

Changing Policies in European Adult Learning: implications for the lifelong learning workforce

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LEARNING AND
WORK INSTITUTE

Forum for Adult Learning



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Scotland's Learning Partnership



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Content

- What is the current policy situation ?
- What does the evidence tell us?
- What needs to change?

**WHAT IS THE CURRENT POLICY
SITUATION ?**

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



Countries involved

Belgium (FR)



Belgium (NL)



Bulgaria



Czech Republic



Denmark



Germany



Estonia



Ireland



Greece



Spain



France



Croatia



Italy



Cyprus



Latvia



Lithuania



Luxembourg



Hungary



Malta



Netherlands



Austria



Poland



Portugal



Romania



What is the European Agenda

Slovenia



Slovakia



Finland



Sweden



UK



Bosnia and Herzegovina



Montenegro



Iceland



Macedonia



Liechtenstein



Norway



Albania



Turkey



What is the Commission doing?

The Commission is working with 32 countries to implement the [European Agenda for Adult Learning](#). The Agenda highlights the need to increase participation in adult learning of all kinds (formal, non-formal and informal learning) whether to acquire new work skills, for active citizenship, or for personal development and fulfilment.

For example, the Commission coordinates a network of [national coordinators](#) who promote adult learning in their countries, provide policy advice and support, and gather and disseminate best practices. The Commission also works with a range of European [associations, networks, and labour organisations to promote adult learning](#).

Why is it needed?

More adult learning can help Europe overcome the economic crisis, meet the need for new skills, and keep its ageing workforce productive. Learning is also essential for social inclusion and active citizenship. These days, people cannot just rely on the skills they acquired at school to last them till the end of their working life.

The participation of adults in learning varies significantly between EU countries: from 1.4% to 31.6% (2012 figures), and the overall trend is that numbers are stagnating. Participation rates are especially disappointing for low-skilled and older adults. Action at European level will increase knowledge about successful policies, provide support, and enable a better exchange of experiences between countries.

Upskilling Pathways

New Skills Agenda for Europe

The new Skills Agenda for Europe, adopted by the Commission on 10 June 2016, launched **10 actions to make the right training, skills and support available** to people in the EU. The goals and actions on the Agenda are set out in [Communication: A New Skills Agenda for Europe](#).

Action	Status
1 Upskilling Pathways: New Opportunities for Adults	Underway
2 European Qualifications Framework	Underway
3 Digital Skills and Jobs Coalition	Underway
4 Blueprint for Sectoral Cooperation on Skills	Underway
5 EU Skills Profile Tool Kit for Third-Country Nationals	Underway
6 Vocational education and training (VET)	Underway
7 Key competences	Underway
8 Europass	Underway
9 Graduate Tracking	Underway
10 Analysing and sharing of best practice on brain flows	Underway



Learning never stops

More and more jobs require higher levels of skill. The number of jobs available to people with only low levels of skill is rapidly decreasing.

- The knowledge and skills we learned as young people are no longer enough.
- We all need a broader set, and higher levels, of skills, whether to keep up to date in our current job, or to prepare for a new one.



About half of adult workers considered skills like problem-solving, teamwork and communication as very important for doing their jobs.



Already in 2014, seven in ten EU workers needed to have at least a moderate level of ICT skills to perform their jobs.



Employment,
Social Affairs
and Inclusion

Continuing one's learning brings important benefits, like ...

-  Better health
-  Higher wages
-  Greater motivation
-  More rewarding work
-  Wider range of job opportunities

Continuing learning helps us to ...

-  Play an active part in our community and influence decisions that affect our lives
-  Develop our full potential
-  Have a rewarding career

By 2025

49%

of all job vacancies in EU will require high qualifications,

40%

will be for medium qualified,

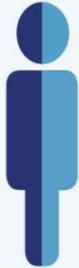
12%

will be suitable for people with low or no qualifications.

Sketch

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The world is evolving more rapidly than ever before (due to technological change, digitalisation, globalisation, population ageing ...)

