

Healthy Wealthy and Wise

Impact and devolution: implications for policy and practice in the UK

Morley College
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 LEARNING AND
WORK INSTITUTE

Forum for Adult Learning  ECORYS 

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Healthy, Wealthy and Wise:

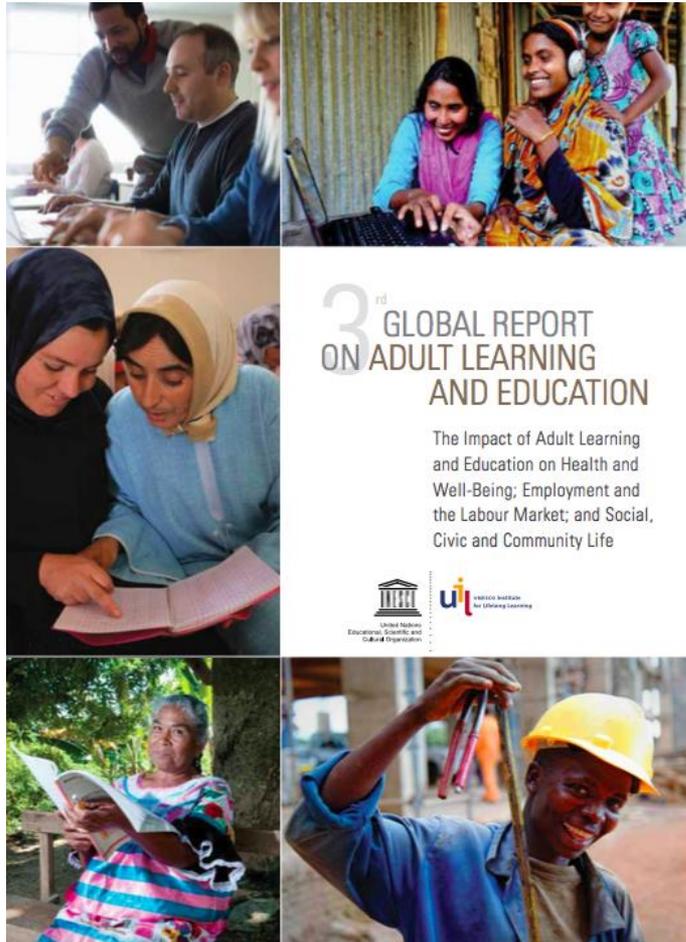
The impact of adult learning across the UK

October 2017



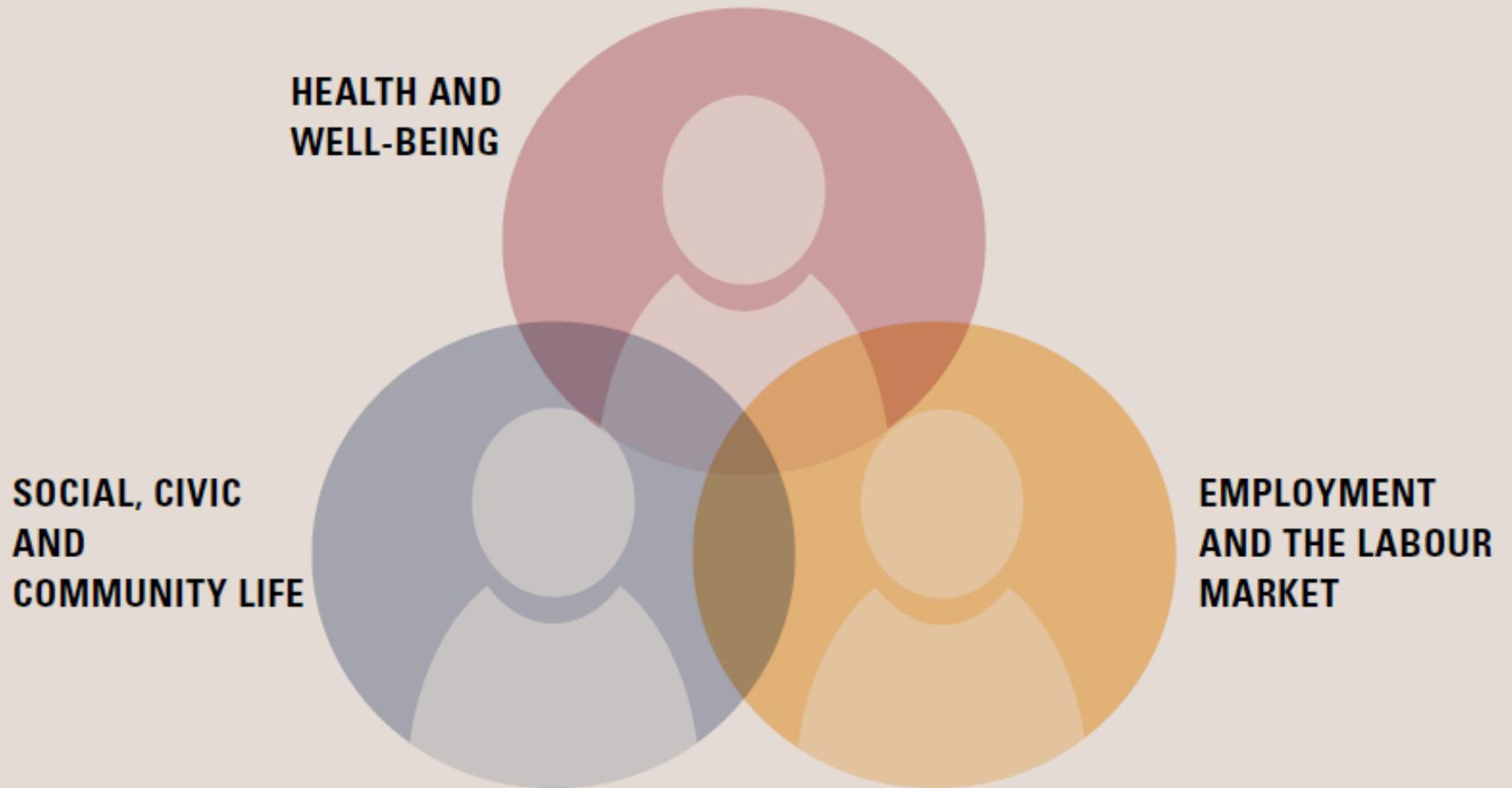
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THIRD GLOBAL REPORT ON ADULT LEARNING AND EDUCATION (2016)



