

The impact of adult learning: implications for adult educators

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 **LEARNING AND
WORK INSTITUTE**

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 **Scotland's Learning Partnership**

Forum for Adult Learning  **ECORYS** 



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Content

- What does the evidence tell us?
- What are the implications for the lifelong learning workforce?
- What needs to change?

WHAT IS THE EUROPEAN AGENDA FOR ADULT LEARNING?

European Agenda for Adult Learning

- 32 countries involved
- Funded by European Commission and national governments
- UK work programme coordinated by Learning & Work Institute since 2012



UK work programme

The impact of adult learning on:

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

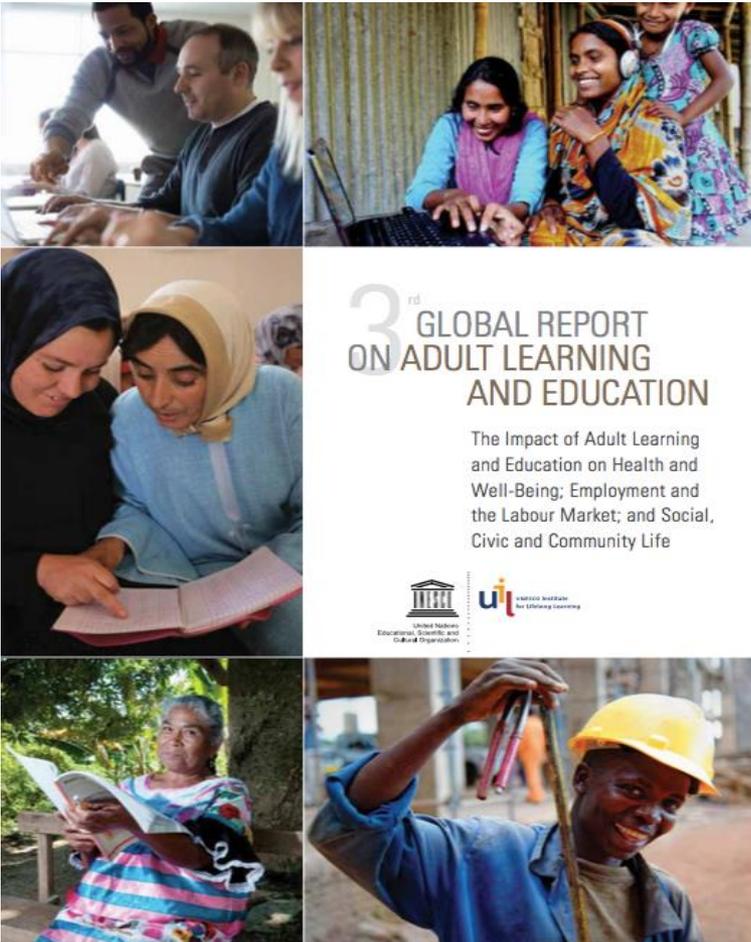
Impact Forums

- England
- Northern Ireland
- Scotland
- Wales



WHAT DOES THE EVIDENCE TELL US?

Third Global Report on Adult Learning and Education (2016)



© Unesco, UIL, 2016

The 'overlapping benefits' of adult learning



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

The 'overlapping benefits'

“...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

What types of learning are most impactful?

“The impact of learning depends not only on the quantity of the experience and qualifications achieved, but also on the quality and nature of the learning, including its appropriateness to the individual and the individual’s engagement throughout the learning process.”

Tom Schuller, 2017. What are the wider benefits of learning across the life course? (Review commissioned as part of the UK Government’s *Foresight Future of Skills and Lifelong Learning*.) Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/635837/Skills_and_lifelong_learning_-_the_benefits_of_adult_learning_-_schuller_-_final.pdf



What are the wider benefits of learning across the life course?

CONTENTS

The impact of adult learning on:

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

Case studies

Implications for policy and practice



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.

