



NATIONAL FURTHER EDUCATION AND TRAINING (FET) LEARNER FORUM 2019 LEARNER REPORT

2019 - A Year in Numbers

1
0
0
1



Learners

4
7
0



Full time

3
5
5



Part time

107



Hours of
Discussions

9
1
4



Surveys
Analysed

1
3



Regional
Reports

6
8
8

Evaluations
Analysed

4



Advisory
Group
Metings

4



Academic
Expert Group
Metings

14



Events

ABBREVIATIONS

DEASP	Department of Employment Affairs and Social Protection
DES	Department of Education and Skills
ESF	European Social Fund
ETB	Education and Training Board
FET	Further Education and Training
NALA	National Adult Literacy Agency
QQI	Quality and Qualifications Ireland

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ORGANISATIONS

AONTAS

AONTAS is the Irish National Adult Learning Organisation. As an umbrella body committed to advocating and lobbying for the development of a quality service for adult learners and promoting the value and benefits of lifelong learning, AONTAS works on behalf of its almost 500 strong membership, regarding the membership as a key resource which provides the organisation with a grassroots, authentic understanding of adult and community education practice and learner perspective. The membership profile comprises a rich mix of statutory, voluntary and community organisations involved in the provision of further education and training, as well as individuals who are deeply involved in and committed to the concept and practice of lifelong learning.



SOLAS

SOLAS is the State Organisation responsible for funding, planning and coordinating Further Education and Training (FET) in Ireland. Its mission is to fund, co-ordinate and monitor a range of FET provision to ensure economic and social wellbeing and to play its part in progressing, influencing and supporting the development of a FET sector that is more responsive to the needs of learners and employers, and is innovative, flexible and demand-led. Its vision is to achieve a well-recognised FET sector, valued for its quality and for delivery of education, training and skills that enables learners to succeed in the labour market and thrive in society. The core principles of SOLAS are to

- ensure there is robust intelligence to inform the planning, funding and design of new and existing FET provision;



- focus on adding value by fostering collaboration across the FET sector, sharing learning and empowering delivery organisations;
- promote innovation and fund provision that meets identified need;
- be open to new ideas, proactive in seeking out evidence of 'what works' in FET and ensure that the learner experience is at the centre of decision-making; and
- maintain a central focus on standards and quality in FET, including excellence in programme development and the on-going professional development of the FET sector

EDUCATION AND TRAINING BOARDS

Education and Training Boards are statutory authorities which have responsibility for education and training, youth work and a range of other statutory functions. Education and Training Boards manage and operate second-level schools, further education colleges, multi-faith community national schools and a range of adult and further education centres delivering education and training programmes.

Education and Training Boards are active in local communities through the direct provision of training and education programmes delivered in training centres, colleges and other training and educational settings. In this way, Education and Training Boards seek to make a real difference to the lives of the people they serve. Such responsiveness continues to be the hallmark of the Education and Training Boards sector, looking outward nationally and internationally, while servicing education and training locally and individually.



etbi

Education and Training
Boards Ireland
*Boird Oideachais agus
Oiliúna Éireann*

ACKNOWLEDGEMENTS

LEARNERS

We would like to begin by thanking every learner who took part in a National FET Learner Forum event. Your voice is at the core of this project. Every learner that took part gave their time to help make FET a more accessible, inclusive, and better system. Your voice and stories will help enhance the experience for the learners who enter FET after you. Because of this, we thank you.



SOLAS AND THE EUROPEAN SOCIAL FUND

The National FET Learner Forum is a collaborative project between AONTAS, SOLAS, and Education and Training Boards across the country. AONTAS began the project in partnership with SOLAS as one of the key actions of the 2014-2019 FET Strategy. The National FET Learner Forum is co-funded by the European Social Fund (ESF), as part of the ESF Programme for Employability, Inclusion and Learning 2014-2020. The ESF is a European Union financial institution that promotes employment and supports economic and social cohesion in EU member states. Without the support of the ESF, SOLAS and by extension the Government of Ireland, this project could not take place.

EDUCATION AND TRAINING BOARDS

The National FET Learner Forum is a partnership project between AONTAS and Education and Training Boards across the country. We would like to thank the Education and Training Boards who volunteered to host regional events this year. You have shown clear commitment to listening to learners and taking the recommendations of learners into consideration through your support of this project. Thank you for volunteering your time and effort to organise these events.