Employment

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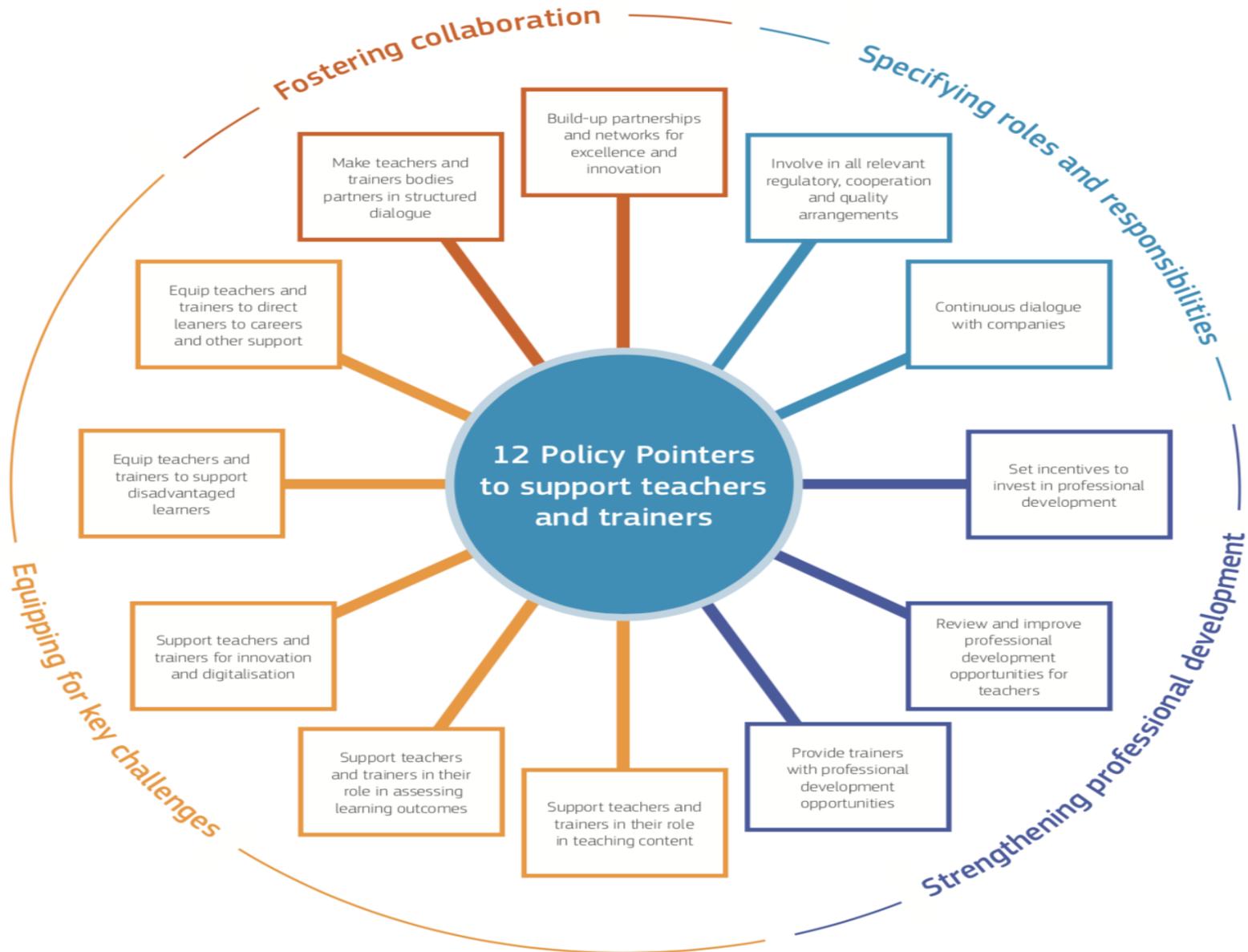


Teachers and Trainers Matter

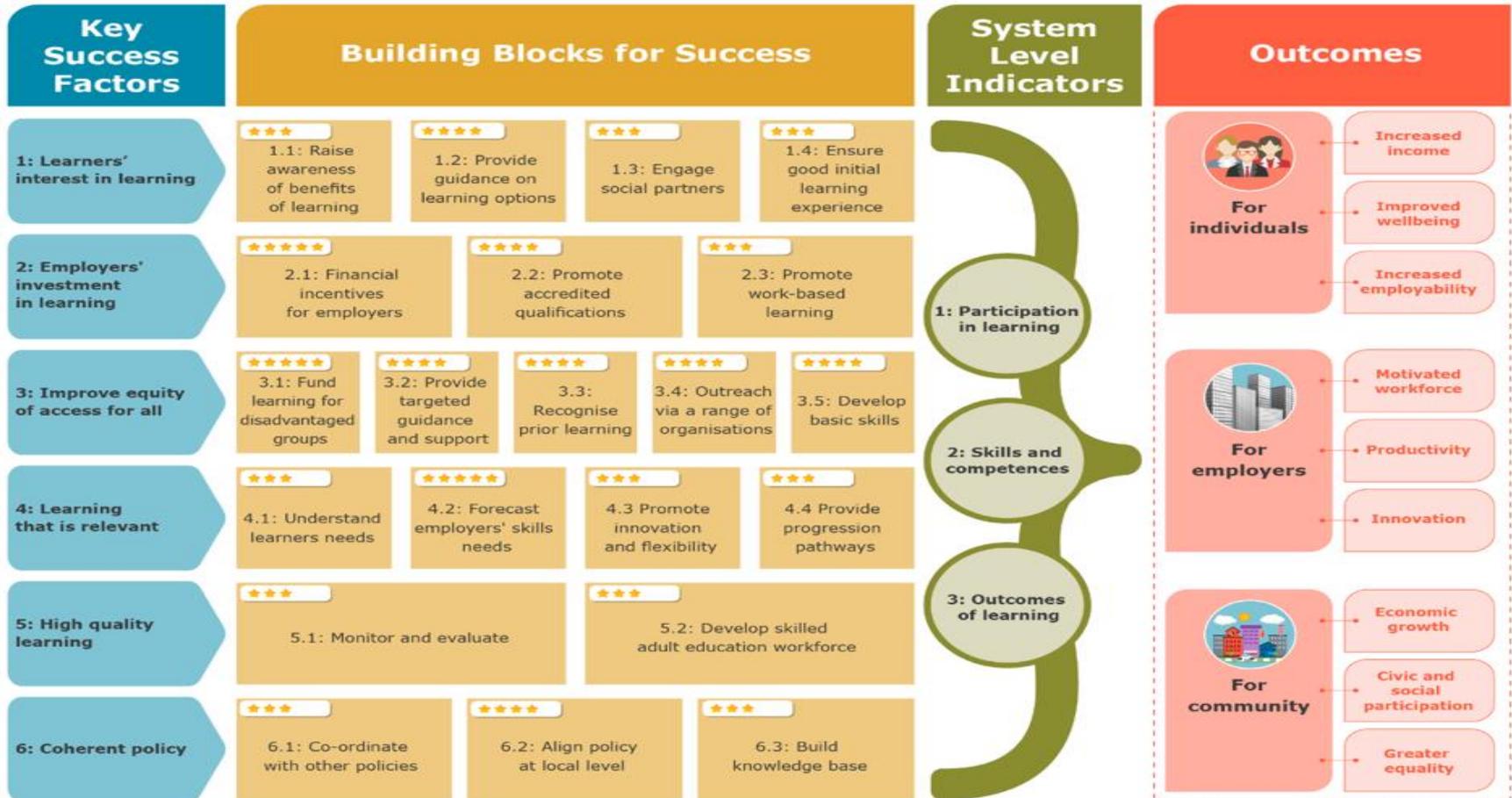
How to support them in high-performance apprenticeships and work-based learning