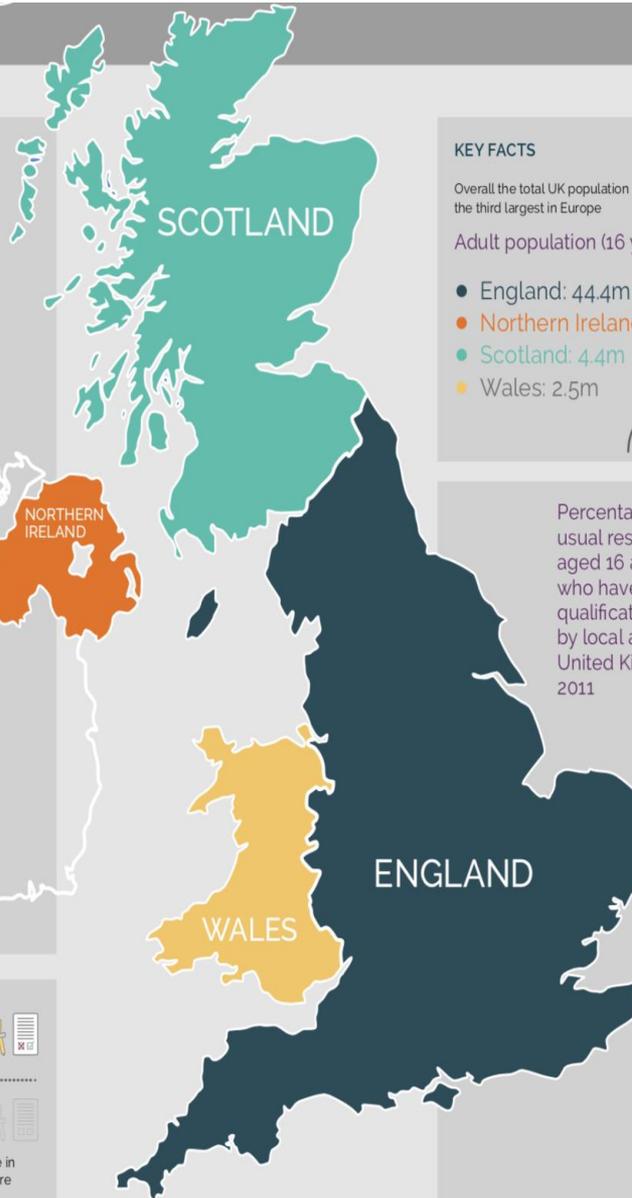
Source: The New Economy research
for the UK Government Foresight
Review on the Future of Lifelong
Learning and Skills (2017)

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.

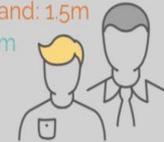


KEY FACTS

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



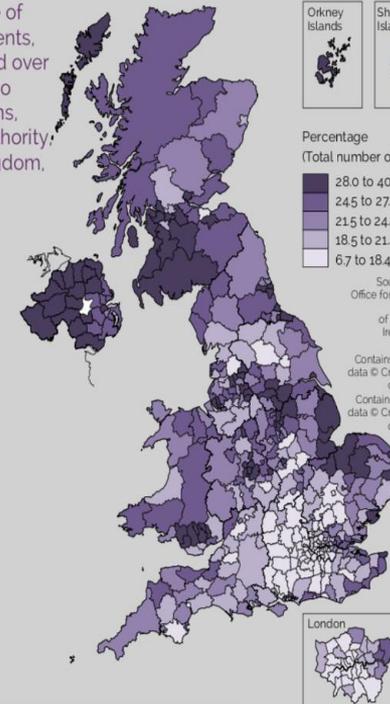
In 2016 in the UK, 18% of people were aged 65 and over,
and 2.4% were aged 85 and over.

