that responded to this question favoured the National College model.
- 3.52 The local authorities acknowledged that there would be some “corporate advantages: marketing, national fees, tutors pay, data collection” suggesting that “sound monitoring within recognised frameworks should be sufficient to ensure provision is fairly and equitably delivered”.
- 3.53 However, they also felt that “the model doesn’t allow for differentiation/tailoring of services/learning based on local need (individual/ LA/ sub-regional) and demand and won’t deliver to hardest to reach learners”. They were also concerned that “rural areas would not be well serviced; rather funding and provision would be focussed on high population/urban areas”.
- 3.54 Ultimately their concern was that this model would be a “threat to current partnerships; unwieldy and difficult to control / with a risk of destabilising and dissolution of existing [Adult Learning] provision, relationships and infrastructure, including tutors, facilities, and premises; the potential to result in diseconomies of scale; it would be too big to organise and deliver.”
- 3.55 The majority of individual responses were in favour of the proposal and felt it “would enable a more strategic approach and consistent pattern across Wales,

subject to local circumstance”; and would “offer sustainable progression routes to HE via the OU [Open University].”

- 3.56 Others supported the model on the basis that a “National College could act as overseer and subcontract out to partner providers; but would need to be flexible for local and cultural variation”.
- 3.57 However, one individual was concerned that “a national college would be too big to address different issues across regions”.
- 3.58 Both of the Councillors who responded were opposed to the model. One felt there was a “risk of withdrawal of partners”, whilst there was also concern with the “scope of security and long-term stability of any ‘current’ ...strategic body”.
- 3.59 The vast majority of organisations did not support the model. They commented that “a [National College] seems overly bureaucratic; local expertise is key to meeting the needs of a local population; it could lead to a monopoly; organisations that deliver specialist training to small numbers could be lost resulting in the loss of individuality and best practice; with concerns over a single national body able to tailor provision to local need.” They were also concerned with the “impact on current partnerships and staff employed; due to the absence of democratic accountability”.
- 3.60 There was however some support for the ‘idea’ of a national strategic body. Possible benefits could include; “raising the profile of AL [Adult Learning] in society and with government; with better accountability for quality, improvement and innovation in the sector. It would need a clear monitoring and tracking regime and sophisticated self-assessment processes, but there is a risk that if a national strategic body could not meet the quality threshold itself it would jeopardise the credibility and work of the sector”.
- 3.61 Conversely, there was a feeling that early evidence of [Welsh for Adults] indicates that the model of a single national body that coordinates planning and delivery through satellite centres has merit.
- 3.62 240 individuals submitted near identical responses in support of the formal response from Addysg Oedolion Cymru/ Adult Learning Wales. In submitting their collective response, the supporters of Adult Learning Wales stated that:

“A national body focused on Adult Learning, committed to partnership working with a robust delivery structure, would help ensure a more standardised and consistent approach across Wales while also providing strategic overview and enabling effective use of funding.... This more focussed model will raise the profile of community-based Adult Learning through planned and demonstrable social and economic impact locally, regionally and nationally”.

Question 9 - Do you believe that the body should be procured?

Responses by sector

Sector	Number of responses
Adult Learning Partnerships	5
Further Education Institutions (FEIs)	7
Higher Education Institutions	3
Local Authorities	16
Organisations	12
Politicians	1
Public/Individual	15
Individuals in support of AOC/ALW response	240
Total	299

Predominant view

The majority of respondents were opposed to procuring a national college/ 'body'.

Sectoral Analysis

- 3.63 The majority of FEI respondents were opposed to the proposal to procure the service. They felt that “adopting a procurement strategy is not a practical solution AND would result in increased administration resulting in a lengthy and bureaucratic process when budgets are allocated annually.”
- 3.64 The Adult Learning Partnerships offered a mixed response to this question. Whilst three partnerships were in favour of procurement stating that “in order to ensure fairness and transparency it is essential that open tendering of delivery is invited”; others felt that “Adult Learning is a complex and diverse sector that requires local planning and delivery sites. It would not be practical to procure any one organisation to implement this”.
- 3.65 There was also a call to secure funding over a longer period if procurement was an option stating, “procurement will require a guaranteed ACL funding allocation for a minimum of 3 years and a maximum of 5 years”.
- 3.66 HE respondents were not in favour of this model stating that there was a “risk of the loss of many community venues should one organisation be procured”.
- 3.67 Within local authorities, there was “some support for procurement in the case of a National Strategic Body taking on the delivery of AL in Wales, it may ensure confidence that the successful organisation has the required capacity and expertise”. They reiterated the call for funding allocations to be set “for a minimum of 3 -5 years”.
- 3.68 However, the majority were opposed to the proposal stating, “a secondary procurement process would be necessary to ensure local need can be met. This would be costly, over-bureaucratic and divert money from the learner. There is also a risk of disruption to delivery during the procurement process.”