- 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

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 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

Government has 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?



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

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

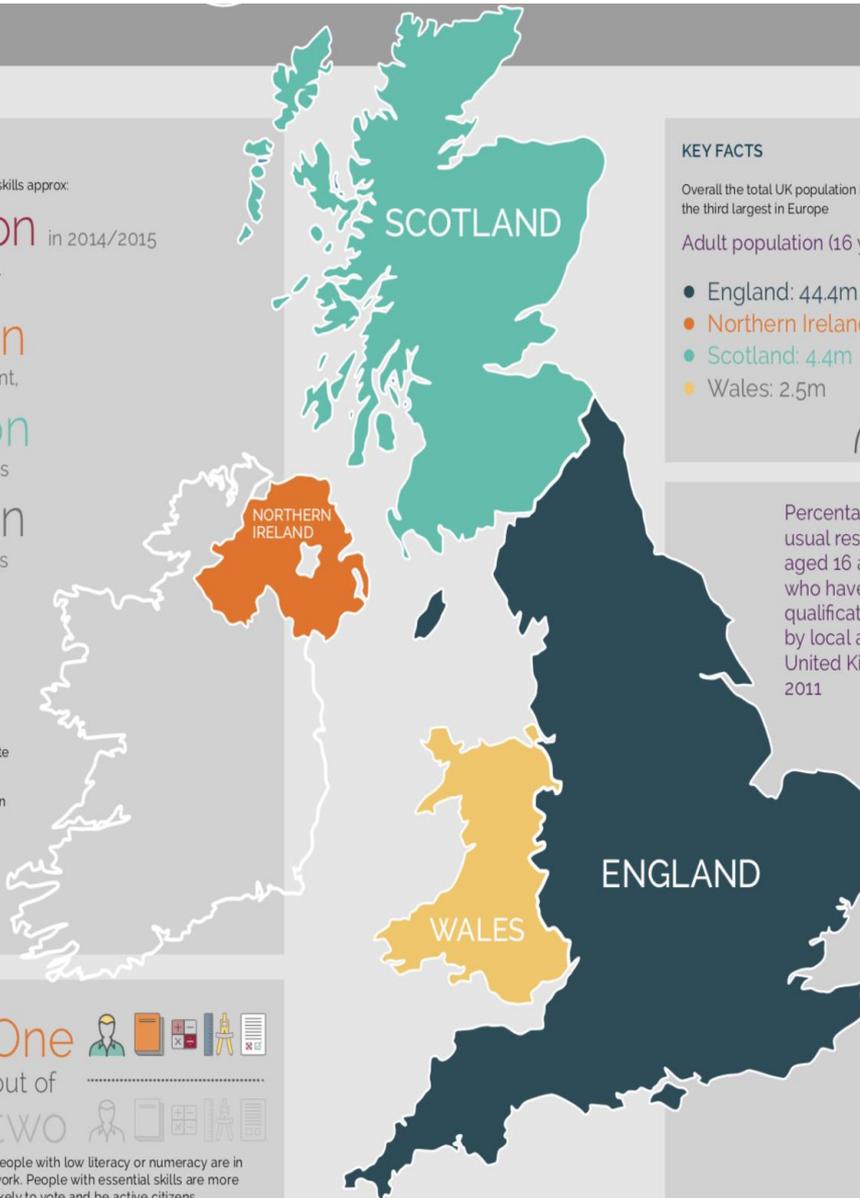
people lack basic digital skills.

