

Healthy Wealthy and Wise

The impact of adult learning and
priorities for action

Cardiff

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 LEARNING AND
WORK INSTITUTE

Forum for Adult Learning  ECORYS 

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LEARNING AND WORK INSTITUTE



Scotland's Learning Partnership



Co-funded by the
Erasmus+ Programme
of the European Union



KEY FACTS

Total real terms spending on post - 16 skills approx:

 **£60.6bn** in 2014/2015

Roughly equivalent to 2.81% of UK GDP.

Made up of

 **£22.1bn**
state investment,

 **£23.7bn**
from employers

 **£14.7bn**
from individuals

individual spending up
37% in five years
and driven by the expansion of
loan funding.

Individual investment has grown as state
spending has retreated.

Employer investment has held steady in
England, but has dropped in Scotland,
Wales and Northern Ireland.

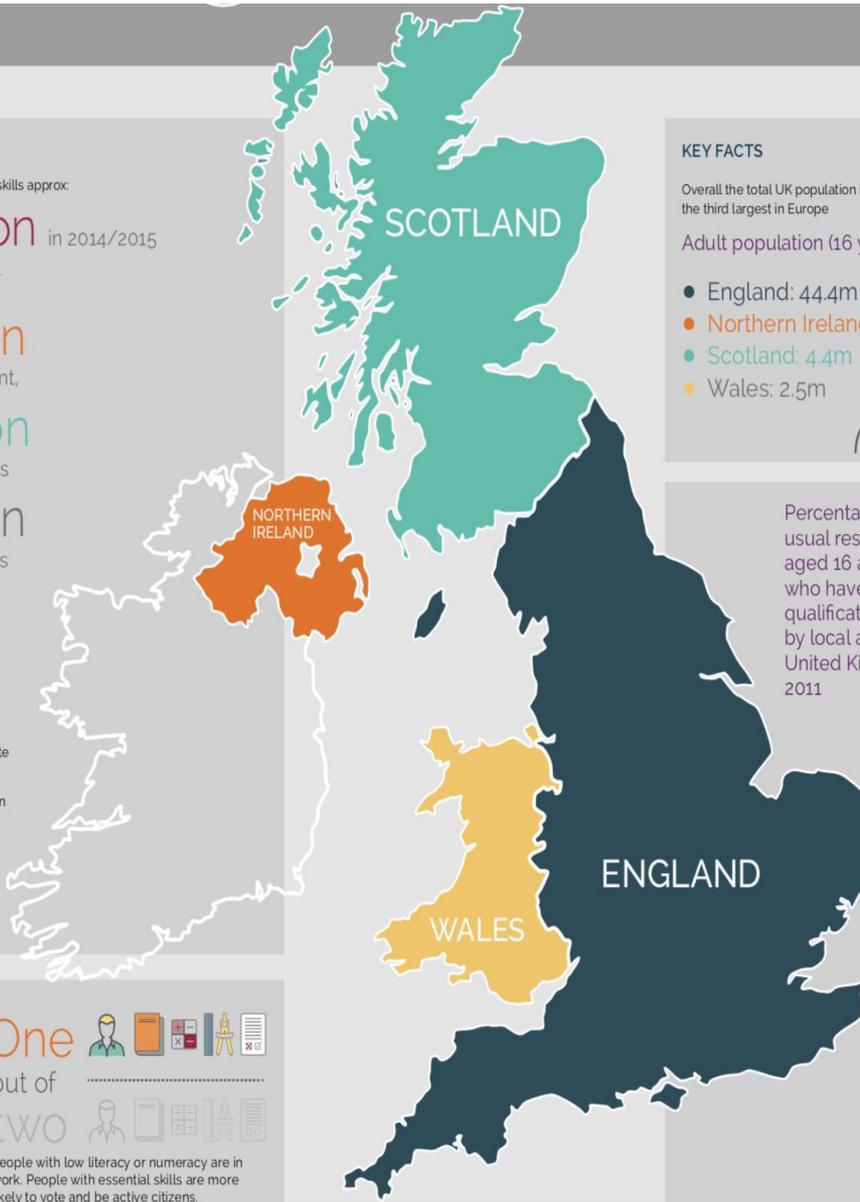
Source: The New Economy research
for the UK Government Foresight
Review on the Future of Lifelong
Learning and Skills (2017)

ESSENTIAL SKILLS

9.0m
people lack essential skills
like literacy or numeracy.