There was also some concern that “procurement would probably include providers outside Wales”.

- 3.69 The majority of individuals also expressed opposition on the basis that “procurement would be a lengthy process and involve open tendering across the EU”.
- 3.70 Organisations provided a mixed response. Those in favour felt that it was necessary to “ensure equity, quality and fairness”; however, the majority of organisations were not in favour of procurement.

Question 10 - Do you believe an existing FEI should be tasked with fulfilling this role?

Responses by sector	
Sector	Number of responses
Adult Learning Partnerships	5
Further Education Institutions (FEIs)	7
Higher Education Institutions	4
Local Authorities	17
Organisations	12
Politicians	1
Public/Individual	16
Individuals in support of AOC/ALW response	240
Total	302

Predominant view

Whilst the individuals who submitted campaign responses in support of Adult Learning Wales were in favour of this approach, the majority of other respondents were not.

Sectoral Analysis

- 3.71 There was a very mixed response from all seven FEIs that responded to this question, with some in support and others not. Whilst those in support of this proposal felt that “different areas have different priorities, but an organisation such as [Adult Learning Wales] could play a central role in coordinating plans, sharing best practice, advising on procedures etc.,” others felt that “one body overseeing the strategic planning and delivery of Adult Learning is not the most appropriate solution.”
- 3.72 All of the Adult Learning Partnerships were against this proposal. One partnership stated, “consideration should be given to the possible negative impact and disruption of delivery when transferring to one provider and the subsequent procurement of local delivery”. There was real concern of the impact this would have on local authorities’ provision with one commenting, “if funding is redirected to a national body, it is unlikely that the Adult Learning structure would be maintained by [a] local authority.”

- 3.73 The responses received from HEIs were equally diverse. Whilst one HEI was in favour of this proposal, three others were not. The HEI in favour felt that “[Adult Learning Wales] is ideally placed to take on this role if the National Body model is adopted however it is questionable whether Wales is in a position to make this change; there is a risk of disruption to the sector; and the current infrastructure supports LA’s”. Others felt that “a collaborative approach is the best option to provide as much flexibility and choice as possible”.
- 3.74 None of the local authorities supported this proposal. One stated “if [Adult Learning Wales] were to take on this role, [it’s] funding would need to be added to the local Adult Learning delivery ‘pot’; it is not equitable for [them] to be provider and commissioner. There would be a conflict of interest in the FEI receiving the funding also being a deliverer, this would apply to any single FEI”.
- 3.75 Another raised concern about limiting the choice to an FEI stating, “skills to develop a National Body [planning, contract monitoring and partnership building] are not limited to within the current FEI system.”
- 3.76 Individuals who responded to this question provided a mixed response, but the majority did not support the proposal. Writing in support, one individual said, “[Adult Learning Wales] is a national provider and should be given this role An FEI would have to develop a national reach which [ALW] doesn’t have at present”. However, in contrast another was concerned that “using an existing FEI would create division in the sector”.
- 3.77 Three organisations were in favour of this approach, but nine others were against the proposal. Whilst some felt that “[Adult Learning Wales] would be the obvious/only acceptable national provider” there was a great deal of concern “regarding a single organisation as commissioner and deliverer” and this potentially leading to a conflict of interest. One organisation felt that the “decision should be subject to open competition.”
- 3.78 In their letter of support, the Adult Learning Wales members outlined how they felt that their organisation is uniquely placed to undertake this role.
- 3.79 The letter stated:

“Addysg Oedolion Cymru | Adult Learning Wales is uniquely placed to coordinate and plan the delivery of Adult Learning across Wales, as outlined in Model 3 of the proposals. Addysg Oedolion Cymru | Adult Learning Wales has an excellent quality profile and high levels of learner satisfaction, delivering on strong partnership arrangements and placing these at the heart of everything we do; this can be a benchmark for raising the quality of the provision across the ACL sector.”

Question 11 - Which of the three options outlined would be the most effective in ensuring provision is equitable and accessible to learners across all of Wales?