For each event, Education and Training Boards nominate (a) Key Contact(s). These Key Contacts help organise the events, coordinate inviting learners, and support the delivery of the events on the day. Without their help and guidance, the project would not be possible. We would like to thank them for their continuing support of this project and their dedication to listening to learner voice in their Education and Training Board.

ADVISORY GROUP

We would like to express our gratitude to the National FET Learner Forum Advisory Group. This group is made up of two former learners, a FET director, and representatives from the National Adult Literacy Agency (NALA), SOLAS, Quality and Qualifications Ireland (QQI), Education and Training Boards Ireland (ETBI), the Department of Employment Affairs and Social Protection (DEASP), and the Department of Education and Skills (DES). Without their recommendations and guidance throughout the year, this project would not have expanded in such a successful and meaningful way. Thank you for the support that helped to make this research possible.

ACADEMIC EXPERT GROUP

We would also like to thank the Academic Expert Group. This group this consists of Irish and European experts in learner voice. Their expertise is the intellectual basis for this project. We would like to express our gratitude for their guidance and support of this project. We would like to thank them for giving their time and lending guidance and commitment to this project.

INTRODUCTION

This report gathers all the findings from the National FET Learner Forum events held in 2019. It is designed as a supplementary piece to the full 2019 National Annual Synthesis Report, also being launched this November 2020. It gives a summary of what learners said at each event by highlighting the key topics raised in relation to each of the two key questions posed to learners at each event. These key topics are presented in a table, featured in order of the frequency of which each topic was raised. These topics are then followed by direct quotations stated by learners that help give voice to each.

What is the Forum?

The National FET Learner Forum is a series of national and regional events. Each event is hosted by a participating Education and Training Board (ETB). Learners are asked to share their views on their experience of FET. AONTAS then takes the key topics raised at each event and feeds them back to their Education and Training Board and to SOLAS to inform future policy and planning of FET provision.

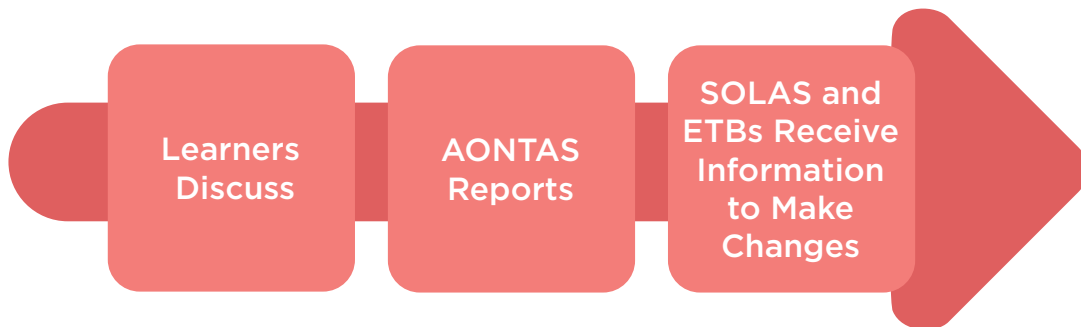
This is the fourth year of the Forum. The project has expanded every year. Since its launch, the Forum has reached 1,920 learners. The first Forum event was held in 2016, and was a national event with 70 learners. In 2019, the Forum featured 13 regional events and one national event, reaching **1001 learners**. This year regional events took place in the following Education and Training Boards:

- Cavan and Monaghan Education and Training Board, 25th March 2019
- City of Dublin Education and Training Board, 14th October 2019
- Cork Education and Training Board, 6th March 2019
- Donegal Education and Training Board, 2nd April 2019
- Dublin and Dún Laoghaire Education and Training Board, 26th November 2019
- Galway and Roscommon Education and Training Board, 9th October 2019
- Laois and Offaly Education and Training Board, 21st March 2019
- Limerick and Clare Education and Training Board, 5th March 2019
- Longford and Westmeath Education and Training Board, 25th November 2019
- Louth and Meath Education and Training Board, 20th March 2019
- Mayo, Sligo, and Leitrim Education and Training Board, 16th October 2019
- Tipperary Education and Training Board, 12th March 2019
- Kildare and Wicklow Education and Training Board, 26th March 2019



How does the National Further Education and Training Forum work?

There are three simple steps to the Forum:



STEP 1: LEARNERS DISCUSS

At each Forum event, learners are divided into smaller focus groups and are asked to answer two main questions:

Question 1: What was your experience entering Further Education and Training?

Question 2: How has your Further Education and Training programme met your needs as a learner?

