

Life long Learning in England and Wales

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**Lifelong learning is a very
“live” issue in England
and Wales**

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The government is taking the issue very seriously.

Employers are taking the issue seriously.

The Church is taking the issue seriously.

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The Industrial Age has given way to the Information Age.

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A weekday edition of 'The Times' contains more information than the average person likely to come across in a lifetime during 17th Century England.

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During the early 1900's, 70% of UK workers were in agriculture.

Now in agriculture involves less than 2% of the workforce.

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In 1954, 45% of UK employees worked in production or manufacturing.

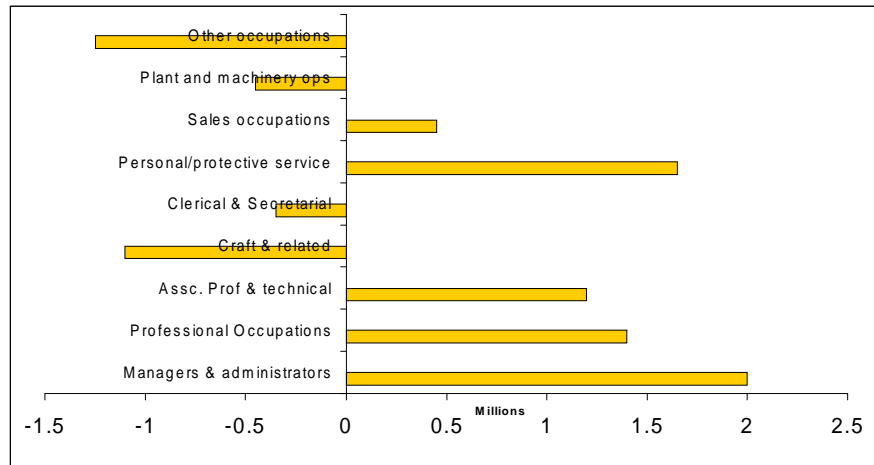
Now less than 22% do.

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By the year 2000, however, no developed country will have more than one-sixth or one-eighth of its workforce in the traditional roles of making and moving goods.

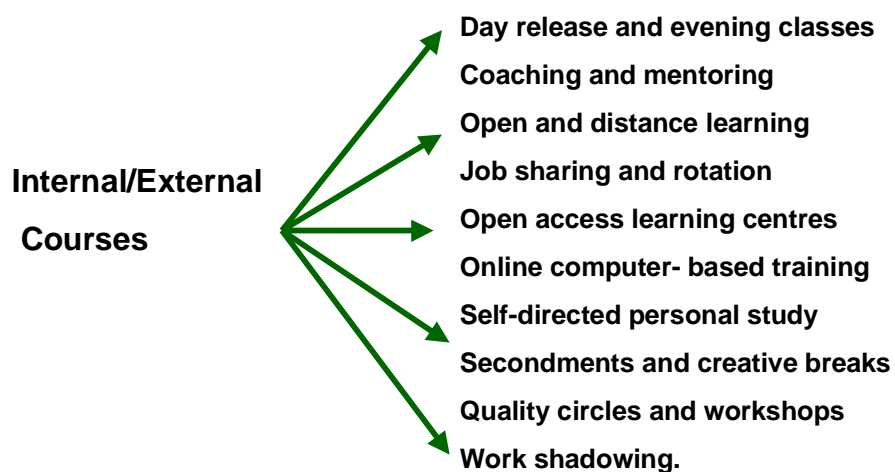
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Changes in the UK occupational employment, 1981-2006



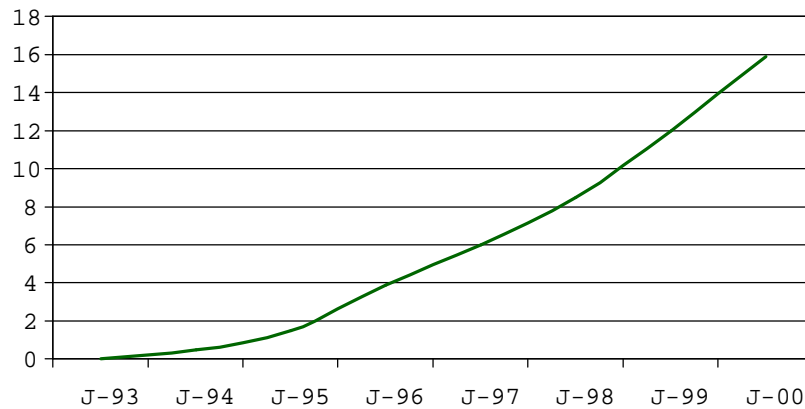
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Training Branches Out