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

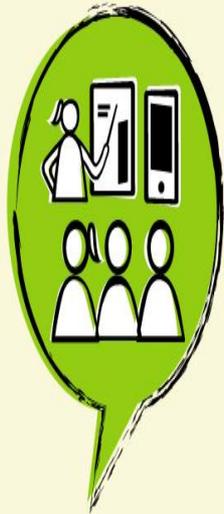
WHAT DOES THE EVIDENCE TELL US?

Participation remains a key challenge

Adult participation in lifelong learning (age 25-64)

Education and Training Monitor 2017

By prior level of education



	United Kingdom	EU
Highly skilled	20.7%	18.6%
Medium skilled	11.9%	8.8%
Low skilled	6%	4.2%

Source: Eurostat (EU-LFS, 2016)
© European Commission



Täiskasvanute (25-64aastased) osalemine elukestvas õppes, (%)

Hariduse ja koolituse valdkonna ülevaade 2017

Eelnevalt omandatud haridustaseme järgi



	Eesti	EU
kõrgharidus	25%	18.6%
keskharidus	10.9%	8.8%
põhiharidus	5%	4.2%

Allikas: Eurostat (EU-LFS, 2016)
© Euroopa Komisjon



EC, 2017. Education and Training Monitor country report infographics.



EU 28

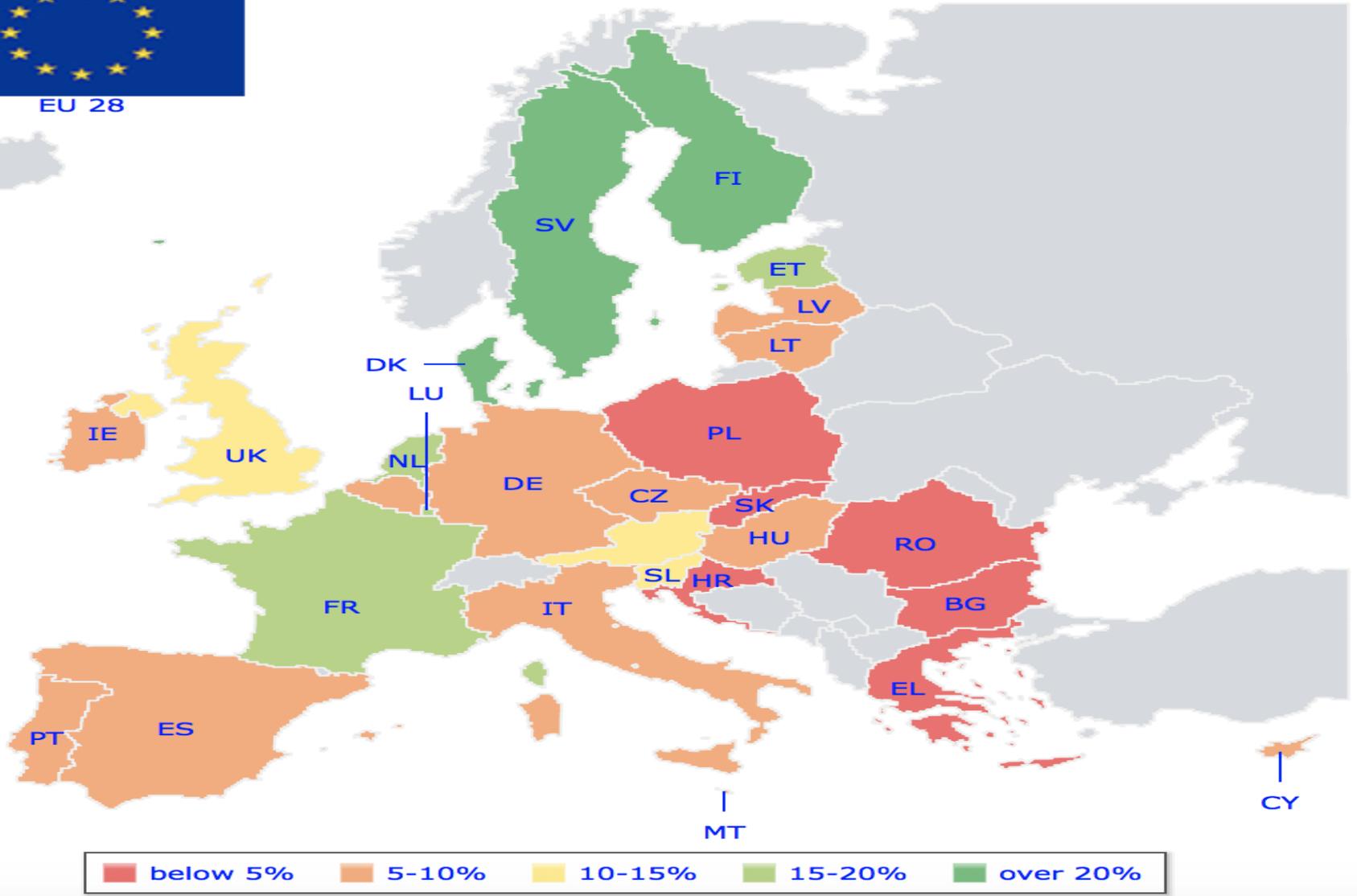
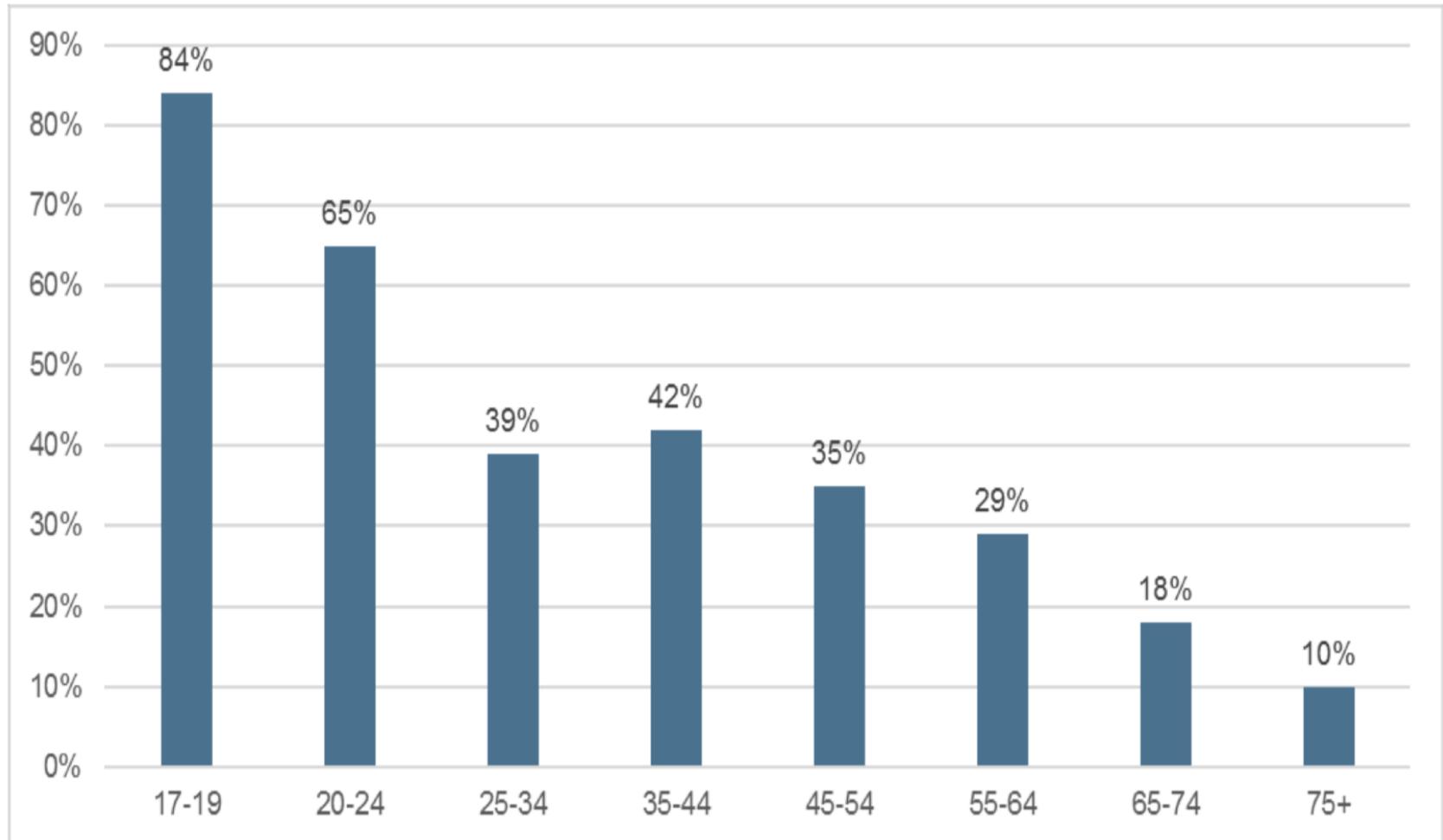