Responses by sector

Sector	Number of responses
Adult Learning Partnerships	6
Further Education Institutions (FEIs)	7
Higher Education Institutions	5
Local Authorities	18
Organisations	10
Politicians	0
Public/Individual	15
Individuals in support of AOC/ALW response	240
Total	301

Predominant view
 On the balance of responses, Model 1 received the most support from across the sector. Whilst the greatest number of individual responses were in favour of Model 3, the vast majority of these were from members of Adult Learning Wales. Support beyond that organisation was very limited with little support from FEIs, Local Authorities, Organisations or existing Adult Learning Partnerships.

Sectoral Analysis

- 3.80 Very few comments were recorded in response to this question.
- 3.81 The majority of FEIs supported Model 1. One stated, “it is more likely to succeed as LA/FEIs take the lead role in the current regional Partnership”.
- 3.82 The majority of Adult Learning Partnerships (ALPs) also expressed support for Model 1, stating it would “build on the good work already achieved, share good practice as LAs and FEIs are best equipped to deliver courses, utilise existing LMI and recognise the wider social, cultural and economic benefits within their communities.”
- 3.83 HE supported all of the Models favouring a mix of Models 1 and 2, as well as Model 3. One HEI recommended, “support for a partnership approach between LAs/FEIs and ALPs with one lead provider in each area – it needs to be sufficiently resourced to enable effective delivery, linking with RSPs, and Reaching Wider.”
- 3.84 Out of the 18 Local Authorities responses, 14 chose Model 1, with the remaining four in favour of Model 2. One suggested, “support for this model should continue in our LA area – Model 2&3 would impact on learners and provision”.
- 3.85 Organisations provided a mixed response, but the majority favoured Model 1. The only comments received were from those organisations that did not support any of the models proposed. One suggested, “a model that locates a lead body within a partnership model; (in most cases the FEI), however arrangements

must be sufficiently flexible to allow, should it be more appropriate, for an LA to undertake that role.” Others felt that it was “not possible to determine a model with limited evidence”, and that they were “unable to agree to any proposals [models] due to the structure of the question. The only acceptable models would be either for local authorities alone to lead, or for local authorities to lead clearly defined, directed and suitably aligned to partnerships”.

Question 12 - Which of the three options outlined would be the most effective in ensuring provision is equitable and accessible to learners across your unitary authority?

Responses by sector	
Sector	Number of responses
Adult Learning Partnerships	6
Further Education Institutions (FEIs)	7
Higher Education Institutions	5
Local Authorities	18
Organisations	8
Politicians	0
Public/Individual	15
Individuals in support of AOC/ALW response	240
Total	299

Predominant view

The responses to this question closely matched those for question 11.

Sectoral Analysis

3.86 There were limited comments provided in response to this question. The majority of evidence submitted was in response to the previous more detailed questions.

4. Overview of responses to Chapter 2 - Funding Adult Learning in Wales

- 4.1 In considering how to restructure the delivery of Adult Learning, it is important that we also consider how we should fund the sector.
- 4.2 Funding for Adult Learning in Wales is currently part of the Post-16 budget - either as a dedicated Community Learning Grant through Local Authorities (LAs); or as part of mainstream Part-Time provision through Further Education Institutions (FEIs).

Options for changing the way we distribute the Community Learning Grant (CLG)

Question 13 - which of the funding options set out in Chapter 1 do you support, and why?

Responses by sector	
Sector	Number of responses
Adult Learning Partnerships	5
Further Education Institutions (FEIs)	6
Higher Education Institutions	4
Local Authorities	18
Organisations	11
Politicians	0
Public/Individual	15
Individuals in support of AOC/ALW response	0
Total	59

Predominant view

The majority of respondents supported the proposal to derive a formula for the allocation of funding on the basis of population and income deprivation and/or educational deprivation.

Sectoral Analysis

- 4.3 The six FEIs who responded to this question gave a mixed response. One was in favour of Option A as they felt it “provides the greatest flexibility in allowing providers to deliver Adult Learning which meets the health and wellbeing and return to employment needs of all learners irrespective of age/income deprivation”. Others disagreed stating “population alone is too generic a criteria and can miss out areas which may not have such significant numbers, but do have areas of deprivation. These are the areas which need support in order to help regenerate communities and economies. [Option B] would be a more equitable and fair approach to allocation of funding.”
- 4.4 Some FEIs felt a combination of Options B and C would be the best approach suggesting it “takes cognisance of need which should be the driver for funding and provision to support the most deprived.”