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The growth of liP-recognised organisations



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Participation in training: international comparisons.

| Rank | Country | Participation rate (%) |
|------|-------------|------------------------|
| 1 | UK | 58.0 |
| 2 | Sweden | 55.5 |
| 3 | New Zealand | 49.1 |
| 4 | US | 48.8 |
| 5 | Australia | 44.6 |
| 6 | Canada | 37.7 |
| 7 | Netherlands | 34.8 |
| 8 | Switzerland | 33.0 |
| 9 | Ireland | 24.6 |
| 10 | Germany | 20.0 |
| 11 | Belgium | 19.8 |
| 12 | Poland | 19.0 |

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The government has:

- **Re-structured the management of Lifelong Learning in England and Wales.**
- **Passed a bill in Parliament:
*'The Learning and Skill Act 2000'***
- **Put in new money to post-16 learning outside of Higher Education - £7billion.**

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The Roman Catholic Church

In England and Wales:

- **Discussed this as a policy issue at national and local level.**
- **Has appointed an officer to support – Lifelong Learning.**
- **Reviewing Key steps to take at a local and national level.**

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Learning system lopsided in England and Wales

- excellent learning system at the top of the labour market in England.
- about 33% are significantly over-educated.
- a fifth of the labour force is totally unqualified.
- skilled people tend to get even more trained: 20% of degree qualified workers regularly receive employer funded training – compared with only 8% of those qualified to VQ2.

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In England we need Lifelong Learning

Economic reasons

- National competitiveness.
- Business success.
- Personal employability and prosperity.

Social reasons

- Fair, inclusive society.
- Active citizenship.
- Strong families and communities.
- Personal fulfilment.

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The Church and Lifelong Learning

- **Catechises**
- **Evangelisation**

Entails Lifelong Learning to ensure all grow into an adult faith.

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Achieving the Learning Society

- **Changing attitudes.**
- **Increasing participation.**
- **Responsive delivery systems**
- **'Joined up' government.**
- **Re-evaluating the use of resource in education allocated by the Church and state.**

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Barriers to Learning in the UK

- **Inadequate information and guidance.**
- **Lack of real interest.**
- **Inconvenient provision.**
- **Bad experiences of learning.**
- **Cost.**
- **Lack of time.**
- **Lack of commitment to modern languages.**

Applies to church and state except last point

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Recent research on Lifelong Learning in England and Wales.

- **The 1999 WIACE Survey**
- **The Plater Survey**

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Participation in Lifelong Learning

- **Survey shows 1 in 4 in the WIACE Survey were in learning.**
- **2 in 5 have been learning the last 3 years.**
- **More men than women participate in learning but the gap is narrowing.**
- **The longer you stay in full time education after 16 the more likely you are to continue in Lifelong learning.**
- **The workplace is the main source of advice for people who wish to enquire about Lifelong Learning aged 25-64.**
- **Computer studies is the most popular subject.**
- **Social class impacts upon whether adults take part in adult learning.**

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**The Plater Study
See book for details**

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The European Memorandum – A reflection from England

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Key message (1) New Basic skills for all

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A skill crisis in England

- **Investment in human capital replacing old patterns of capital investments.**
- **Pressures of competitive globalisation.**
- **Shortage of workers who can adapt to advancing technology and to new working patterns.**
- **People without skills are being left behind- stuck in precarious jobs that are poorly paid.**
- **Successful firms are learning, innovative business.**
- **Improving employability throughout working life a key imperative for all.**

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Improving employability: economic rationale, in England

- **Nearly $\frac{3}{4}$ of employers face recruitment problems.**
- **1 in 4 now report skill shortages.**
- **1 $\frac{1}{4}$ million vacancies but 1 in 4 employers unable to recruit because of skill shortages.**
- **Average productivity gap with EU and US of between 20 and 40%.**
- **38% of owner managers have qualification levels below VQ2.**
- **40% of 16 year olds leave school and give up on any further learning.**

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UK Scoreboard

- **1 in 5 have problems reading writing and using numbers (7m people).**
- **7m adults without qualifications – earning 1/5th less than the average.**
- **26% report no learning in the last 3 years.**