13.5m
people lack basic digital skills.

One     
out of
two     
people with low literacy or numeracy are in
work. People with essential skills are more
likely to vote and be active citizens.

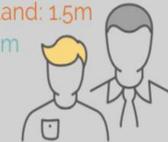


KEY FACTS

Overall the total UK population is 65.6m,
the third largest in Europe

Adult population (16 years +)

- England: 44.4m
- Northern Ireland: 1.5m
- Scotland: 4.4m
- Wales: 2.5m



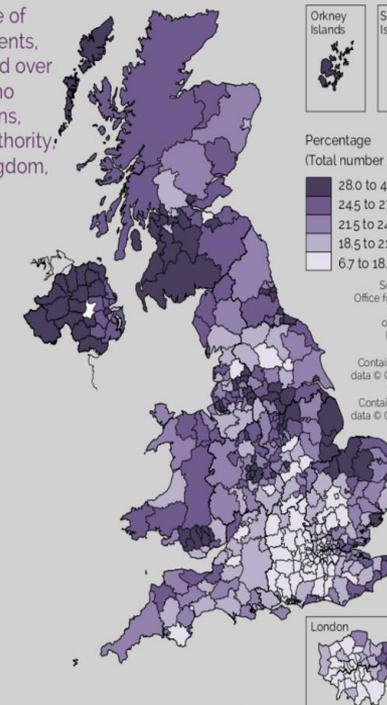
In 2016 in the UK, 18% of people were aged 65 and over,
and 2.4% were aged 85 and over.

Employment rates (16-64 years,
November 2017)

- England: 75.4%
- Northern Ireland: 68.1%
- Scotland: 75.2%
- Wales: 72.5%

These are among the highest in Europe, but up to 5 m
people are in temporary or insecure work

Percentage of
usual residents,
aged 16 and over
who have no
qualifications,
by local authority,
United Kingdom,
2011



Percentage	(Total number of areas - 406)
28.0 to 40.5	(83)
24.5 to 27.9	(83)
21.5 to 24.4	(77)
18.5 to 21.4	(84)
6.7 to 18.4	(79)

Source: 2011 Census -
Office for National Statistics,
National Records
of Scotland, Northern
Ireland Statistics and
Research Agency
Contains National Statistics
data © Crown copyright and
database right 2013
Contains Ordnance Survey
data © Crown copyright and
database right 2013

Contents

The impact of adult learning on:

- Health and well-being
- Work and employment
- Community life

Implications for policy and practice

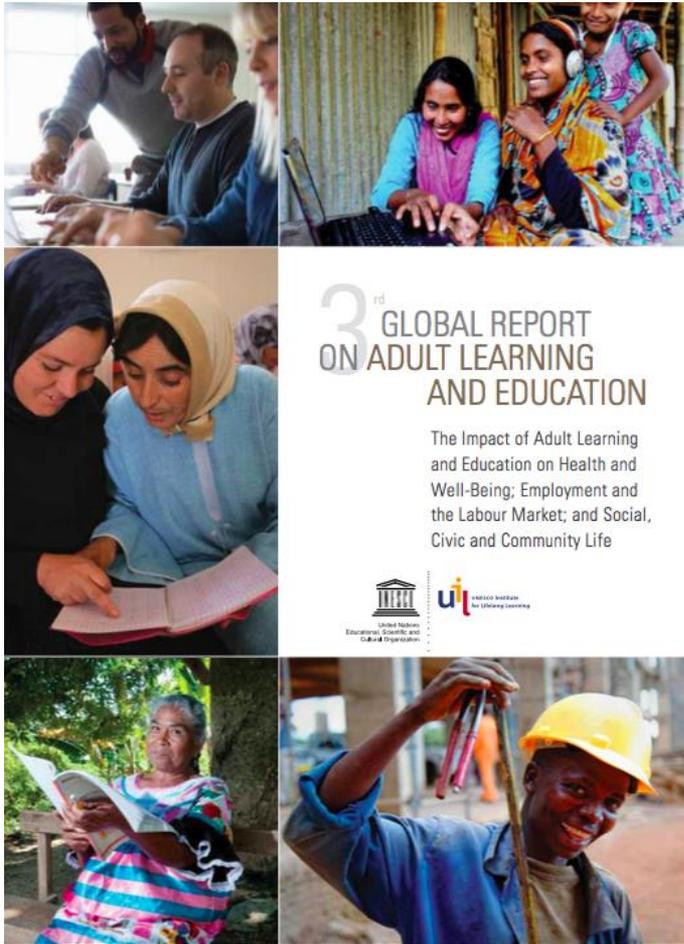
What needs to be done?