Figure 5: Participation by age



UK Adult Participation in Learning Survey 2017 © Department for Education 2018

25 -64 UK participation

Figure 5: Participation by age

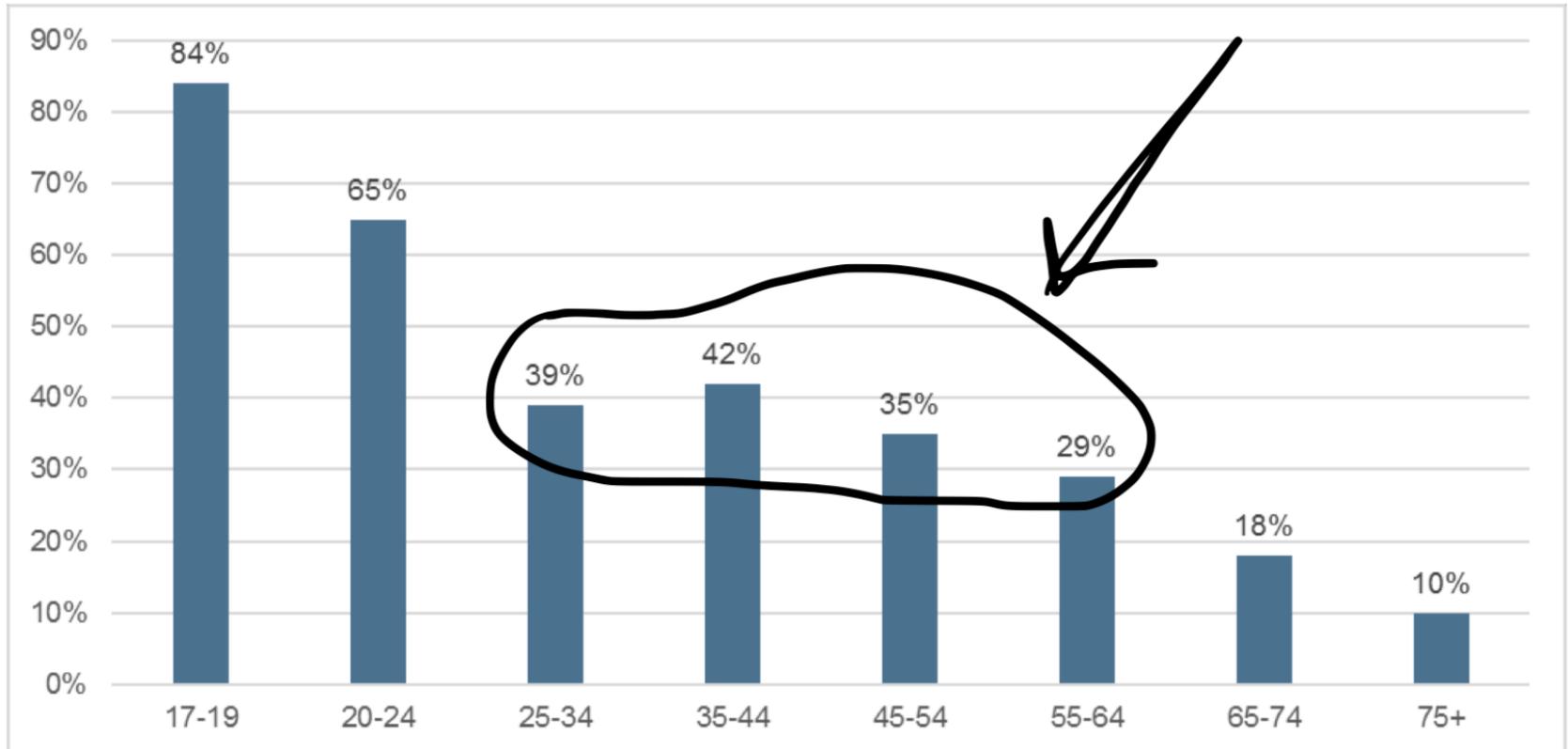
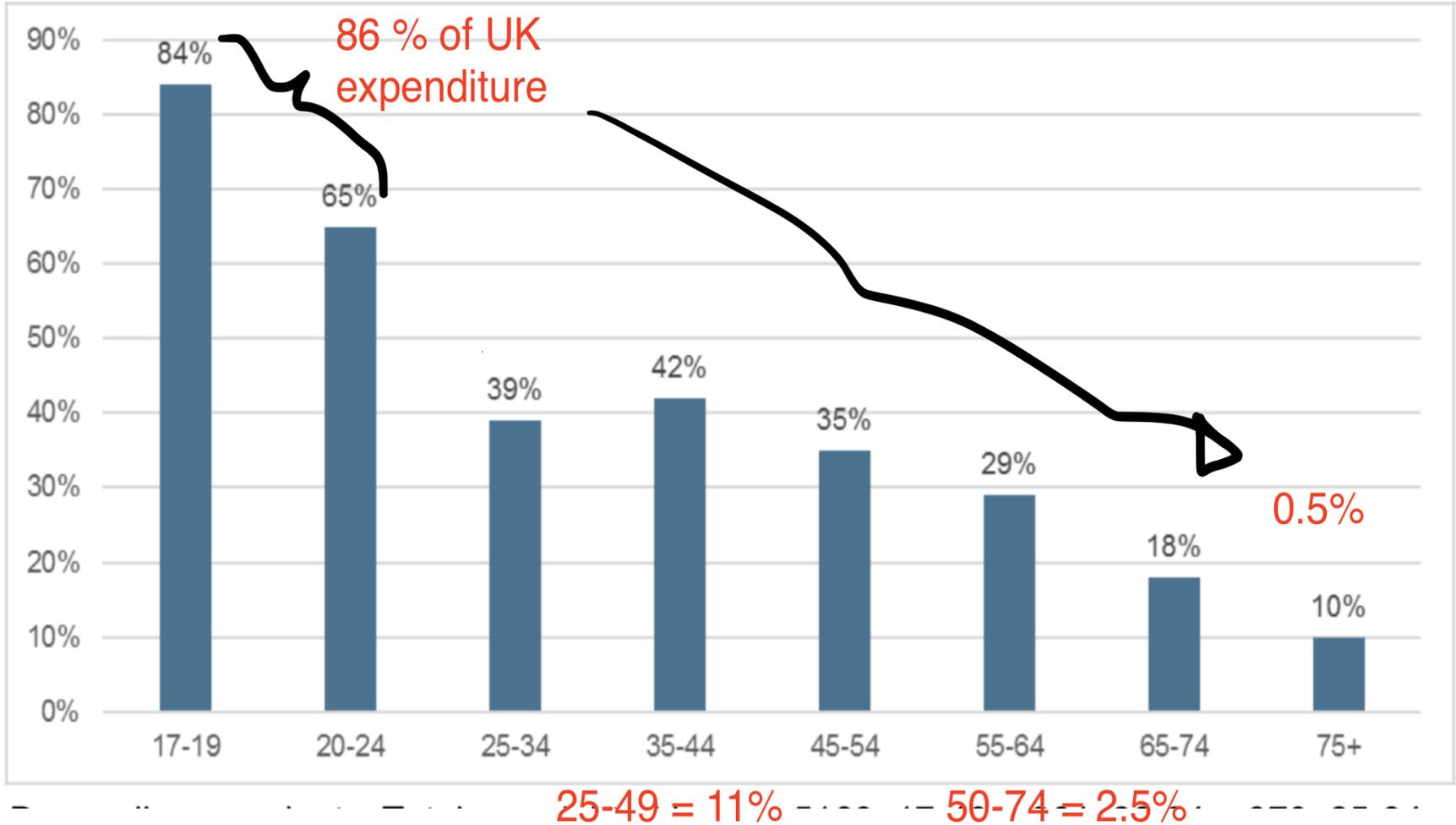
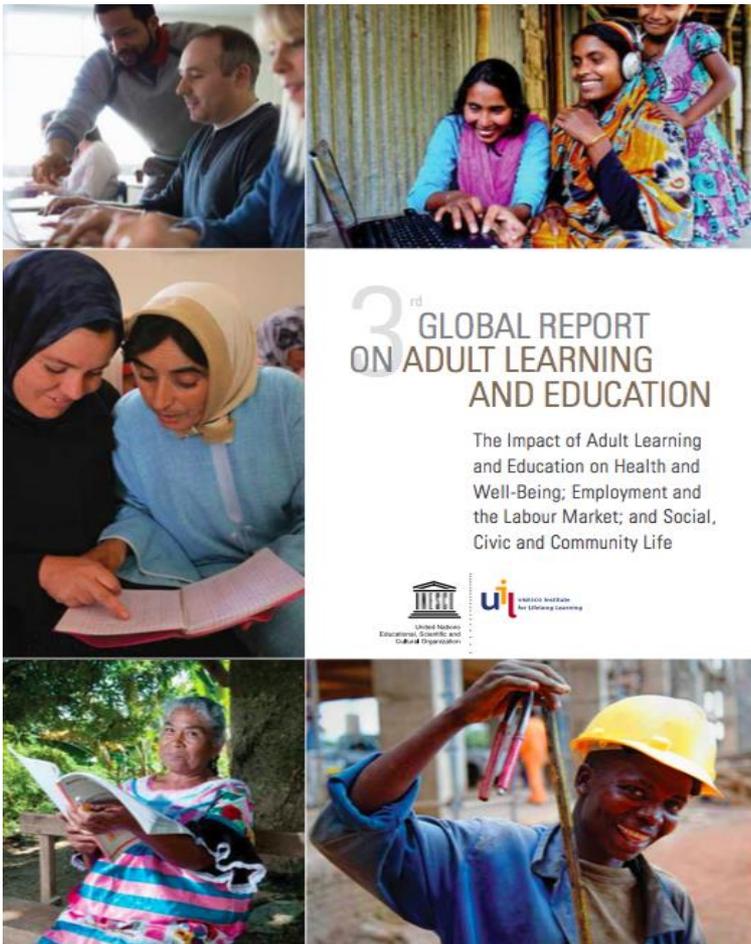