- 4.5 One of the FEIs commented, “some consideration should be given to sparsity and rurality issues. Whether there could be some form of uplift in relation to sparsity is a suggestion worth consideration”.
- 4.6 Adult Learning Partnerships also provided a mixed response. One felt that Option A “is the least harmful and is least affected by the problems with the methodology set out in the further information section”. Others felt that “population density; and rurality and sparsity should be considered in line with population; costs to provide and monitor provision is higher in rural areas”.
- 4.7 Supporters of Option C stated, “funding should be used to raise educational standards of basic, employability skills etc. (following the [Adult Learning in Wales] policy statement). If you raise people’s educational standards, employment opportunities will improve and also hopefully break the cycle of low skills within families”.
- 4.8 They too suggested a combination of Options B and C would be the best approach.
- 4.9 There were mixed responses from Local Authorities, although the majority supported Option B.
- 4.10 Option A was seen by some to be the “simplest and most equitable model; [and] would allow flexibility to meet the needs of the whole population”, but there was concern that it “does not consider educational need and income; nor align with [Adult Learning] policy”.
- 4.11 Option B was considered to have the potential to “break the cycle of deprivation and allow funding to be targeted at those living in poverty; economically inactive, or in work poverty”, but there was a risk that it “might tend to focus provision to Communities 1st type areas and areas of rural deprivation and would not provide equitable provision.”
- 4.12 Option C was regarded by many as the “fairest option, and should focus on skills,” but “would potentially miss employment related skills needs” and “does not consider income deprivation.”
- 4.13 There was little support for returning the funding to the Revenue Support Grant. Whilst one Local Authority felt it would “provide LAs with flexibility to respond to local needs”, others felt the “risk that funding would NOT be allocated to Adult Learning” was too great.
- 4.14 Individual responses favoured Options B and C, again with support for a combination of Options B and C.
- 4.15 One individual in favour of Option B suggested that “income deprivation needs to be a factor as this impacts on the [learners] ability to pay for and undertake learning; it levels the playing field for those living in poverty”, whilst choosing Option C “would allow for funding to be targeted in areas with greatest population without qualification”.

- 4.16 However, one individual felt that none of the options would be suitable stating, “because an area is classed as deprived it does not mean the people that live in that areas are educationally deficient”.
- 4.17 Responses to this question were submitted by 11 organisations. Seven of them favoured either Option B or C, whilst three favoured a combination of B and C. One organisation supported the dissolution of the Adult Learning grant and transfer of the funding to the RSG.
- 4.18 Those in favour of a combined funding mechanism stated that “including an element of deprivation as part of the funding formula would ensure that the level of need across different local authorities / partnerships is funded and supported”.
- 4.19 Organisations in favour of Option B said “some account needs to be taken of the relative wealth within the area”, and “there is a strong correlation between income deprivation and lower educational attainment”. One organisation felt that “income deprivation... is a more effective indicator of basic skills within an economic area and this would align with the expansion of [Adult Learning] into basic skills and lifelong learning”.
- 4.20 In contrast, arguments in favour of Option C focused on the educational impacts on poverty stating “just because people are income deprived doesn’t mean that they are educationally deprived”, whilst another argued that this was the best option because “education can lead people out of poverty and improve their life chances for them and future generations”.
- 4.21 Only one organisation chose Option D stating “councils are best placed to make decisions about how such funding is allocated within their communities, taking account of local circumstances and need... funding would be subject to democratic scrutiny and accountability thus ensuring that funding was allocated where appropriate”.
- 4.22 In addition, some organisations offered narrative responses without actually choosing an option directly. One was concerned that “radical change could create significant barriers and risk creating an overly burdensome mechanism nationally without accurately reflecting local needs”. Others pushed for an increase in the overall budget, commenting, “priority should be given to those with the lowest level of qualification and in need of the greatest support. Ministerial support should be sought for an increase to the budget across portfolios. A budget should be set based on what is required to deliver the outcomes desired”.

Question 14 - Why do you believe this option would serve learners best?

Responses by sector

Sector	Number of responses
Adult Learning Partnerships	5
Further Education Institutions (FEIs)	6
Higher Education Institutions	3
Local Authorities	15
Organisations	10
Politicians	1
Public/Individual	8
Individuals in support of AOC/ALW response	0
Total	48

Predominant view

The majority of respondents supported the proposal to derive the allocation of funding based on population and income deprivation and/or educational deprivation. There were not many comments in response to this question, as most respondents had added their comments to the previous question.