Process of development 2015/17

1. **Research papers** commissioned on each of the three themes
2. Papers shared with **Impact Forums** in **England, Northern Ireland, Scotland, and Wales** – further evidence added
3. **Draft report** developed based on feedback
4. Draft report shared at *Setting the Agenda Conference*, London, October 2017
5. **Report revised**, peer-reviewed and published

3rd Global Report on Adult Learning and Education (2016)



- 139 UNESCO member states involved
- Identifies trends in adult learning and how it responds to a changing world
- Looks at the impact of adult learning in 3 areas that broadly reflected the ones in our research



UNESCO Institute for Lifelong Learning (2016) *Third Global Report on Adult Learning and Education*, p.21

The overlapping benefits of adult learning...

“...No matter where in the world they live, adult learning and education helps people become healthier, to improve their economic prospects, and to be more informed and active citizens.”

UNESCO Institute for Lifelong Learning (2016) *Third Global Report on Adult Learning and Education*, p.21

We have known this for a long time...

“The impact of education depends not only on the *quantity* of education experienced and qualifications achieved but on the *quality and nature* of the educational experience—its appropriateness to the individual, and their engagement with learning.”

Department for Education and Skills, Research Brief RCB05-05, October 2006. *The Wider Benefits of Learning: a synthesis of findings from the Centre for Research on the Wider Benefits of Learning 1999-2006*

In conclusion...

A Lifelong Learning Approach

A Lifelong Learning Approach

As we have seen, education and skills are devolved matters. But it is not just policy and funding in these areas that affects the life chances of adults. Employment policy, health services, and community development all need to be considered in combination with adult learning. The benefits of adult learning accrue across all these policy areas, funding should be allocated accordingly—at devolved and UK levels. Furthermore, learning crosses borders: we live in a globalised economy, a global climate, an age of enforced migration, and the borderless realm of media and new technologies.

In the preceding pages, we have seen what the four UK impact forums think should be done in each devolved area. But we argue that there should be an agreed set of design principles for the development and implementation of a UK-wide lifelong learning approach that should be agreed across Northern Ireland, Scotland, Wales, England (and its devolved areas).

The following principles are intended to be used as part of a single approach. They are all linked, but we don't believe policy-makers can 'pick and choose' which principles accord with their own background and experience. These principles should be considered as part of a coherent whole.

Design principles of a lifelong learning approach

• it is cross-governmental

Whether it is at the devolved or UK level, government departments need to work more closely together on outcome-based approaches. As we have seen, adult and family learning have a significant contribution to make to better outcomes in health, work and community life. Therefore, adult learning should be seen as part of the solution in these areas and funded as such. Adult learning also has a massive contribution to make to the arts, sport, media, and their impact on our cultural life, well-being, and inward investment. This means looking at all aspects of government funding such as that for the BBC and other publicly-supported organisations.

• it is collaborative

Generally speaking, the post-16 education and skills UK operates within a social market model. This means there is a mixture of government direction and a belief that the market will create efficiencies. However, an overly marketised approach can lead to ineffectiveness in allocating scarce resources; despite financial austerity, underspends are common and potential learners miss out. In order to address

this, there needs to be greater collaboration, not just at the governmental level, but between providers. Institutional leaders should take a collaborative leadership approach in their local areas. Support agencies—such as the Education and Training Foundation in England—should prioritise this.

• it joins up different types of learning in one system

Formal, non-formal, and informal learning are part of the same whole. We learn in all these ways, often on the same course or workplace setting. Policy should therefore allow for greater flexibility in how providers and employers design learning. For too long we have focussed on formal learning through regulated qualifications. These still have a massive role to play, but output-based approaches should not dominate the whole system in the way they have. We should focus instead on the outcomes that other types of learning enable as well. This will lead to learner-centred approaches based on where they are, the assets they bring, as well as what they want from learning. As above, there should be greater integration with the world-class, publicly-funded informal adult learning provided by the BBC.