Figure 5: Participation by age



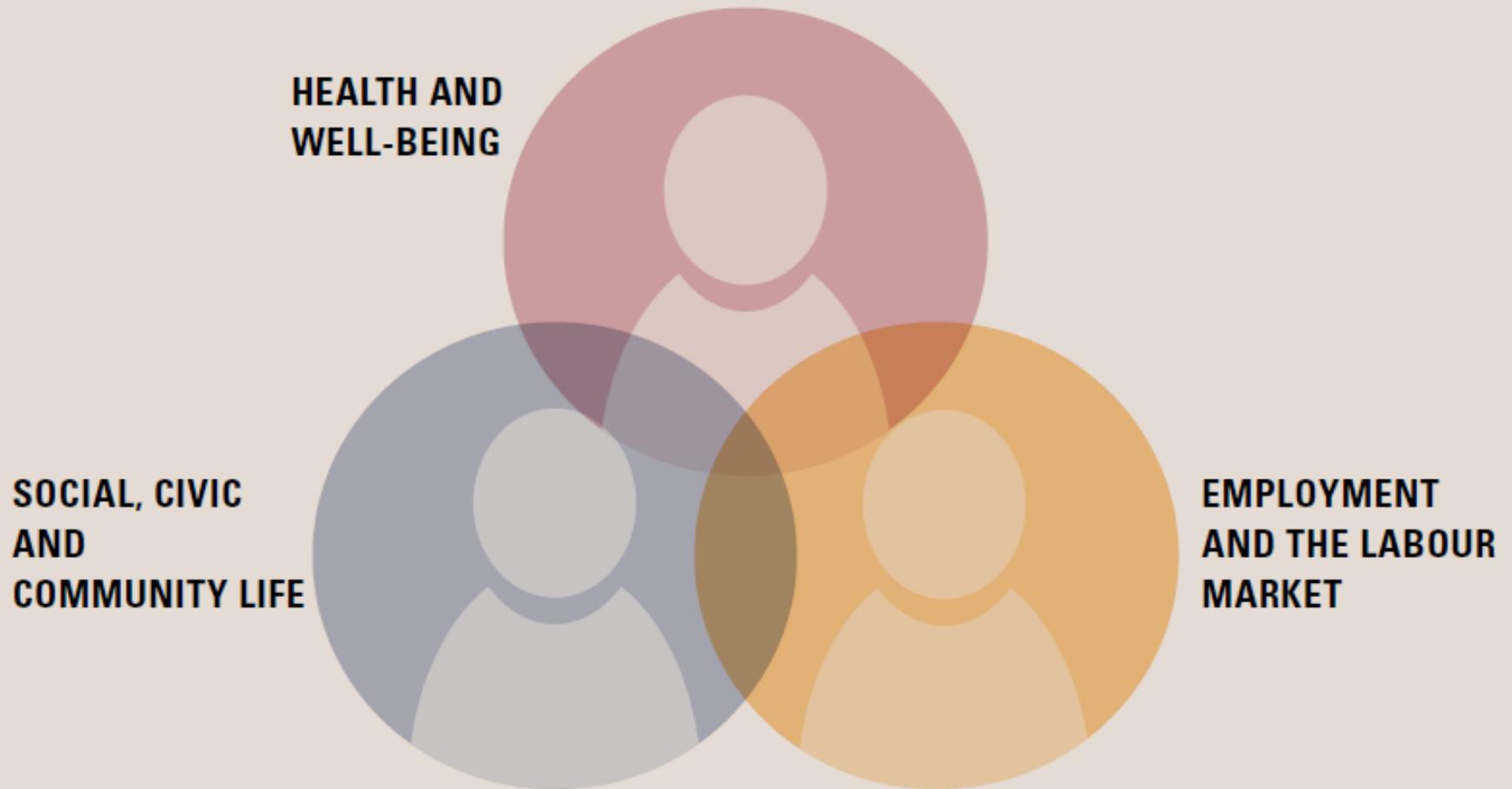
Schuller, T. Watson, D. 2009. Learning Through Life, NIACE, Leicester, UK , p. 102.