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The Problem

- **47% employers say young employees lack skills their business needs.**
- **64% report shortfall in technical skills.**
- **55% report shortfall in IT skills.**
- **55% report shortfall in communication skills.**
- **23% have hard to fill vacancies.**
- **One in three employees never offered training.**
- **75% smallest firms do not train.**

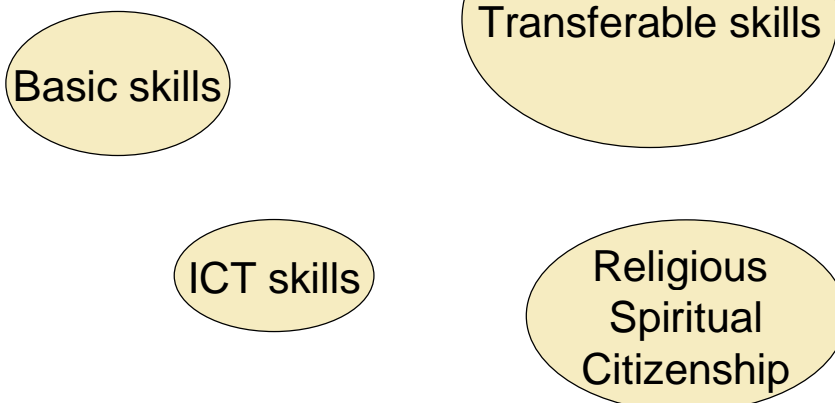
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Competitiveness

- 1994 45% UK workforce had L2 qualifications (69% France, 77% Germany).
- 30% had L3 (60% Germany).
- 1/3 of managers had degrees (2/3 France and Germany).
- Labour productivity gaps 15% with Germany (25% France).

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Skills Agenda



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Key challenges

- **Literacy and numeracy – basic skills.**
- **Generic, transferable skills for employability.**
- **Mathematical competence – whole workforce.**
- **Intermediate skills – esp. Levels 3 and 4.**
- **Specialist ICT skills.**
- **Management and leadership skills.**
- **Engaging state in religious and spiritual agenda.**

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Summary

Skills Education Priorities in Britain

- **Basic skills.**
- **Key skills.**
- **Mathematics.**
- **Craft and technical skills.**
- **ICT.**
- **Level 2 skills in certain occupations**
- **Management, leadership and entrepreneurial skills.**
- **For the Church, prioritising resources for adult learning**

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In Britain the development of our skill agenda does not nearly fit with the European Memorandum definition of;

- **IT**
- **Foreign languages.**
- **Technological skills.**
- **Social skills.**
- **Entrepreneurial ship**

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We are prioritising

- **Basic skills.**
- **ICT skills.**

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Response by Government

Establish a new Director of Basic Skills - Susan Pember. Offer free education to all who lack below level 2 skills in ICT, Maths and English.

Set up 47 Local Learning & Skills Council to deliver educational & skill targets in the 47 regions.

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Basic Skills in England and Wales

- **7m below level 1 in literacy.**
- **Similar number below entry level in numeracy.**
- **Moser report calling for:**
 - ⇒ **Improvements in quality.**
 - ⇒ **Increases in quantity.**

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As a result of the Moser Report, the government announced 'The way forward'

Three main stages.

- **To reform the way basic skills education is provided.**
- **To increase capacity.**
- **To drive up demand**

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England's Targets for 2002

- **7% reduction in non-learners.**
- **Reduce the number of adults who have literacy or numeracy problems by 750,000 by 2004.**

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Strategies include

- **Empowering individuals.**
- **Learning in the workplace.**
- **Learning in the community.**
- **Money to the learner below level 1.**

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Key message 2: Move investment in Human Resources

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British Government Response

- **Funding the learner and provider .**
- **£7 billion invested into learning post-16 outside Higher Education.**

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Motivating adult learners

- **'Learning evangelism' not the answer.**
- **Acknowledge system, not individual failure.**
- **Measure and disseminate the returns.**
- **Promotion must be very personal and local.**
- **Campaign/s from peers and exemplars.**
- **Learning in/near the workplace.**
- **Funding an important but secondary issue.**

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Culture and providers

- **Government and business as vocational champions.**
- **Challenge the 'anti-applied' culture.**
- **Learning at learner's pace/place the future.**
- **Funding regime must promote responsiveness.**
- **Destination and impact in provider goals.**



Quality redefined towards outcomes.