• it is long-term

We need to think long-term in planning our education and skills systems. This starts with school and the way young people become lifelong learners. Their schooling has managed to demotivate many adults from further learning. We need to ask ourselves why this is so. Is it a centralised curriculum, an over-reliance on tests and qualifications (which many do not achieve), or lack of parental involvement? Whatever the cause of relative low-achievement in UK's schools—compared with other OECD countries—adult learning can provide part of the solution. Family learning impacts on school attainment, and yet is not an integrated part of school pedagogy. A lifelong learning approach needs to work with the strength and weaknesses of the statutory education system and plan for the long-term.

• it enables progression

Even as we improve our school system, most people are already in the workforce so they must be our priority too. Once people have left school with low qualifications, for many there is not a clear line of sight to the high-skilled jobs. This is, in part, due to the lack of impartial careers advice in schools which is often designed to favour the institution that gives the advice. For many adults once they achieve employment, particularly below level 2, they do not receive workplace learning and face barriers (attitudinal, time and financial) in accessing their own learning. This means people remain in low-paid, low-productivity jobs, on in-work benefits, more likely to be unhealthy, and less likely to participate in their community. Local progression protocols need to be established in local areas to address this issue. At a national level, credit transfer schemes and the role of recognition of prior learning and experience needs to be embedded into learning systems.

• it is all-age and applies across the life-course

Currently the majority of funding provided for adult learning is targeted at younger people. This partly due to the duration of courses and their costs. But the UK has an ageing population and one that, during our working lives, will have to retrain and adapt to a fast-changing and uncertain world. Some rebalancing of the funding across the life-course is required so that learning is made available to support us when we most need it. As we have seen, this will reduce the burden on other parts of the public finances. But the principle of an all-age approach also reminds us that how we treat our most vulnerable citizens is the moral barometer of a society. As the UK becomes more 'age dependent', adult learning has a key role in promoting independence.

• it ensures costs are shared equitably

UK adult learning is co-funded by the state, employers, individuals, and charities. As it should be this is linked to the type of learning that those stakeholders wish to fund. But the state also has a role to play in managing that market. This is applied differentially across the UK—an example is the differing views on income-contingent loans in England and Scotland. The same applies to the differential costs incurred by employers and individual fee-payers in local areas. There needs to be a national debate on funding and 'who pays' including beneficiaries such as the NHS, job centres and local councils.

• it is inclusive

Adult learning is at the heart of the inclusive growth agenda. There is little point in economic development in a local area if whole communities are left behind. Costs will accrue for the health, social care and other statutory services. There are huge disparities of income, employment and achievement across UK regions. But more importantly, disparity exists with regions and even towns, boroughs and cities. A lifelong learning approach must focus on this most in need, those that have missed out, and often least motivated to learn. In order to achieve this adult learning practice needs to change: less marketing of pre-designed 'products' based on qualifications; and more co-design with learners.

• it is future focused

Adult learning doesn't just respond to our changing world; it helps shape it. Technological progress means we have access to many new ways of learning that crosses borders and enables us to connect with other learners and practitioners across the globe.

• it thinks globally, acts locally

The UK has signed up to the global Sustainable Development Goals, recognising that the actions of one country impacts on others. Part of this is means reacting to changes in the climate and enforced migration. It means being part of a global community ensuring that refugees and new arrivals are given access to English courses to support integration. Adult basic skills are just above safety and shelter on the hierarchy of need; they are not a 'nice to have'. But in addition, adult learning helps interpret and make sense of what's happening in a 'Post Truth' world.

