



EUROPEAN ASSOCIATION FOR  
THE EDUCATION OF ADULTS

## Candidate's presentation form for EAEA PRESIDENT & EXECUTIVE BOARD MEMBERS ELECTIONS 2019

Please introduce yourself with this form and make your motivation known to the members of EAEA who will elect the new executive board in June 2019

*To be returned to EAEA until **26 May 2019***

*to Gina Ebner [gina.ebner@eaea.org](mailto:gina.ebner@eaea.org) AND*

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<b>NAME</b>	Alex Stevenson
<b>TITLE</b>	Mr
<b>ORGANISATION</b>	Learning and Work Institute
<b>NOMINATED BY</b>	Learning and Work Institute
<b>RUNNING FOR</b>	<input type="radio"/> President <input checked="" type="radio"/> Board member

Please attach your ID picture to the mail or add it here:





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1. Please describe your current position.

Since 2014, I've worked as a Head of Programme at Learning and Work Institute (L&W), an independent policy, research and development organisation dedicated to lifelong learning, full employment and inclusion. L&W works in England and Wales, and as the UK's national coordinator for the European Agenda for Adult Learning, has close links with partners in Scotland and Northern Ireland.

At L&W, I lead two key programmes of work linked to our strategic priorities. The first of these is **essential and life skills**, where I lead research and development projects on adult basic skills for the Department for Education (DfE), local government and other clients and funders. This work has included the development of L&W's 'Citizens' Curriculum' model for local, participatory and integrated basic and life skills learning, and contributions to European collaborations on basic skills, such as EAEA's Life Skills for Europe project and STRAIGHTEN Basic Skills. The programme also includes our work on English for Speakers of Other Languages (ESOL), and learning for refugees and migrants. I am currently working with DfE to lead a consultation on the development of a new national strategy for English language learning in England, with the Home Office to produce a new national set of resources for learners with low levels of literacy, and with regional migration partnerships in South East England and the West Midlands to provide strategic support to refugee resettlement organisations on English language learning.

The second programme of work focuses on **learning in communities**. This involves leading an annual programme of national adult education networks and policy forums for DfE, including the National Older Learners Group and the National Family Learning Forum. A number of my recent projects have focused on supporting adult education providers in the use of social metrics tools to measure the impact of non-formal learning, looking at a wide range of outcomes such as improved health and wellbeing, increased social capital and greater employability. As adult education budgets are set to be devolved in nine large city regions in England, I am currently working with the Greater London Authority to develop an outcomes framework for London's adult education budget, and with other city regions to support them to take on their future responsibilities as commissioners and funders of adult education.



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2. How would you like to contribute to the work of EAEA, based on your experience in your organisation?

I believe that I am well placed to contribute to EAEA's work, as much of my experience and expertise in policy and practice aligns well with current priority areas for EAEA. For example, on the basis of L&W's basic and life skills work on the Citizens' Curriculum, I contributed as a partner in EAEA's Life Skills for Europe project, leading on the development of the Life Skills for Europe framework output, and presenting on this at a project event in Patras, Greece and at the launch event in Brussels in October 2018. The project has since achieved considerable impact across Europe, and I recently represented it at a workshop organised by the European Commission's Joint Research Centre, Seville to help inform the development of the new European Personal, Social and Learning to Learn Competency framework (LifEComp). I have extensive knowledge, contacts and networks in adult basic skills in the UK, and through participation in the European Basic Skills Network, across Europe more widely.

My recent work on English language provision for refugees and migrants has also enabled me to support other areas of EAEA's work. For example, I led L&W's contribution to EAEA's ImpLOED project and spoke at the final conference in Brussels on the project's 'instruction manual' for embedding outreach, empowerment and diversity in adult education. I have drawn upon L&W's work on local partnerships to improve access to learning for refugees and migrants as the basis for my contribution to EAEA's conference last year, where I led a discussion on the theme of partnerships in adult education.

Finally, the work that I have led on new approaches to measuring the impact of non-formal adult education can benefit the full range of EAEA's work to promote the impact and benefits of adult education on active citizenship and participation, basic and life skills, social cohesion and employment.

3. What are your motivations as a candidate?

I have been involved in adult education for almost 20 years, and my background is primarily as a practitioner. I hold a post-graduate certificate in post-compulsory education, and a master's degree in teaching English for speakers of other languages. My first experience as a teacher came whilst working as a foreign language assistant in a secondary school in Hellersdorf, Berlin as a university student. I began my career as an adult educator on a temporary basis, teaching English



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to asylum seekers, refugees and other migrants whilst looking for graduate employment in other fields. However, I began to become more and more interested in language teaching and learning, but most importantly in the transformational impact that learning has on people's lives. Throughout my subsequent career in teaching, and in developing and managing the curriculum adult education services, further education colleges and independent training providers, I have always tried to keep a focus on providing the kinds of learning that meet the diverse needs of different kinds of adult learners, and helps them achieve their aspirations in learning, work and in life.

More recently, since joining the National Institute of Adult Continuing Education (NIACE) in 2013 and subsequently at L&W, I have been privileged to work at a national and European level undertaking research and development work to promote better policy and practice in adult basic skills and learning for refugees and migrants, and to make the case for adult education more broadly. Since my first teaching experiences in Berlin, I have always had an interest in international co-operation and partnerships, and have been particularly pleased to contribute to EAEA projects and events, as well as other European initiatives in L&W's role as the UK national co-ordinator for EAAL. I firmly believe in the value of sharing experiences, effective practices and developing common approaches to shared challenges across national boundaries – something that I believe will continue to have value, and which I am keen to support, whatever the eventual future relationship of the UK with the European Union.

#### 4. Which other information would you like to share with the EAEA members?

Away from my duties at L&W, I pursue a range of interests which include history, reading, Manchester United Football Club, England's national cricket team, hiking, good beer and live music, and occasionally dust down my Fender Telecaster to jam funk and soul with a few friends.