Third Global Report on Adult Learning and Education (2016)



© Unesco, UIL, 2016

The 'overlapping benefits' of ALE



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

The 'overlapping benefits' of ALE

“...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*

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?



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

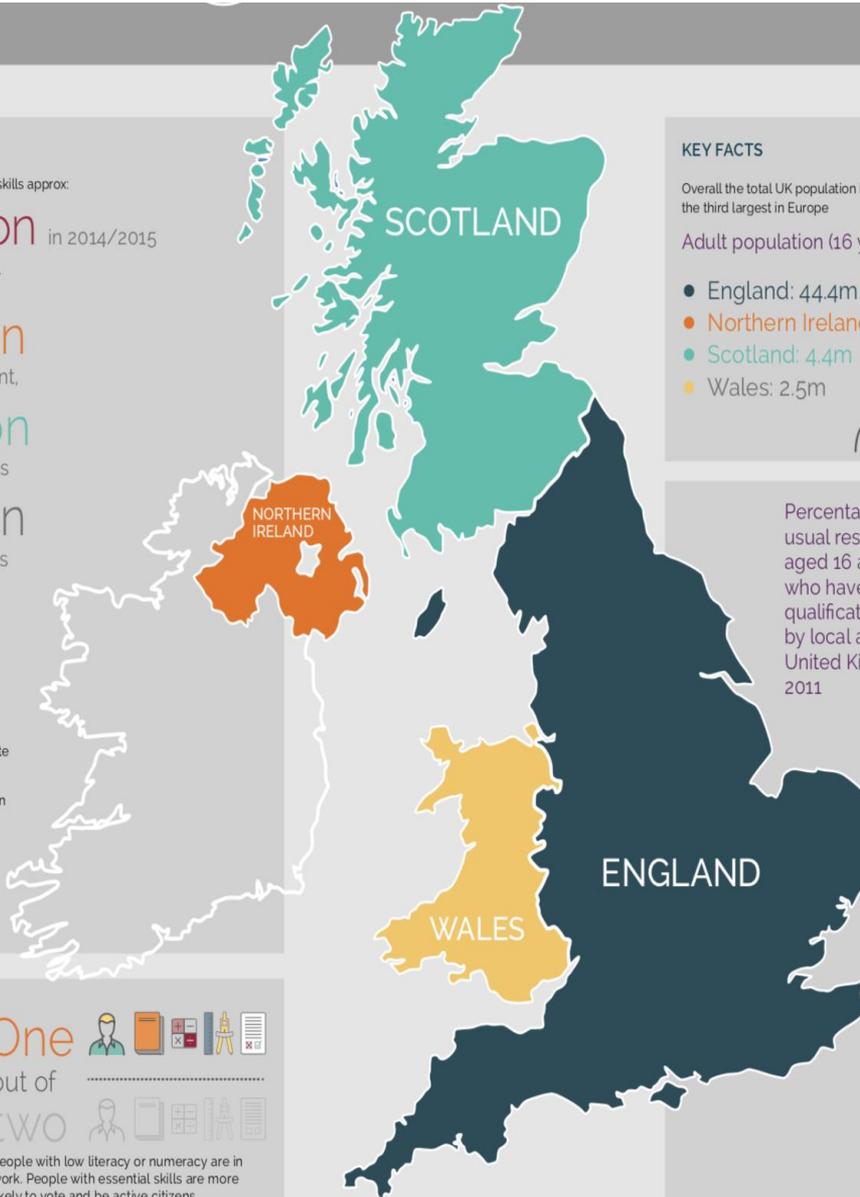
people lack basic digital skills.

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.