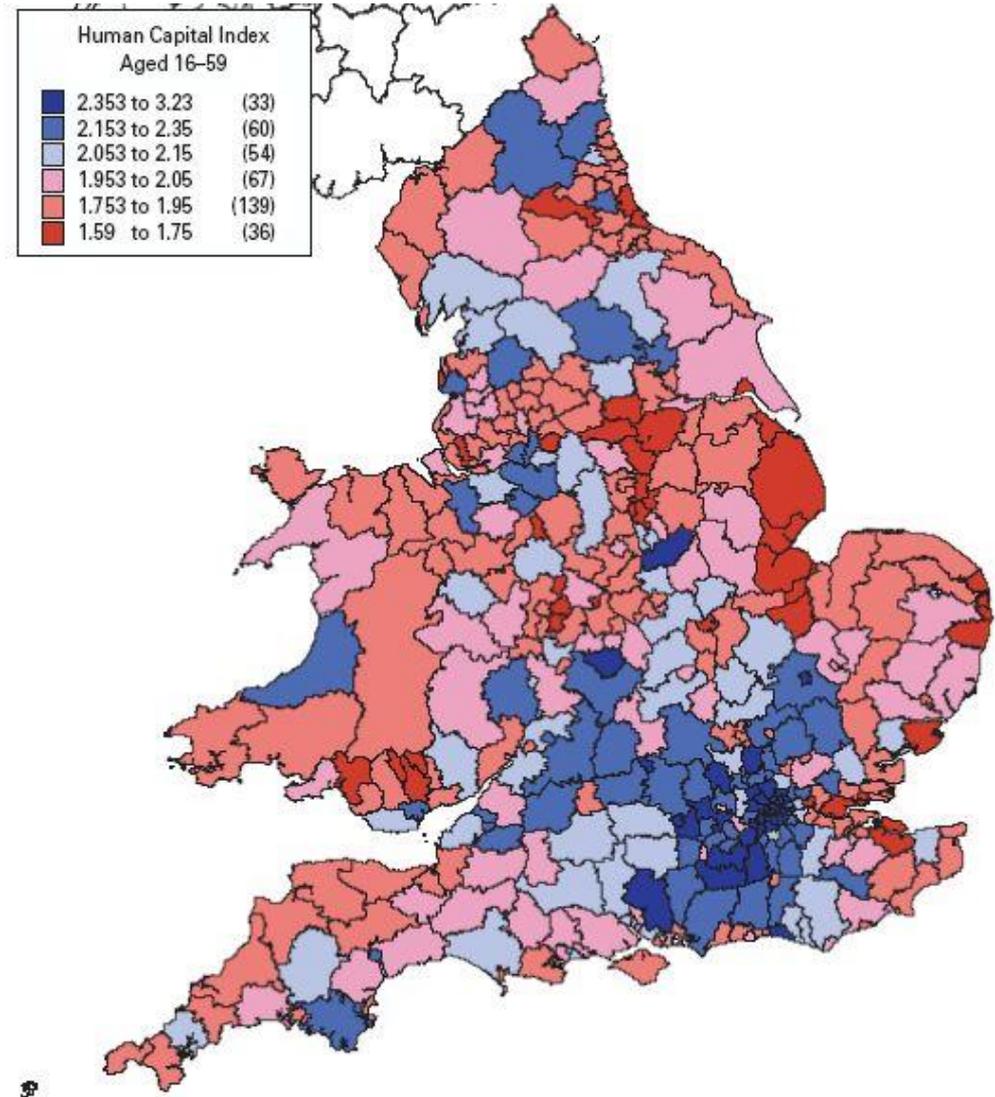
Similar, to sustainable development we would like to see a requirement of all UK administrations, at whatever level to embed lifelong learning into all policies. Unlike sustainable development, we would like this to be monitored and reported upon.

Just as there should be an equalities impact assessment for all government policies, we believe there should be a *lifelong learning policy analysis* that looks at the role of learning in addressing the many challenges all parts of the UK face.

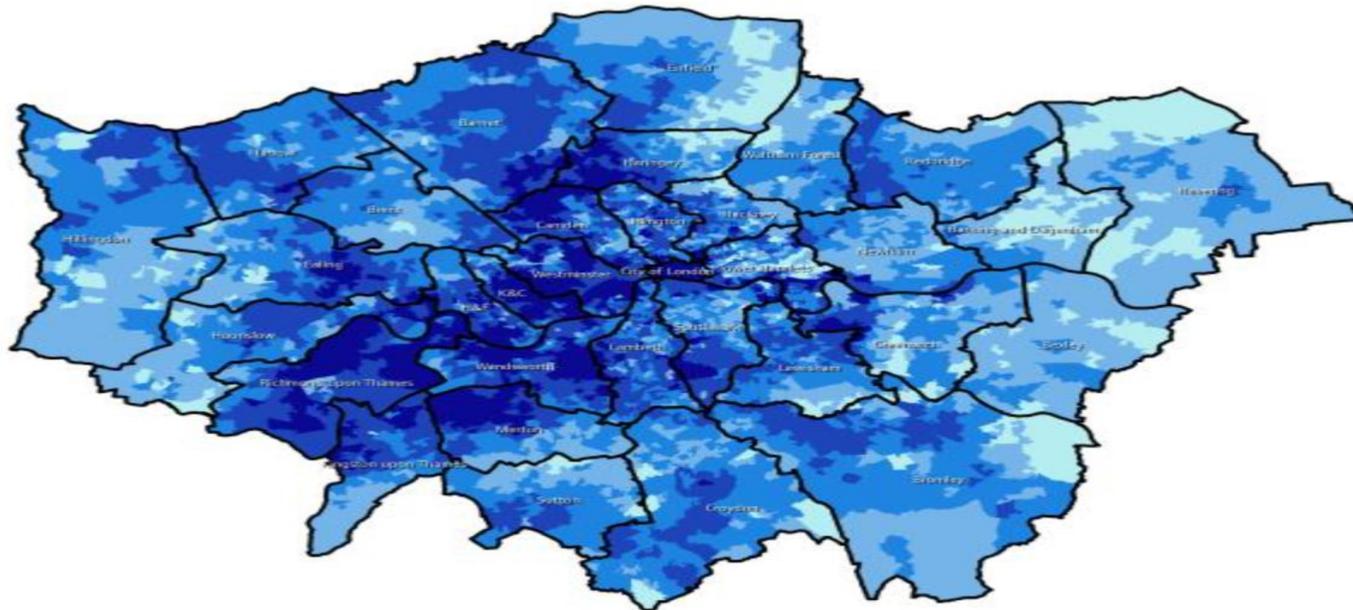
Geography matters...