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Key message 3: Innovation in teaching and learning

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UK Online Centres (see ICT presentation)

- Research.
- Leaflet on learning methods in pack.
- Gives disadvantaged communities access to information and communication technology.
- Supports the Government's commitment to provide Internet access to all who want it, by 2005.
- £252 million cost.
- 159 successful first-round centres planned.
- By 2002 there will be around 6000 centres.

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Key message 4: Valuing Learning

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- **New qualification framework.**
- **End Academic/ vocational divide.**
- **Trade Union involvement.**
- **Pay increases.**

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Key message 5: Rethinking guidance and counselling

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- **Connexions service.**
- **New Adult Careers Service.**
- **Trade Union involvement.**
- **Marginal groups targeted:**
 - **Black unemployed**
 - **Long term unemployed.**

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***Key message 6: Bringing Learning closer
to home***

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- **Learn direct/ UF1.**
- **Community learning centres.**
- **Neighbourhood renewal – ICT road/estate.**
- **Online centres in pub.**

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Workforce Development Generating Demand

- **More time off for learning.**
- **Qualifications for owner managers.**
- **Basic skill tests for job seekers.**
- **Corporate Governance and Human Resource Accounting.**
- **Purchasing power to employers.**

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Workforce Development Critical Success Factor for Suppliers

- **Customised training and development.**
- **Direct customer/supplier relationship.**
- **Not a Government Scheme.**
- **Focused on Business Performance.**
- **Staff Skills.**

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The Next 3 Years Demand and Delivery

- **Attracting New Learners.**
- **Formal v Informal Learning.**
- **Relationship of School and Earlier Learning to Lifelong Learning.**
- **Rhetoric and reality of e-learning.**
- **Role of intermediaries and brokers.**

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Workforce Development Generating Demand

- **Training Tax Credit (Labour Manifesto)**
- **Careers Service for Adults (Labour Manifesto)**
- **Stronger Sectoral Analysis (NTO Review)**
- **RDA's relocated in Dti (Government Restructure).**

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The Church and Lifelong Learning

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The Church and Lifelong Learning

- **The Roman Catholic Church is a major provider of lifelong learning.**
- **The Church supports policies that ensure citizens have work and good living conditions.**
- **The Church acknowledges the need for lifelong learning as part of its' own life and mission.**
- **The Church would not however wish education to become too focused on skills and employability.**

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The Church

- **A directory of opportunities.**
- **CCRS (Catholic Certificate Religious Studies).**
- **More lay courses.**
- **Ongoing training for priests.**

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England and Wales

- Targets post - 16.
- Qualifications post – 16.

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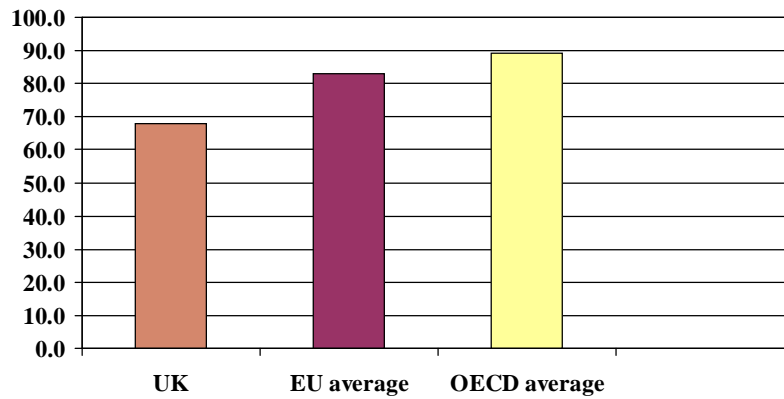
Progress towards the 2002 Post-16 National Learning Targets

| Group | Target | 1998 | 1999 | 2000 | Target 2002 |
|----------------------------------|--|-------|---|-------|-------------|
| <i>19 yr olds</i> | <i>% with level 2</i> | 73.9 | 74.9 | 75.3 | 85 |
| <i>21 yr olds</i> | <i>% with level 3</i> | 52.2 | 53.2 | 53.7 | 60 |
| <i>Adults</i> | <i>% with level 3</i> | 45.1 | 46.2 | 47.2 | 50 |
| <i>Adults</i> | <i>% with level 4</i> | 26.1 | 26.6 | 27.5 | 28 |
| <i>Participation</i> | <i>7% reduction in non-leavers</i> | 74.0 | <i>Progress data (from boosted LFS) Will be available in October 2001</i> | | |
| <i>Medium/large organisation</i> | <i>% recognised as Investors in people</i> | 18 | 26 | 32 | 45 |
| <i>Small organisation</i> | <i>No. recognised as Investors in People</i> | 2,995 | 4,098 | 6,147 | 10,000 |