Sectoral Analysis

- 4.23 One FEI noted, “Models B&C are most suitable to meet need and ensure parity of access”; whilst another felt “Option A would answer all social requirements”.
- 4.24 Adult Learning Partnerships commented, “Increasing education engagement and achievement should be paramount”.
- 4.25 HEIs felt that the option they had chosen “would provide an equitable split to target the most disadvantaged” and “would make the anti-poverty agenda explicit”.
- 4.26 Local Authorities felt that the option they had chosen “would allow proportional allocation of funding”, and “answer essential skills requirements”.
- 4.27 One local authority raised the issue of other mechanisms for allocating the funding stating, “rural deprivation needs to be recognised and answered”.
- 4.28 Organisations provided a mix of responses stating that “a socially just formula would be more cost effective” and that “we need to ensure that the most accurate measure of local need is used”.
- 4.29 One councillor responded, “provision should not be hampered by economic deprivation”.
- 4.30 Individuals called for “targeted funding to improve employability” and “allocation should be made according to need.”

Question 15 - What has influenced your opinion?

Responses by sector	
Sector	Number of responses
Adult Learning Partnerships	4
Further Education Institutions (FEIs)	6
Higher Education Institutions	2
Local Authorities	18
Organisations	10
Politicians	1
Public/Individual	9
Individuals in support of AOC/ALW response	0
Total	50

Predominant view

The majority of respondents cited their own experience of delivery within the sector as the greatest influence on their responses.

Sectoral Analysis

- 4.31 Further Education Institutions cited that the things that had influenced their opinions included “experience in delivery” and the need to “target areas of multiple deprivation” and “address huge differences in funding”.
- 4.32 ACL Partnerships drew from “a wealth of delivery experience across Wales” and “knowledge of the current situation and knowledge of local area” to formulate their response to the consultation.
- 4.33 HEIs stated that “a wealth of experience” and “regional knowledge” were available and influenced their choices.
- 4.34 Local Authorities had been influenced by “analysis of data”, “knowledge of local deprivation” and “experience of living and working in a rural area”. Among their motives was the need to “maximize a finite resource”, “serve the needs of a growing population” and to “protect funding, delivery structures and provision.”
- 4.35 Organisations had “personal experience in the field [of Adult Learning]”, which influenced their responses. They wished to “challenge income and educational inequality”, “reflect changing workforce demands” and felt that “quality and fairness are essential cornerstones” of any funding mechanism.
- 4.36 Individuals cited life experiences, “seeing the everyday impact of poverty”, and “media reports on delivery” as influencing their responses. They stressed that “equity is needed between rural/ urban provision” and that “creativity should be encouraged rather than ‘adult ed [sic] for the poor’”.

Question 16 - Would you support the idea of a percentage of the funding being set aside each year to fund *Creative Solutions* projects within the sector?

Responses by sector

Sector	Number of responses
Adult Learning Partnerships	5
Further Education Institutions (FEIs)	7
Higher Education Institutions	4
Local Authorities	18
Organisations	10
Politicians	1
Public/Individual	14
Individuals in support of AOC/ALW response	0
Total	59

Predominant view

The majority of respondents were supportive of there being a Creative Solutions pot of funding for Adult Learning to encourage innovation. However, the majority of them wished to see this as an additional pot of funding, not top-sliced off the existing grant allocation.

Sectoral Analysis

- 4.37 FEI responses to this question were primarily in support of the proposal but warned that “further ‘top slicing of an already low Community Learning Grant may worsen the position in areas where low grants are already insufficient to meet the demand”. Another was supportive but would like to see Creative Solutions “funded in addition to the current Adult Learning budget” and that the Welsh Government “should support development and innovation through bespoke developmental budgets and not from delivery”.
- 4.38 One FEI suggested that “although they [we] recognise the importance and benefits that come from exploring different initiatives funding is such a scarce resource that we just need to make sure available funds goes directly towards delivery and impacts positively on those most in need”.
- 4.39 Adult Learning Partnerships offered a split response to this question with half of respondents being in favour and half not.
- 4.40 One partnership stated that they “would support funding of Creative Solution projects as it has direct impact on provision,” but were concerned with “any top-slicing of the grant to create a fund for creative solutions projects as this would have a negative impact on services...potentially taking further funding away from vulnerable learners. Any funding of creative solutions projects should be sustainable in order to promote stability of service to learners”.
- 4.41 Others agreed stating “there is so little funding for [Adult Learning], that any percentage of the funding being allocated elsewhere could/would affect the area by less courses being offered. If the funding could be raised by other means,

there is some validity in looking at innovative ways of delivery.” Another added, “whilst sponsoring innovation and creativity is welcomed, the current pot is not substantial enough to allocate a percentage in the initial process”.