“The quantity and quality of jobs available locally is of particular importance to them: geography matters most to those with poor skills.”

(The Geography of Poor Skills and Access to Work, Green & Owen, Joseph Rowntree Foundation, 2006)



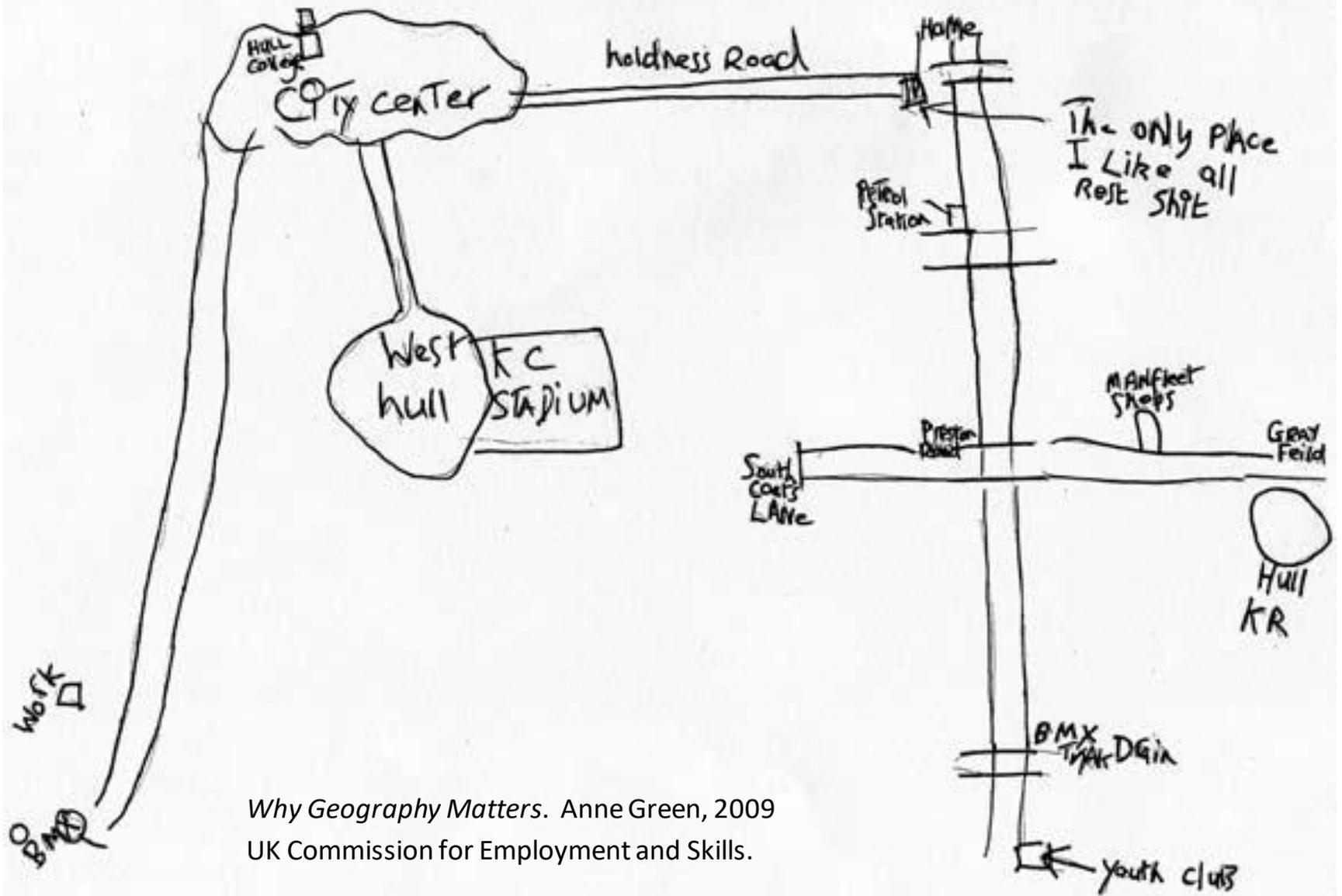
“London” is not enough...