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Participation by young people in education and training

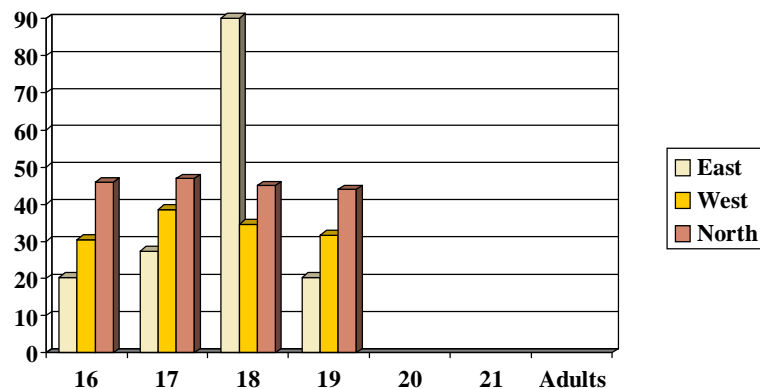
Fewer young people aged 17 are in education or training (full/part time) than in any OECD country (other than Greece, Mexico or Turkey):



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Around one-third of adults do not hold a level 2 qualification:

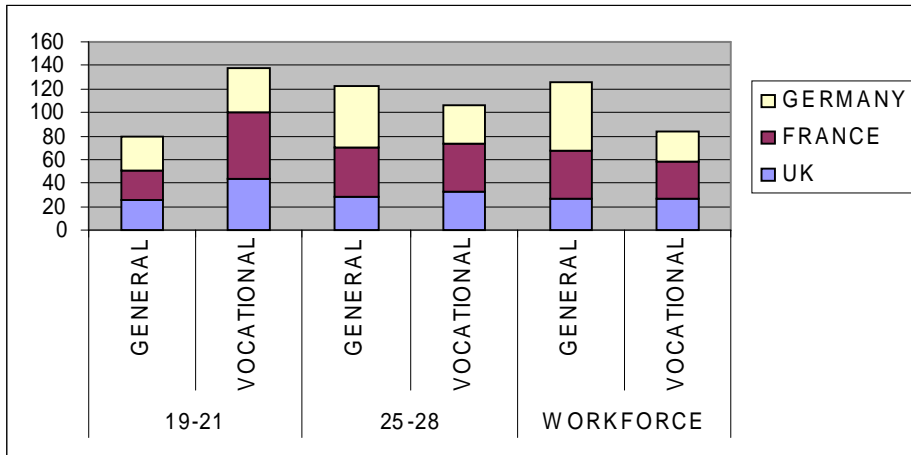
Attainment by age and level in England (2000)



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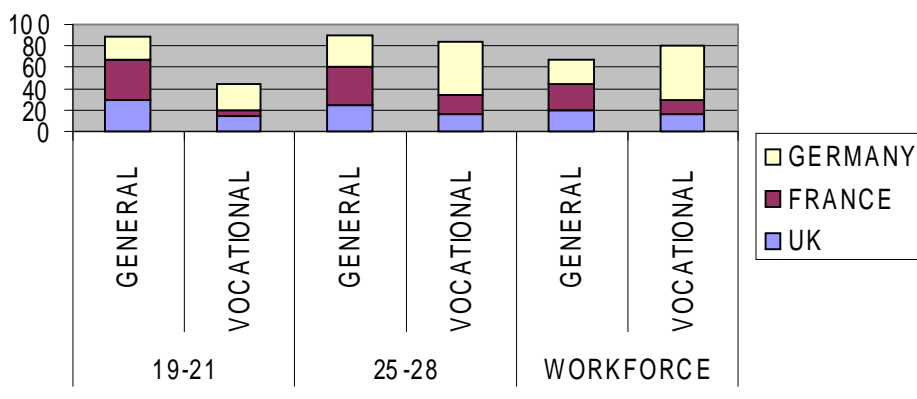
Qualifications held by adults in England, France and Germany, split between adults vocational and general qualifications.

As the Skills Task Force demonstrated (Skills for All, 2000), the UK still falls a long way short of its main competitors in terms of the proportion of the labour force holding vocational qualifications at levels 2 and 3.



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Vocational and general qualifications at Level 3



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