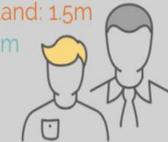


KEY FACTS

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



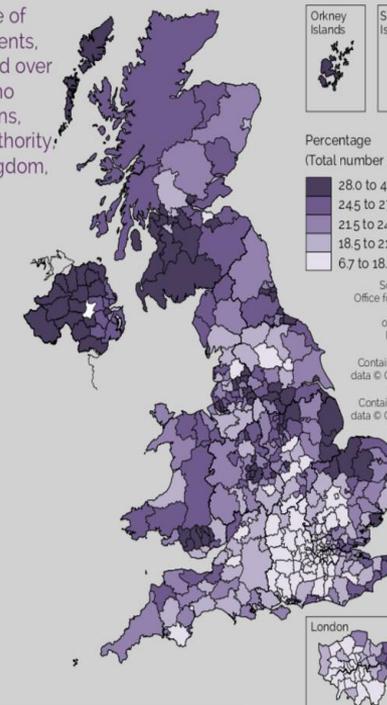
In 2016 in the UK, 18% of people were aged 65 and over, and 2.4% were aged 85 and over.

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



Orkney Islands		Shetland Islands	
28.0 to 40.5	(83)	6.7 to 18.4	(79)
24.5 to 27.9	(83)	18.5 to 21.4	(84)
21.5 to 24.4	(77)	21.5 to 24.4	(77)
18.5 to 21.4	(84)	24.5 to 27.9	(83)
6.7 to 18.4	(79)	28.0 to 40.5	(83)

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



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

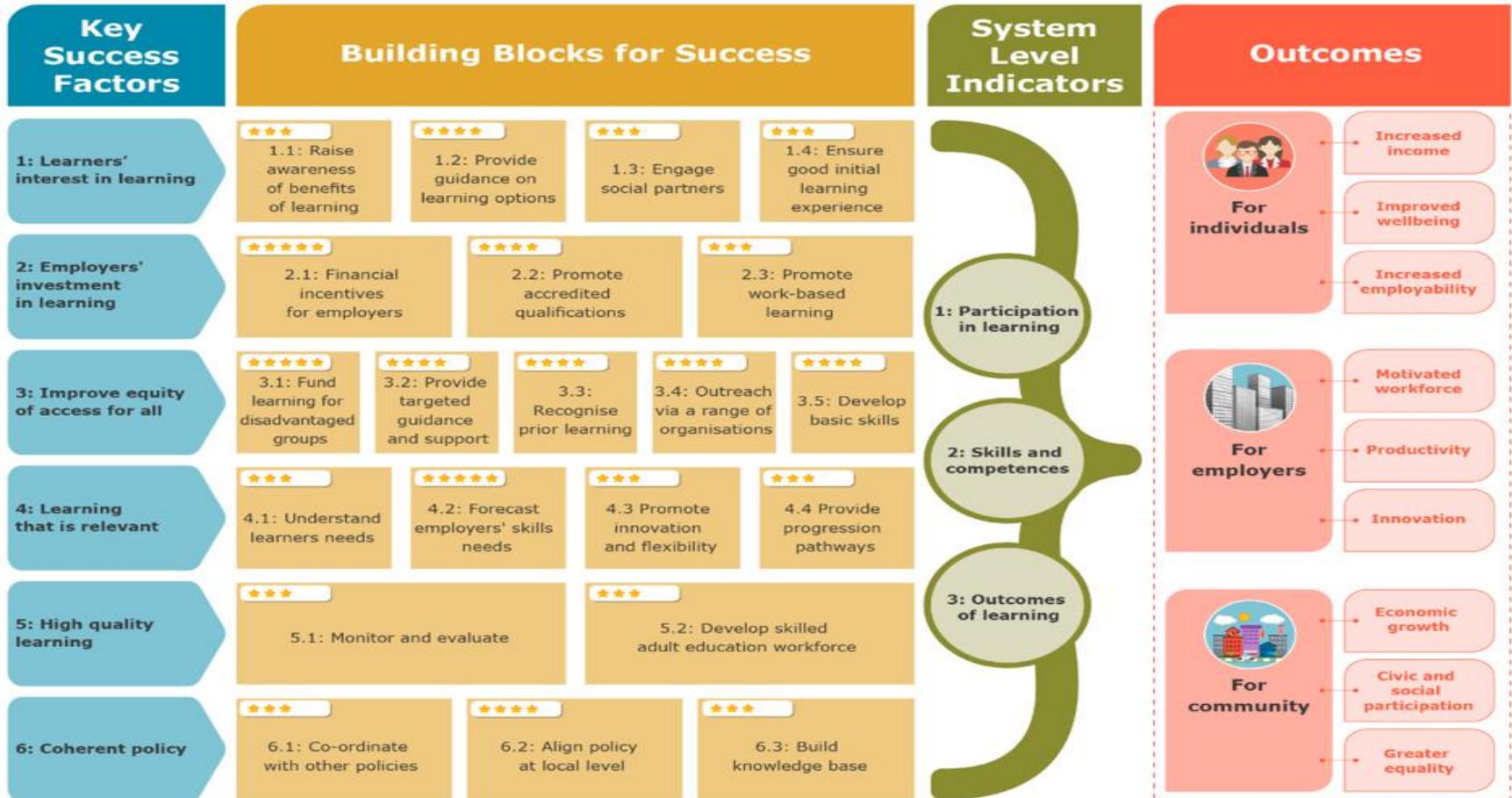


Increased take up of dental services



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

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...

WHAT NEEDS TO CHANGE ?

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

- Working in multi-agency teams requires an enhanced skills set is for practitioners & leaders

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

- Gather data about the wide range of impacts that adult learning has
- 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

- Dual professionalism / joint practice development



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