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



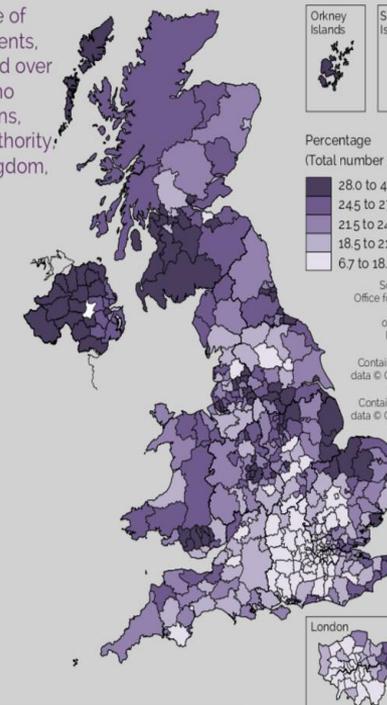
In 2016 in the UK, 18% of people were aged 65 and over, and 2.4% were aged 85 and over.

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



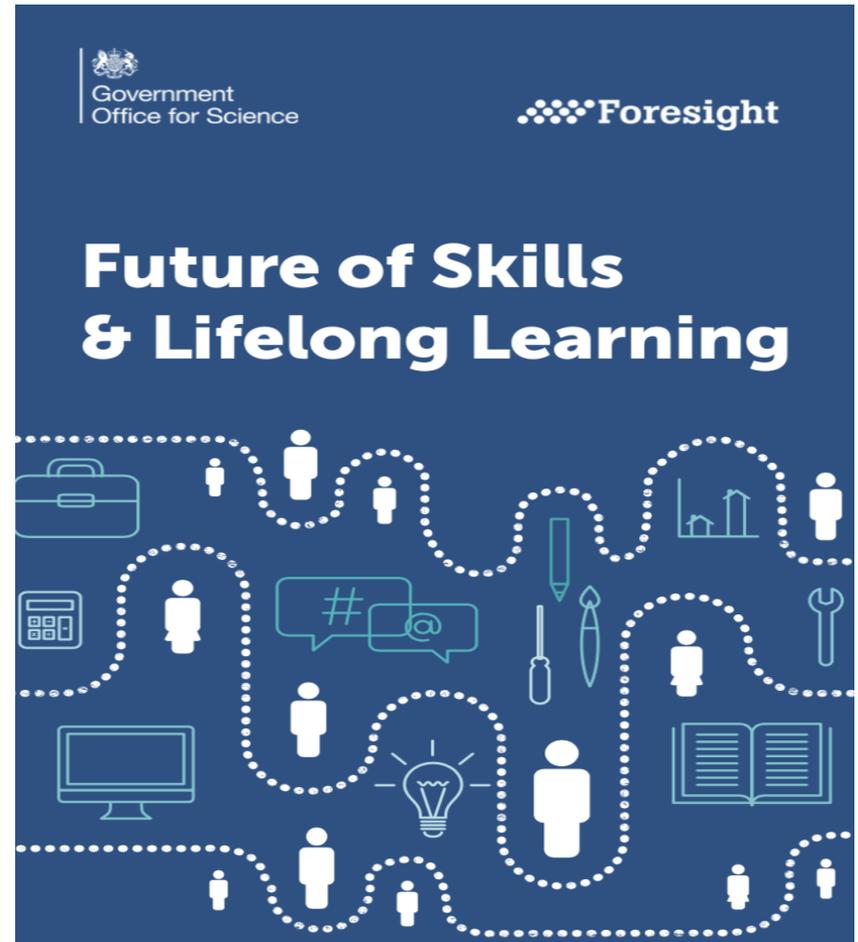
Percentage	(Total number of areas - 406)
28.0 to 40.5	(83)
24.5 to 27.9	(83)
21.5 to 24.4	(77)
18.5 to 21.4	(84)
6.7 to 18.4	(79)