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



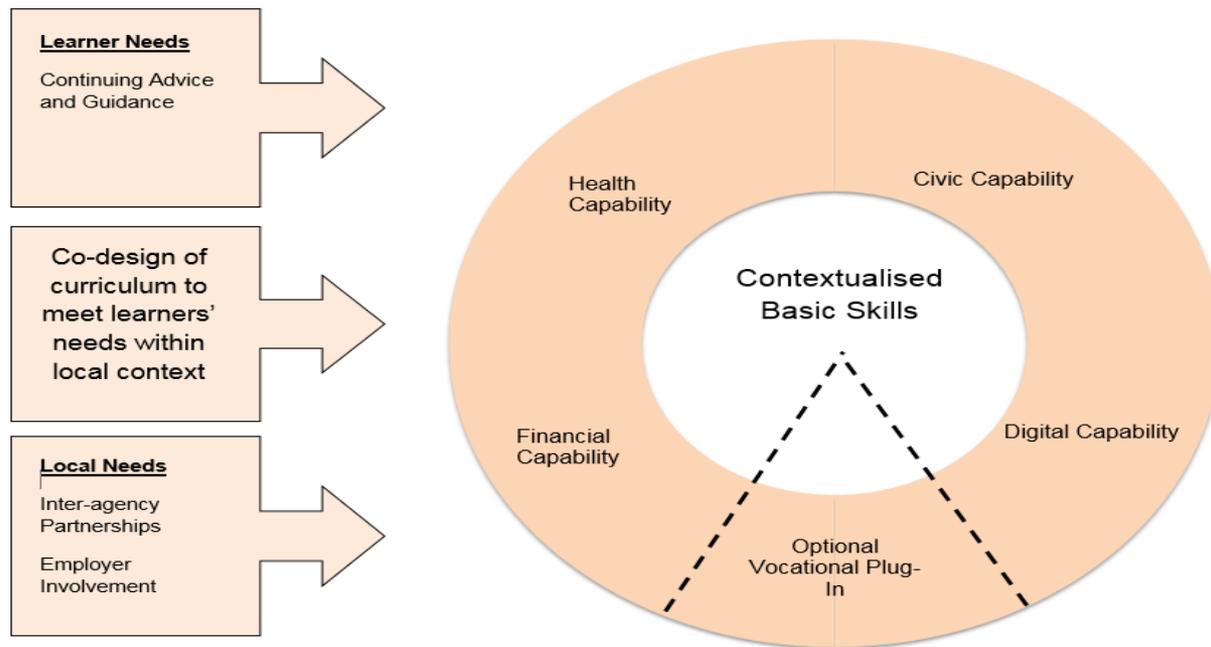
Percentage
(Total number of areas - 406)

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

The Citizens' Curriculum

The Citizens' Curriculum Programme of Study



For resources and further info:

<https://www.learningandwork.org.uk/our-work/life-and-society/citizens-curriculum/>

Case Study: Rochdale Council





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

WHAT ARE THE IMPLICATIONS FOR THE UK'S LIFELONG LEARNING WORKFORCE?

What needs to be done?

In looking at the challenges and how learning helps, we identified twelve things that need to be done to maximise the impact of adult learning in the UK.