25-64 yo's with no quals or below level 2



Skills for Londoners, November 2017



Why Geography Matters. Anne Green, 2009
 UK Commission for Employment and Skills.

Empowering the local...

- Adult learning contributes to and impacts across a wide range of policy areas
- It is most effective when it involves multi-agency approaches

- **it thinks globally, acts locally**

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English devolution... a WIP

- London, Greater Manchester, Liverpool City region, Cambridgeshire / Peterborough, West of England, Tees Valley, West Midlands...[and] North of Tyne, Sheffield City Region
- 50% of national Adult Education Budget (£1.3 billion)
- Includes 'Community Learning' *and* 'Skills'

For example, in London...

...devolution gives the opportunity to link strategies:

- *Skills for Londoners*
- *Better Health for All Londoners*
- The Mayor's Social Integration Strategy
- Cultural Strategy



Healthy Communities

There are seven objectives to help achieve this:

1. It is easy for all Londoners to participate in community life.
2. All Londoners have necessary skills, knowledge and confidence to understand how to improve their health
3. Health is improved through a community and place based approach
4. Social prescribing becomes a routine part of community support across London

7. London's communities feel safe and are united against hatred in whatever form it takes.

OBJECTIVE 4.1:

It is easy for all Londoners to participate in community life

By taking part in community life, people can improve their health and gain a sense of personal control over their lives. This helps them to develop personal skills, self-confidence and the ability to deal with life's challenges at all ages. Healthy and thriving communities are those where people from different backgrounds can develop meaningful relationships. They are places where neighbours look out for each other. They are also places where people have a voice in decision-making about their area and the services within it.

Many Londoners already give their time freely for the benefit of others, either volunteering through organisations, or informally helping neighbours and friends. Volunteering is an important part of community life that can improve the health and social outcomes of volunteers and those receiving support where that is the case.⁸⁶ There is a huge range of volunteering activity in London. It

Rochdale, Greater Manchester

Kirkholt Services Fayre
14th April 2015

Community matrons
give care & support
don't suffer from long term illness alone.

Sport
Kirkholt wants more...

enjoyable
Kirkholt is...

friendly
Kade says people are...

Constable cub!
working on behalf of GMP

Health visits
0-5 years old home visits
5-16 years old, school visits
Scribble support

Urgent Care
Emergency Services
AMBULANCE

Drinks Facts
Beer: pint = 2.2 units
Wine: 250ml = 2.5 units
Spirits: 50ml = 1.0 unit
Men: 3-4 units daily
Women: 2-3 units daily

Checklist:
What is urgent
call for
Minor illness
Minor injury
clinical assessment
unit
short stay
admissions
open 24 hours
day
X-ray

Community events
Kirkholt wants more...

Shops stay open longer
Kirkholt wants...

Lovely
Kirkholt; Humans NOT Thugs

respect
Kirkholt residents show help

DRINK?! Facts

Just ask!

14.04.15 Cat Jessop



Reduced volume of high level / high-cost response services



Increased volume of demand for proactive / preventative services



Reduced volume of inappropriate call-outs to GMP by an average of 60%



Reduced instances / rates of domestic violence / abuse.