These discussions are recorded so that they can be used for the reporting. A survey is also given to learners at the end of the event, which has questions on the following subjects:

- reasons for entering FET
- satisfaction with your course
- barriers to taking a course
- progression

STEP 2: AONTAS REPORTS

After each event, AONTAS takes the information provided in discussions and through the survey, and develops a report that is sent to both SOLAS and the Education and Training Board. This report represents a summary of all findings shared in each of these smaller event reports.

STEP 3: SOLAS AND EDUCATION AND TRAINING BOARDS RECEIVE INFORMATION TO MAKE CHANGES

SOLAS and Education and Training Boards use these reports to better understand learners' experiences in FET. The feedback provided in these reports help ensure learner needs remain at the heart of future FET policy and planning.

LEARNER RECOMMENDATIONS

The table featured below is a summary of 14 reports (1 national and 13 regional reports). It represents 107 hours of learner discussion completed by 1001 learners over the course of the year. Each topic is assigned a frequency number. The maximum possible frequency for any recommendation is 14 (as a total of 14 events occurred in 2019). Findings that came up with equal frequency across events are listed in alphabetical order. It should be noted that these figures do not represent the level of importance assigned to the topic by the learners who raised it.

WHAT WAS YOUR EXPERIENCE ENTERING FURTHER EDUCATION AND TRAINING?		
TOPIC	FREQUENCY	STATEMENT
Advertisement	13	Learners would like Education and Training Boards to diversify their advertisement and avoid depending on online advertisement
Experience Entering FET	9	Learners had a positive experience when first entering FET
Department of Employment Affairs and Social Protection (DEASP)	6	Learners would like Education and Training Boards to work collaboratively with the DEASP to ensure DEASP staff are clear on the available learning pathways and are supportive during the referral process into FET
Course Options	6	Learners would like more course options available at their local Education and Training Board, particularly those necessary to complete a full major award
Course Information	3	Learners requested clear and timely information on their courses, such as a course syllabus and timetables

Hidden Costs	3	Learners would like to be provided with clear information on costs associated with courses before entering FET
Perceived Negative View of FET	2	Learners would like FET to be promoted among secondary students
Recognition of Prior Learning	2	Learners would like Recognition of Prior Learning processes to be expanded across all Education and Training Boards

HOW HAS FURTHER EDUCATION AND TRAINING MET YOUR NEEDS AS A LEARNER?		
TOPIC	FREQUENCY	STATEMENT
Guidance	14	Learners who had accessed guidance services found them helpful and supportive Learners would like better promotion of guidance services across all FET centres
Wider Benefits of FET	13	Engaging with FET had wider benefits for learners, such as feeling more confident, building greater social networks, and improving overall wellbeing
FET Tutors	11	Learners feel Education and Training Board staff and tutors promote an atmosphere of mutual respect, openness, and equality
Progression	11	Learners would like clear and timely information on available progression options to help them in their future planning

Technology Skills	9	Learners would like increased opportunities and support to improve their technology skills
FET Facilities	7	Learners would like Education and Training Board facilities to be comfortable, functional, and accessible Learners would like Education and Training Boards to provide up-to-date technology equipment and for all centres to have open WiFi access
Transport	6	Learners would like transport grants to reflect the real cost of travel
Childcare	5	Learners would like access to on-site childcare
Work Placements	5	Learners would like support in finding relevant work placements
Assignments	4	Learners would like timely information on deadlines and assignments Learners would like courses and tutors to collaborate to ensure deadlines and assignments for various classes do not overlap
English Language Support	2	Learners would like increased support with English language skills
Peer Learning	2	Learners value the space for peer learning that is fostered in their FET courses
Resources for Learners with Learning Disabilities	2	Learners with learning difficulties would like more access to assistive resources, software, and learning materials
Attendance	1	Learners would like a more flexible approach to attendance that does not result in cuts to social welfare payments due to unforeseen absences beyond their control
National Framework of Qualifications	1	Learners would like more information on the National Framework of Qualifications

WHAT DID LEARNERS SAY?

All of these categories come from statements provided by learners. Featured below is a sample of some of the quotations used to form each category.

What was your experience entering Further Education and Training?

ADVERTISEMENT

"I found out about it through one of the ads who did it the previous year because I'd have never known about it like. I think it wasn't advertised very well."

"The [adverts] used to be in the local newspaper. They're not in the local newspaper anymore. I wasn't on the internet all the time before, not everyone would be on the websites."

"Hold open nights in community centres rather than actual schools because people might have had bad experiences in actual school."

"There is a lack of advertisement and information for that course for more people to be able to approach it, because I didn't know anything about it until my friend told me about it."