Health	Work	Communities
<p>1 Social Prescribing, supporting learning linked to health, work and communities should be strategically extended across the UK.</p>	<p>2 Investment in adult learning should be increased, by</p> <ul style="list-style-type: none"> a) the state: giving greater flexibility; b) employers: embedding learning in their organisations and c) individuals: personal learning accounts & learner loans. 	<p>3 Offer lifelong and life-wide opportunities, to break inter-generational cycles of difficulties and redress disadvantage and inequity for everyone, including those who have come to live and work in the UK.</p>
<p>4 An integrated approach to health and associated services, including adult learning, at local levels, integrating multi-disciplinary teams to avoid unnecessary duplication, should be adopted.</p>	<p>5 A Careers Advancement Service should be established, which helps people to progress in work, building on lessons learned from initiatives from across the UK.</p>	<p>6 Government departments must embrace the demonstrable value of adult learning & education, in addressing key strategies and policies, acknowledging that it is the responsibility of more than the education and skills departments.</p>
<p>7 Person-centred curricula, using an asset-based approach, to enhance capabilities and existing knowledge, should be adopted.</p>	<p>8 Inclusive learning pathways, offering diverse access points and routes to development, to help address skills shortages and fill empty posts, should be created and promoted. Routes should embrace basic skills to HE and include STEM fields.</p>	<p>9 A universal entitlement to essential/basic skills, adopting an asset-based approach and using a range of capabilities must be established to help everyone learn, develop and contribute.</p>
Infrastructure recommendations		
<p>10 Dual professionalism must be developed and supported enabling training for professionals in health, community and employment in relation to adult learning. Professionals in adult learning must have an opportunity to work with colleagues in health, community and employment services using partnerships, peer and mentoring approaches.</p>	<p>11 Adult learning providers of all kinds should be supported to assess outcomes and impact in a systematic and comparable way. This should build upon the good practice that already exists in UK and European adult learning.</p>	<p>12 Promote sustainable development education for adults, by supporting the development of new curricula and staff development. Devolved administrations should adopt and work within UK guidelines.</p>



Common priorities for action?

Policy



Practice

1. Social prescribing includes learning
2. Better, more balanced investment in adult learning
3. Lifelong and life-wide approaches to educational policy

- a. Work in multi-agency teams and across sectors
- b. Support learning in the workplace and linked to labour market

Common priorities for action?

Policy



Practice

- 4. Integrated and aligned public services that include adult education
- 5. Careers Advancement Service
- 6. Outcomes-based approaches to funding learning

- c. Gather and use data about the wide range of impacts that adult learning has
- d. Develop collaborative leadership approaches

Common priorities for action?

Policy



Practice

- 7. Person centred curricula, asset-based approaches
- 8. Inclusive learning pathways into work and in work
- 9. Universal entitlement to basic skills

- e. Co-produce and co-create learning with adults and communities
- f. Embrace dual professionalism / joint practice development

WHAT NEEDS TO CHANGE?