- 4.42 One respondent suggested that, “partnerships should have the option to create their own ‘creative solutions’ approach, supported by accompanying evaluation. This would ensure that partnerships can react quickly rather than going through any protracted application process.”
- 4.43 HEIs were broadly in favour of a Creative Solutions pot.
- 4.44 One HEI echoed the response of the Adult Learning partnership stating that they “would like to see Partnerships being enabled to allocate funds to worthwhile projects and pump prime innovation. We would want to see this pot administered by Partnerships, not centrally, to ensure both regional and local buy in and a level of expertise as to what will work in the different localities.”
- 4.45 HEIs too had concerns about removing funding from the current grant and commented, “we support the idea of a creative solutions fund but have concerns about removing funding from already underfunded provision in order to facilitate this. Consideration should be given to how to enable all partnerships to work creatively and innovatively but also to securing further funding, perhaps from other portfolio areas...to fund this”.
- 4.46 The majority of local authorities were not in favour of a creative solutions pot.
- 4.47 One commented, “we do not feel that we need a specific fund. An element of innovation and willingness to pilot new approaches should be part of annual planning or programme of each partnership. The support provided is crucial to ensure the success of what is being achieved”. Another suggested, “partnerships should see developing more innovative approaches to existing challenges as part of their remit. They will have local knowledge of the problem and can provide a more holistic solution.”
- 4.48 Others were in support of the idea, but were very concerned with the suggestion that it might be funded from within the existing budget. One stated, “we would strongly agree that coming up with new idea or initiatives would benefit [Adult Learning], however we would have concerns and reservations with regards to the money being allocated from the Community Learning Grant and LA’s allocations being reduced by 10%”.
- 4.49 This feeling was echoed amongst most of the local authority responses suggesting “there is so little funding for [Adult Learning], that any percentage allocated elsewhere could/would affect the area by delivering less courses being offered and also the possibility of staff redundancies etc.” Moreover, “whilst sponsoring innovation and creativity is welcomed, the current pot is not substantial enough to allocate a percentage in the initial process.”
- 4.50 Most organisations who responded were in favour of the approach. One suggested that it “may be a positive way to encourage new approaches and innovation to provide Adult Learning to reach a wider proportion of the population”. Whilst others felt it “would enable greater community engagement

and a greater democratisation of services”, and “promote innovation and constant improvement of the offer to communities from Public Funds”.

- 4.51 Like other respondents, the organisations were again keen that it not be “at the expense of some of the funding given to each local authority’, and that “it is not appropriate at this time to further ‘top slice’ the existing budget”.
- 4.52 One of the politicians who responded was against the proposal and felt “innovation and being ready to trial new and different approaches should be part of a plan or programme”.
- 4.53 The majority of individuals who responded were in favour of a Creative Solutions pot of money. One felt that it “may lead to innovation and development of small business and provision of community-based support to a wider range of individuals” whilst another stated that an “opportunity to participate in creativity is a positive well-being affirmation”.

Question 17 - How might this work within your unitary authority area?

Responses by sector	
Sector	Number of responses
Adult Learning Partnerships	3
Further Education Institutions (FEIs)	5
Higher Education Institutions	2
Local Authorities	10
Organisations	3
Politicians	1
Public/Individual	8
Individuals in support of AOC/ALW response	0
Total	32

Predominant view

Respondents felt that a Creative Solutions fund could be managed through partnership working between providers – approved through Adult Learning partnerships.

Sectoral Analysis

- 4.54 FEIs commented that “Collaborative working could release funding for non-accredited learning” and that colleges have a “proven track record” of delivering Creative Solutions projects.
- 4.55 Adult Learning partnerships felt that “already stretched funding requires innovation” and that projects should be developed in “partnership with schools’ sector to share good practice”.
- 4.56 HEIs suggested a “bidding system would be preferable”, and that “bids should be approved by the [Adult Learning] partnership.

- 4.57 Local authorities felt that projects “should be made part of annual planning,” agreeing, “a bidding system would be preferred”. One local authority stressed that “a culture of innovation must be embedded” and that such projects “would bring much needed innovation to the sector,” and “could provide a catalyst for partnership”.
- 4.58 Organisations felt that the “system must be flexible and adaptable for all areas”, and that the Welsh Government must “ensure that this provision is sufficiently funded”.