"If it hadn't come through the door, I wouldn't have heard about it!"

EXPERIENCE ENTERING FET

“When you first go through those doors, you’re so welcomed. The minute I walked in, I felt I was wanted there.”

“The course coordinators are excellent. When you go in to find out [information about your course] they really explain the situation to you and they do check with you to see if the course is what you want to do.”

“When I went in, there they were friendly. They took their time to talk to you and find out what you wanted to do and where you wanted to go. They’re supportive all the time.”

DEPARTMENT OF EMPLOYMENT AFFAIRS AND SOCIAL PROTECTION

“I spoke to someone in the social welfare office and they were so good; they gave me all the options. I never thought I could do it before that.”

“I went to the girl in the social welfare about it and she didn’t know what it was. I had to show her [the available courses].”

“I seem to have been hit back by social welfare. They said, ‘you can’t go on this, you can’t go on that.’ You have to be so many months unemployed before you’re entitled to go on a course, which I think is very discouraging. It’s very maddening really.”

COURSE OPTIONS

"I know some of the other students in the college are not having modules being run or experiencing difficulty getting into the modules they need in order to get a major award. You have to have a major award to work in some areas. That is something that needs to be looked at. If you are going in for the major award, you should have the courses there."

"If there were a criticism I'd have, it's that the amount available to you at a local level is quite limited."

"There's guidance. They'll tell you about what course you can do next, but that's no good to me, because it's in [the city] and it's not feasible for me to drive up and down to [the city] every day."

"I'm really interested in photography, but when I got there all those classes were full."

COURSE INFORMATION

"I had no idea what I was going into. I was going to a course, as far as I was concerned, on the basics. I went in completely blind."

"I feel you're just kind of put on certain courses, like we're not given the information; what is actually involved in that course. You don't realise that there is so much work."

“It’s really about knowing what an employer would want when you go out working in today’s practice because things have changed so much and they change all the time.”

“It’s the relevance. What I’m trying to say is, I’m not trying to be negative but, the relevance of the content of each module needs to be relevant for today’s environment.”

HIDDEN COSTS

“It [the syllabus] had information down on kits, funding, and exams, but when it came down to it we’re not supplied with a kit. It could be €300. We have to go buy everything. There’s a lot of stuff that we have to buy. You’d be talking hundreds.”

“We had three extra classes that we had to take, one of them was €85, one was €35, and these are all extra costs in the middle of the course.”

“When we went in to pay the fees it says materials €200. And then when we got into class, we were told that we had to buy a uniform that was €100 word we had to buy your own knife sets which cost €100. Now we were given the option of a knife set or like a good one or you could go for middle, so I went for the middle one €150.”

PERCEIVED NEGATIVE VIEW OF FET

"Emphasise it [FET] more in secondary schools, make it more well known. It's just an awareness issue."

"When I was in secondary school, we had people from the army come in and talk about it, but we never had any learners come in to tell you this [FET] is actually an option."

"It might be a good idea to publish some people's testimonies of why they went to [FET] and what is their story."

"I think they should go to schools and teach kids about FET."

RECOGNITION OF PRIOR LEARNING

"I think I could have gone in at a higher level, maybe 5 or 6."

"I was directed to a course based on my length of time out of school. Now I'm loving it, but it is a bit too easy."

"When I went in, they did ask me about my prior learning and experience. They recommended me to do level 4 and I was happy with that."

How has Further Education and Training met your needs as a learner?

GUIDANCE

"It would be nice to see a guidance counsellor to see how far you are coming along and where you are going. When you have so many courses done, where do you go from there? I think that [guidance support] is needed."

"I wasn't sure and now I'm sure, now I know what I want and I know where I want to go. It's actually given me the confidence to move on."

"I think you have to book, she only comes every two weeks. No one knows about it."

"You come in with a list of questions and they don't even need to turn on their computers to have all the answers. All the grants and everything. They know their stuff."

WIDER BENEFITS OF FET

"Mental health is a big thing. I notice in the course that there's a lot of people that are isolated and disconnected from the community, particularly in winter. I think it's really beneficial to your mental health to be in an environment with people like that, with people every day, and the friendships that are built. We're all great friends in our course, really like a little family."

"I feel not just more confident, but capable of doing proper life things. It's like a reminder that 'yes, you are capable of doing this.'"

"I learned a lot by communicating with different people from different backgrounds and cultures."

"I think it opens you up to so many people from different walks of life and I think it opens your mind to a whole load of new things, new experiences."