Increased rates of participation in learning



Increased skills levels (levels 1-3)



Increased employment: at or above levels in support programmes



Reduced homelessness, evictions and housing enforcements



Reduction in drug and alcohol misuse



Reduced early deaths

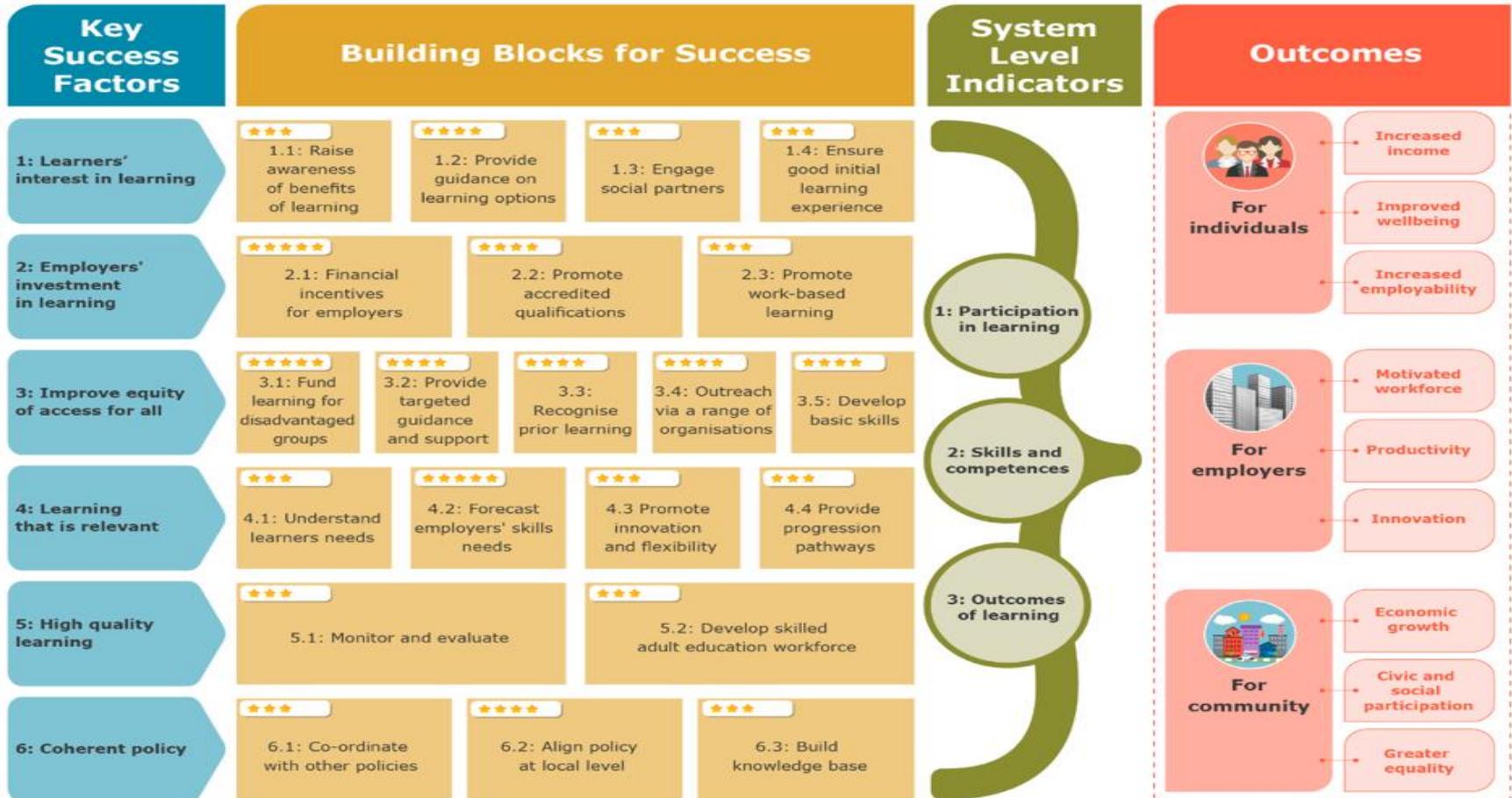


Increased take up of dental services



Increased hope, trust, aspiration, job satisfaction

European Conceptual Framework



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

Common priorities for action?

Policy →

- Commission learning that is **outcome-based** rather than output-driven
- Develop **local progression pathways** for collaboration

← Practice

- **Gather data** about the **wide range of impacts** that adult learning has
- Develop **collaborative leadership approaches**



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