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

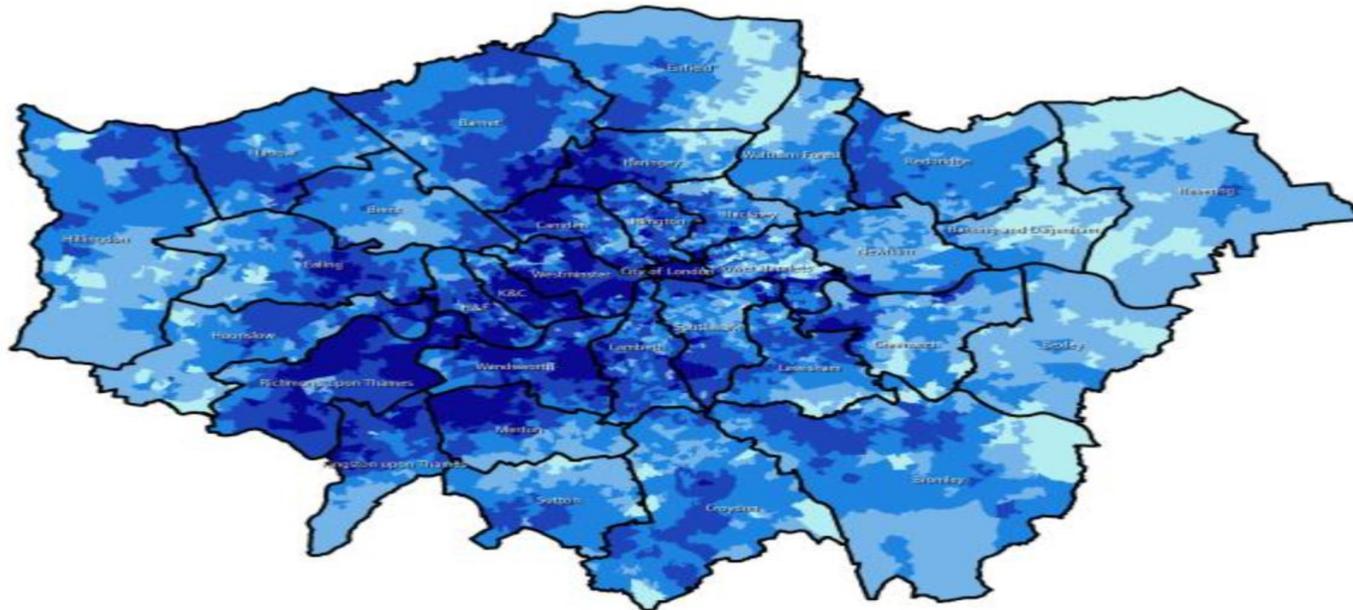
Devolution as a response to regional inequalities

- Variation in regional economies across the UK
- Skills are important in a number of ways
- But not equally distributed (cause and consequence)

UK Government Office for Science, 2017



Regional is not enough



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



Skills for Londoners, November 2017

Local solutions

- Adult learning contributes to and impacts across a wide range of policy areas
- It is most effective when it involves multi-agency approaches
- It requires systems-thinking, collaborative local leadership

- **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 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.

English devolution

- 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
- Includes 'Community Learning' and 'Skills'
- High proportion of low level units / non-entitlement provision outside of ACL

Some implications

- **Cross-cutting:** devolution gives the opportunity to link strategies, for example in London:
 - Skills for Londoners
 - Better Health for Londoners
 - Mayor's Social Integration Strategy
 - Cultural Strategy
- What outcomes in these strategies does Adult Education help deliver?

Implications (2)

- **Counting:** what outcomes do we collect at provider (or group of providers level?)
 - WEA work on impact (and longitudinal analysis)
 - L&W DfE-funded research on social metrics
 - Community Learning Mental Health research
- **Curriculum:** if what we deliver needs to change, what will the lead-in times be?

Implications (3)

- **Collaborative leadership:** have we got the skills and resources to work:
 - with each other?
 - with other agencies?
- **Continuing Professional Development**
 - have all our staff got the right skillset?
 - how do we use learning to support multi-agency teams?

Rochdale, Greater Manchester

Kirkholt Services Fayre
14th April 2015

DRINK?! Facts

- Beer: pint = 2.5 units
- Wine: 250ml = 2.5 units
- Spirits: 50ml = 1 unit
- Men: 3-4 units daily
- Women: 2-3 units daily

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

Health visits
5-6 years old, school visits
0-5 years old, home visits
Scipost support

URGENT CARE
Emergency Services
AMBULANCE

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

STRAID PHARMACY
Free shingles
vaccination
collect and
deliver

respect
Kirkholt residents show
help
Support

lovely
Kirkholt;
humans NOT Thugs

enjoyable
Kirkholt is...

friendly
Kade says people are

constable cub!
working on behalf of GMP

Community events
Kirkholt wants move...

Shops stay open longer
Kirkholt wants...

SPORT
Kirkholt wants more...

oasis unit
dementia confusion

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

Questions for discussion

- What sort of evidence should **providers** of learning collect?
- How do we turn the evidence into **solutions** for national policy makers and local commissioners?
- How does the **practice** of adult educators and leaders need to change?



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