"For me it was healing the relationship with learning, because school can be very traumatic for people; you're getting force fed stuff that you don't want to learn. It's very empowering to go back and learn something that you're actually interested in and you want to pursue. It changes your relationship with education."

FET TUTORS

"If you're having a problem with anything, even something not directly related to the course, they will do their best to help you."

"If you have difficulty, you just go to them and there's no rush with you. They just take in what you say and they try to resolve it. It is good."

"The tutors are very good. I'm not just saying that – they are very supportive. You can go to them and say 'I'm having a bit of a struggle with this' and they'll say, 'Right. No problem at all. We'll go through it again.'"

"Even the teachers who do not teach us in our centre are so helpful. They are so supportive. They are all really good."

PROGRESSION

"I feel coming up to the end of this course, I have a Level 5. What do I do next? Nobody has given me really any guidance as to my progression route and I'm an older student so I feel I've put a lot of money into something and I don't know what I'm going to get out of it."

"I think the ETB [should] link the courses up. They need to think about the following level to see about the higher level. There is no continuity of the courses."

"I've already thought of a couple more things I can do from the course, so it really broadens your horizons."

"I never saw myself going back to third level, but now after doing this, I'm looking at going back next year."

"I'm not fully informed about my options and I don't think I would be supported to progress, maybe in my second year that might change."

IT SUPPORTS

"It's been fantastic for me. I never had a laptop or anything like that, so now I've got a laptop and I can do almost anything on it."

"I have family members abroad and wanted to communicate with them. Now that I am confident with email and WhatsApp. It is giving me hope and confidence. It used to cost me hundreds on post. It has given me an opening."

“My IT skills and my computer skills were okay, but they weren’t brilliant. They’ve drastically improved since I’ve started the course.”

“One of the biggest things is, before you go on any of these courses, you really need to have computer skills and it just doesn’t exist for everybody. You should be asked if you have the computer skills before you go on the course.”

“We just had an hour [at the beginning of the course] for computers, that’s not going to teach anyone enough [about computers / IT].”

FET FACILITIES

“I think they expect you to have your computer and printer at home as well. There is no study room with spare computers and printers unless you’re willing to stay there after hours in the evening. There is one tiny [room], I think it’s got seven computers in it, for the whole college to use. I actually had to go out and buy a laptop. If I didn’t, I probably wouldn’t be able to actually get my work done. In the college, the computers aren’t accessible for you to do that work on. There’s not enough of them.”

“Our computers are just slow and they’re prone to break. That gets in the way of doing computer-related work.”

“We have no WiFi access, so even if you do have a laptop, you can’t do research.”

“There is no student parking here. There is a car park over there, but you have to pay for it and it would cost you a fair bit. The staff parking does take up a fair bit of space.”

“My centre is in a very inconvenient location. It’s in the back of a business park. You are kind of stuck inside seven hours a day with no real way to get outside unless you want to smoke, which I picked up just to see the sun.”

“The building itself, because it’s a warehouse, you can see your breath in it. It’s cold. We need to find a new place that will give us rent at a reasonable rate which is ridiculous, instead of just throwing in heaters.”

TRANSPORT AND TRAVEL

“I get €17.50 travel allowance per week. I wish I got more in travel expenses, that’s all. It’s €50 in and out every week.”

“There are learners coming (from a nearby town) and I think it’s lousy, they have to pay themselves to get in here every day. These learners, it costs them €40 to come to their course every week. It’s part time so they don’t get travel allowances.”

“If you’re rural, you’re very restricted by transport. If you don’t drive, some places there’s no transport and it’s not provided. More transport needs to be provided for rural areas mainly.”

“I think transport is a big problem. It’s a one-year course and I’m 10 kilometres away in another town. If you don’t drive, there’s no way of getting there.”

CHILDCARE

"I have to fit it into primary school finishing time. I'm doing level 4 and the next level seems to be full time. I feel I could do more but like three of my kids have additional needs so I can't have childcare as such but I could fit in more in school times. I'd like to go on to the next level but I can't commit to the extra hours after primary school finishes."

"There is Pobal funding for some crèches, but it's for the whole area so you may not get your children into them. And then your class starts at 9:30 and you're not funded until 9:25, so you have five minutes to drop them off and get to your course and you're not allowed to be late."

"There is a crèche, but they only do babies to six, so if your kids are older, you know, there's nothing there for you."