New approaches to workforce development

1. What are the priorities for action?
2. What is already happening that we can build on?
3. What is missing?

For more information

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www.learningandwork.org.uk

 @LearnWorkUK

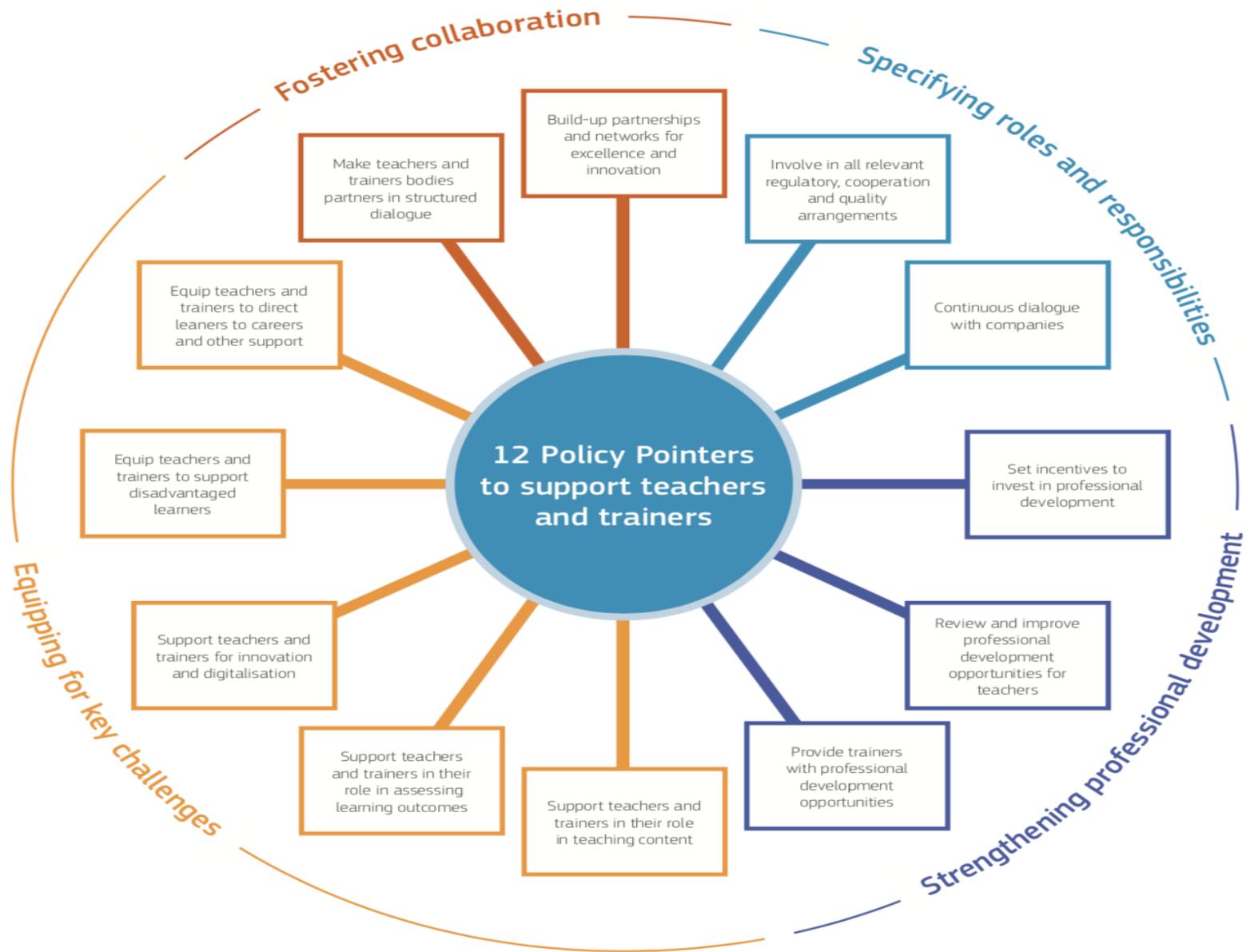


Teachers and Trainers Matter

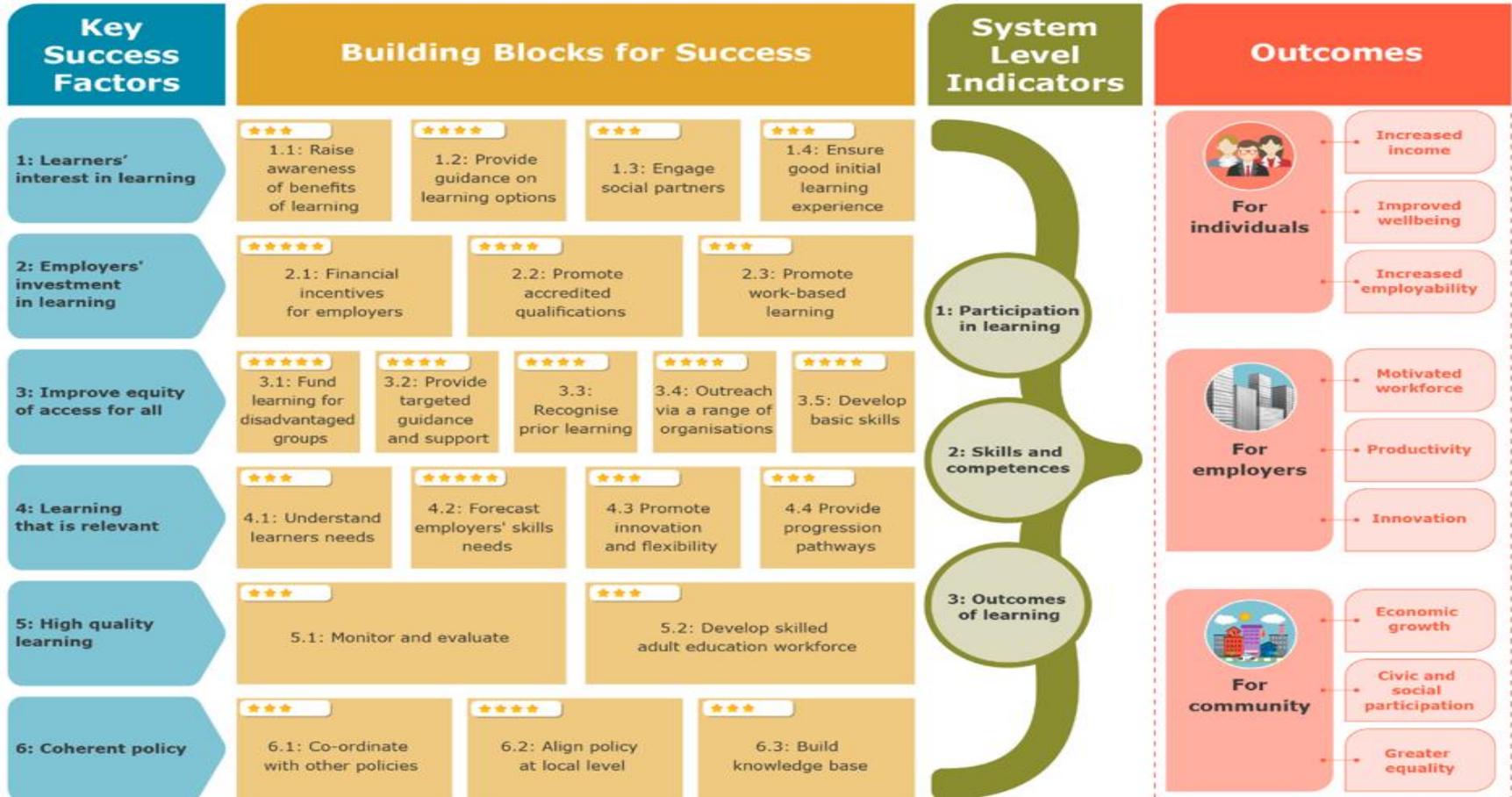
How to support them in high-performance apprenticeships and work-based learning

12 policy pointers

Proposed by the ET 2020 Working Group on Vocational Education and Training
(January 2016 – June 2018)



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

Key Success Factors

Building Blocks for Success

1: Learners' interest in learning

★★★★

1.1: Raise awareness of benefits of learning

★★★★★

1.2: Provide guidance on learning options

★★★★

1.3: Engage social partners

★★★★

1.4: Ensure good initial learning experience

2: Employers' investment in learning

★★★★★

2.1: Financial incentives for employers

★★★★★

2.2: Promote accredited qualifications

★★★★

2.3: Promote work-based learning

3: Improve equity of access for all

★★★★★

3.1: Fund learning for disadvantaged groups

★★★★★

3.2: Provide targeted guidance and support

★★★★★

3.3: Recognise prior learning

★★★★★

3.4: Outreach via a range of organisations

★★★★★

3.5: Develop basic skills

4: Learning that is relevant

★★★★

4.1: Understand learners needs

★★★★★

4.2: Forecast employers' skills needs

★★★★

4.3 Promote innovation and flexibility

★★★★

4.4 Provide progression pathways

5: High quality learning

★★★★

5.1: Monitor and evaluate

★★★★

5.2: Develop skilled adult education workforce

6: Coherent policy

★★★★

6.1: Co-ordinate with other policies

★★★★★

6.2: Align policy at local level

★★★★

6.3: Build knowledge base

Developing a skilled adult education workforce

- Seen as a quality issue in relation to front-line curriculum staff / teachers
- Mainly about initial teacher training, continuing professional development, and (occasionally 'dual' professionalism)
- Not much focus on leaders and managers...

For more information

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