LEARNING THROUGH LIFE: THE UK INQUIRY

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Learning Through Life

Inquiry into the Future for Lifelong Learning
Aims of the Inquiry

The overall goal: an authoritative and coherent strategic framework for lifelong learning in the UK:

• Articulating a *broad rationale* for public and private investment in lifelong learning;

• A re-appraisal of the *social and cultural value* attached to it by policy-makers and the public;

• Developing *new perspectives* on policy and practice.
“the right to learn throughout life is a human right.

Our vision is of a society in which learning plays its full role in personal growth, prosperity, solidarity and local and global responsibility.”
## Outline of Inquiry Papers

### IFLL Final Report

**IFLL Strategic Framework for Lifelong Learning**

#### Interim Papers

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<th>Thematic</th>
<th>Stocktake</th>
<th>Sectoral</th>
<th>Public Value</th>
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<td>Prosperity Employment &amp; Work</td>
<td>Public Sector Investment</td>
<td>Early childhood</td>
<td>Poverty</td>
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<td>Demography and Social Structure</td>
<td>Private Sector Investment</td>
<td>Schools</td>
<td>Health</td>
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<td>Wellbeing and Happiness</td>
<td>Third Sector Investment</td>
<td>Higher Education</td>
<td>Crime</td>
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<td>Migration and Communities</td>
<td>Individual Commitment</td>
<td>Local Authorities</td>
<td>Wellbeing</td>
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<td>Technological Change</td>
<td>Participation, over 10 years</td>
<td>Voluntary Sector</td>
<td>Equality</td>
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<td>Poverty Reduction</td>
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<td>Family learning</td>
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<td>Citizenship and Belonging</td>
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<td>Cultural institutions</td>
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<td>Crime and Social Exclusion</td>
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<td>Private Training Providers</td>
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<td>Sustainable Development</td>
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### Horizon Scanning / Scenario Planning
Weaknesses

• **Initial education** does not serve as a secure foundation for lifelong learning.

• The **demographic challenge**: the balance of opportunity and support for learning through different stages of life is wrong.

• The system does not recognise the **increasingly diverse transitions** into and from employment.

• Educational **inequalities** accumulate over the life course to an unacceptable extent.

• For all the rhetoric, a **high-skilled economy** is not yet in prospect.

• The **governance** of the system is over-centralised, insufficiently stable and does not trust its professionals enough.

• The ‘**system**’ is not sufficiently intelligent.
Ten Recommendations

Base lifelong learning policy on a new model of the educational life course, with four key stages (up to 25, 25-50, 50-75, 75+)

Rebalance resources fairly and sensibly across the different life stages

Build a set of learning entitlements

Engineer flexibility: a system of credit and encouraging part-timers

Improve the quality of work

Construct a curriculum framework for citizens’ capabilities

Broaden and strengthen the capacity of the lifelong learning workforce

Revive local responsibility....

...within national frameworks

Make the system intelligent
Learning Through Life: Key Drivers

• Labour market: extended transitions into and out of employment

• Demography: an ageing society
Framework (1)

**Inputs:** resources and time

**Participation:** dimensions of equity

**Outcomes:** economic and social
Expenditure on costs of learning provision (£ billion), 2007-08

- Public expenditure on national performance
- Public expenditure on public programmes
- Public expenditure on public sector employee development
- Tax relief
- Expenditure on employee development by private for-profit organisations
- Expenditure by self-employed people on their own business-related development
- VCS expenditure on national performance and public programmes
- Expenditure on employee development by VCS organisations
- Individual expenditure on learning

(IFLL Inquiry into the Future for Lifelong Learning)
Proposed re-balancing of expenditure by 4 life stages
Current or recent participation in learning by age, 2010

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Percentage of Respondents</th>
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<tbody>
<tr>
<td>17-19</td>
<td>85</td>
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<tr>
<td>20-24</td>
<td>66</td>
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<td>25-34</td>
<td>50</td>
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<td>35-44</td>
<td>45</td>
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<td>45-54</td>
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<td>55-64</td>
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<td>65-74</td>
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<td>75+</td>
<td>14</td>
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Base: all respondents
Framework (2)

a. Build a set of learning entitlements

b. Governance: local responsibility within national frameworks

c. Make the system intelligent!
a. Build a set of learning entitlements

- Lifelong Learning Accounts
- General entitlements
- Transitional entitlements
b. Governance: local/national

*National*: strategic responsibility

  Monitoring function

*Local*:

  - ‘Key institution’ focus
  -- Learning cities/villages
  - Local learning exchanges
c. Towards an intelligent system

- 3-yearly review of progress towards LL
- External comparison: learning from other countries
- Cost-benefit/public value analyses
Thank you

www.niace.org.uk/lifelonglearninginquiry

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‘Citizens curriculum’: four capabilities

1. Financial
2. Health
3. Digital
4. Civic
The demographic dividend

Projected % change in population in each life stage between 2008 and 2020

% change in proposed expenditure on each life stage between 2008 and 2020

- 18-24
- 25-49
- 50-74
- 75+