WORK EXPERIENCE

"The mentality is now we have to accept anything if we can't get what we're doing. I'm going to spend 60 hours stacking shelves; that's not going to benefit me in any way at all. It's defeating the whole purpose of studying what you're doing for a year and then going back to doing what you did previously, but you don't want to fail your course so you feel like you've no other choice."

"The hardest thing was that we had to find a work placement. It would be better if the school would organise that. It would be more formal, more beneficial."

"Some people only got their Garda clearance in February and applied in September. And they have to do 120 hours."

ASSIGNMENTS

“Every assessment is 2,000 words plus. And we’re having two or three assessments at a time.”

“We got three assignments there from the same subject to be done in two weeks. It’s ridiculous. They should have known ahead of time and spaced it out.”

“I’m getting the most assignments out of that class and I’m really not getting that much out of it.”

ENGLISH LANGUAGE SUPPORTS

“(If you have limited English) you don’t feel safe. You don’t feel safe, if you don’t speak well. For example, (before improving my English) I didn’t go anywhere outside without my husband, because if I have a problem I can’t ask for help.”

“I’m doing a course but it’s only one day. I think one day is not enough. I think two or three days. I think we need more higher-level [classes].”

PEER LEARNING

“The class is very supportive, like I started later and everyone was helping me. I was surprised actually because I didn’t expect the welcome to be so warm. The class is perfect. I love my class.”

“I’d say we’re all a support of each other. The group itself would be a big support. So basically, if I struggle with certain things, I’ll lean on [a fellow learner] and she will have no problem with helping me out. I find she’s great support for me. I could go to any of them and I have no problem knowing that they’re going to support me.”

RESOURCES FOR LEARNERS WITH LEARNING DIFFICULTIES

“I feel they should have facilities for people with dyslexia. You can get computer software that will help you with all your assignments. There is a pen you can get. Now I can read, but there is a pen you can get to read it to you. Now I bought one and it was 250 Euros, but the centre should have one.”

“I was assessed by teachers, but then I had to go for outside tests and it costs 500 Euro and I struggled with that.”

ATTENDANCE

“You’re not allowed be a minute late. As a mother who runs her own house, I get very annoyed at that.”

“I’ve three-year-old, and sometimes she gets off early or she’s sick. You still need that money to rent, buy food, look after your children. You can’t predict when you’re going to be sick.”

NATIONAL FRAMEWORK OF QUALIFICATIONS

“A certificate doesn’t make you a better person, the course does.”

“I don’t know what level I’m at.”

“Any jobs you’re thinking of they say ‘what levels have you got?’ ‘What paperwork have you got?’”

WHAT DID LEARNERS SAY ABOUT THE NATIONAL FET LEARNER FORUM?

"The event was well organised, informative, and good for sharing information for different students."

"Very interesting hearing other people's different perspectives and experiences with further education. Enjoyed the group discussion a lot."

"I got to express how I feel and get my point across."

"My problems were recorded and sympathised with."

"It was good to hear that we were all in the same boat and had the same fears before we went back to education."

"Great to hear about other learners' stories. Good opportunity to voice opinions."

"Everyone has different experiences. I enjoyed hearing their stories."

"I enjoyed the relaxed approach that the session was held and learning about other people's learning experiences."

THE NEXT STEPS

WHAT NEXT?

The Forum will continue to work directly with learners in Education and Training Boards across the country to collect their perspective. In 2020 we will aim to reach more learners, in more counties, and capture more learner voices than ever before. Because of the COVID-19 pandemic, 2020 brings new challenges to FET learners across Ireland. However, we remain committed to sharing learner voice and capturing more learner voices than ever before.



WHY IS THIS IMPORTANT?

Speak Today, Shape Tomorrow

Learners have an important perspective on how Further Education and Training services work. They know firsthand what has worked for them and what has not. The information provided by one learner, when combined with the voices of others, can provide valuable research that can ensure Further Education and Training providers are doing all they can to meet the needs of the people they are trying to serve. Participants in the National Learner Forum, therefore, give valuable insight that must be considered. Every participant should walk away from the National Further Education and Training Forum feeling they made an important contribution to the improvement of Further Education and Training for future learners.

WHAT CAN YOU DO?

Get Involved

- Speak to your tutor about participating in the future
- Join our Learners as Leaders Programme by contacting Laura Lovejoy at llovejoy@aontas.com

Promote the Forum

- Post on social media at #LearnerVoice or #FETLearnerForum
- Tell a fellow learner about the Forum

Stay Informed

- Sign up to our Learner Newsletter, which provides updates on Forum events- email Kialianne Farren at kfarren@aontas.com to add your name to our list