5. Supplementary comments

- 5.1 There were a number of further comments submitted by respondents in relation to the consultation.
- 5.2 Some of these comments related to the definition of Adult Learning, stating, “there needs to be a clear definition of Adult Learning in Wales. It is sometimes recognised solely as Adult Community Learning, but there are many other forms of Adult Learning. These include adult vocational learning (predominantly in FE), informal learning in local community settings (e.g. libraries, museums etc.), as well as recreational clubs and societies”. Another stated “Adult Learning goes far beyond the limited definition set out in the consultation and that learning for its own sake makes a positive contribution to health and wellbeing, as well as contributing to social cohesion and the economic, environmental and cultural wellbeing of Wales. It is difficult to comment on funding mechanisms without knowing the accurate definition of Adult Learning. Differentiating types of Adult Learning should ensure that effective delivery mechanisms are put in place, enhance accountability and facilitate performance monitoring”.
- 5.3 One respondent felt there was “insufficient information supplied on current provision in the consultation document. Lack of clarity in the amount of funding that is currently contributed by further education (FE) colleges, by local authorities from the Revenue Support Grant (RSG) and by schools from the Pupil Development Grant”.
- 5.4 A number of respondents urged, “transitional arrangements must be put in place if the Welsh Government decides to significantly change the funding model. Provision must be sufficiently funded.”
- 5.5 Others wished to see a more crosscutting approach to funding stating “Welsh Government departments should pool all their budgets targeting older people, lifelong learning and wellbeing.” There was also a call for “Ministerial support for an increase to the budget across portfolios. A budget should be set based on what is required to deliver the outcomes desired.”
- 5.6 There was a query as to how “will Adult Learning fit with the proposed Commission? TERCW would have to pay due regard to Adult Learning, which features little in the technical consultation document”.
- 5.7 One organisation stressed, “it is imperative that financial and practical support is targeted to increase the provision and participation in Welsh medium Adult Learning. There is no specific attention to provision and/or bilingual Welsh in the consultation considering the Welsh Governments Future Generations Strategy for Wales, Welsh 2050. The Welsh Government needs to build on its commitments to ‘increase availability of essential skills and employability courses through the medium of Welsh’, and ‘to continue to support the work of the Mentrau Iaith to encourage learners to engage in Welsh medium activities”.

6. Annex A – Respondents to the Consultation

6.1 Further Education Institutions

Adult Learning Wales
Coleg Cambria
Coleg Sir Gar
Coleg Y Cymoedd
Grŵp Llandrillo Menai
Gower College Swansea
Pembrokeshire College

6.2 Adult Learning Partnerships

Denbighshire & Conwy Partnership
Gwent ACL Partnership
Neath Port Talbot Community Learning Network
Learning Pembrokeshire
Powys Adult and Community Learning.
Wrexham ACL Partnership
Anonymous

6.3 Local Authorities

Anglesey County Council
Life Leisure Trust T/A Aneurin Leisure / Blaenau Gwent County Borough Council
Caerphilly County Borough Council
Cardiff County Council
Carmarthenshire County Council
Merthyr Tydfil County Borough Council
Newport City Council Adult Learning
Pembrokeshire Learning Network
Rhondda Cynon Taf County Borough Council
Swansea Council
Torfaen County Borough Council
Anonymous
Anonymous
Anonymous
Anonymous
Anonymous
Anonymous
Anonymous

6.4 Higher Education Institutions

Lifelong Learning Aberystwyth University
HEFCW
Open University
Anonymous
Anonymous
Anonymous

6.5 Organisations

Age Cymru
Careers Wales

City Lit
Clybiau Plant Cymru Kids' Clubs
Y Coleg Cymraeg Cenedlaethol
ColegauCymru
Co-ops & Mutuals Wales
Estyn
Education Workforce Council
Learning and Work Institute Cymru
NASUWT Cymru
National Education Union Cymru
Older People's Commissioner for Wales
South Riverside Community Development Centre Ltd.
The University and College Union Wales
Welsh Language Commissioner
WLGA
Anonymous
Anonymous

6.6 Politicians

Cynghorydd Craig ab Iago, Aelod Cabinet dros Ddiwylliant, Hamdden a
Thai Cyngor Gwynedd
Councillor Nigel Howells, Chair of Cardiff Council's Economy & Culture
Scrutiny Committee

6.7 Individuals

Anonymous
B Fawcett
Rob Humphreys
Lee Fox
Susan Evans

6.8 Individuals in support of Adult Learning Wales

Adam Robson	Andrew Morse
Adele Gatt	Ann Glaiser
Adrian Heathfield	Ann Herbert
Adrian Roper	Ann Rhodes
Alyn Thomas	Anna Lockwood
Alyson O'Connell	Annabel Bohana
Amanda Ault	Anthony Konieczny
Andrea Jones	Antoni Schiavone

Arthur Shepherd
Avril Wright
Barbara Turner
Beth Berry
Bethan Williams
Betty Mason
Bev Williams
Beverley Bowen
Bob Young
Bonita Kinsey
C Davies
Carolyn Parry
Cath Hicks
Catherine Clark
Catherine Poynton
Catherine Watkins
Catrin Roberts
Ceinwen Statter
Celia Forsythe
Ceri Fox
Ceri Lewis
Ceri Williams
Chris Franks
Christina Gallagher
Christopher Gilmore
Cicely Blacklaw Jones
Clair Brick
Claire Grist
Clare Evans
Clive Morgan
Dafydd Rhys
Dave Fowler
Dave Lovell
Dave Peregrine
David Ashman
David Elis-Williams
David Jones
David McKeevers
David Norman
David Smith
David West
Debbie Baker
Deborah Crecraft
Deborah John
Derek Havard
Derek Lewis
Dianne Locke
Dom Belli
Dominic Jones
Donna Ridler

Doug Isaacs
E Jones
Eifion Williams
Eleanor Jones
Elizabeth Fox
Emma Chivers
Emma Gray
Gail Lee
Gareth Cork
Gaynor Hanlon
Gethin Evans
Gill Crandon
Goronwy Owen
Gwen Griffiths
Gwyn Roberts
Hannah Jones
Harriet Robson
Hayley Davies
Hayley Evans
Hayley Morris
Heather Willbourn
Huw Beckett
Huw Jones
Iona Herbert
James Berry
James Fleming
Jan Tiley
Jane Booty
Jane Hawkshaw
Jane Rigby
Jane Sykes
Jane Watkins
Jayne Ireland
Jayne Murphy
Jeff Moses
Jenna Norman
Jennifer Jones
Jeremy Gass
Jessica Conlin
Jina Gwyrfai
Jo Maddy
Joanne Flower
Jody Jones
Joe England
John Garrett
John Graystone
Jonathan Goddard
Jonathan Mayne
Joy Williams
Judith Wilding

Julia Wilson
Julie Griffiths
Julie Roberts
Karen Fisher
Karina Scott
Kathryn Robson
Kathy Cook
Katie Love
Katy Muirhead
Kay Webber
Kelly McCarthy
Kim Johnson
Laura Jones
Lauren Blacklaw-Jones
Leanne Andreadis
Leane Saunders
Len Preece
Leonard Preece
Lilian Nicholls
Lisbeth McLean
Lise Jacobsen
Llinos Hicks
Lottie Dessent
Louise Gilmore
Lucy Billing
Luke Ward
Lynda Ballam
Maggie Townsend
Malcolm Llywelyn
Manon Jones
Margaret Dawson
Margaret Jones
Maria Owen-Roberts
Marjorie Witty
Martin Hughes
Martyn Reed
Martyn Watkins
Mary Dunford
Mary Hughes
Megan Matthews
Mel Davies
Melanie Baugh
Michelle Waldman
Mike McCann
Miranda Edwards
Miriam Page
Natasha Harris
Nerina Scott
Nicola Holmes
Nichola Lowe

Nicola Perkins
Nicola Richards
Nigel Davies
Nigel Price
Nikki Powell
Pam Bayliss Edwards
Pam Griffith
Patricia Hooper
Patrick Robson
Paul Glaze
Paul Stepczak
Rachel Burton
Rachel Jewell
Rahala Chowdhury
Rajiv Dhall
Raymond Neil
Rhian McCarthy
Rhian Owen
Rhiannon Brown
Rhydian Campbell
Rhydian Williams
Richard Tanswell
Rona Jones
Ronnie Parry
Rowland Jones
S Mckenzie
Saffa Ibrahim
Samuel Emmett
Sarah Hembery
Sarah Murphy
Sarah O'Connell Jones
Sean Bloodworth
Sharon Howell
Shelley Kear
Shumaila Ali
Sian Ellis-Jones
Sian Jones
Simon Conlin
Simon Fleming
Sion Jones
Sonia Reynolds
Sophie Stephens
Stephanie Meakin
Stephen Thomas
Steve Donoghue
Steve Edwards
Sue Da'Casto
Sue Konieczny
Sue Owen
Susan Roberts

Tania Hayward
Terry Bishop
Theresa Burling
Timothy Owen
Tom Williams
Tomos Knox
Vicky Knappett

Victoria Parsons
Wanjiku Ngotho-Mbugua
Wayne Osborne
Wendy Lewis
William Powell
Zoe Hall