

LEARNING THROUGH LIFE:
THE UK INQUIRY

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Learning Through Life

Inquiry into the Future for
Lifelong Learning



 **IFLL**
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			
Thematic	Stocktake	Sectoral	Public Value
<ul style="list-style-type: none"> ▪ Prosperity Employment & Work ▪ Demography and Social Structure ▪ Wellbeing and Happiness ▪ Migration and Communities ▪ Technological Change ▪ Poverty Reduction ▪ Citizenship and Belonging ▪ Crime and Social Exclusion ▪ Sustainable Development 	<ul style="list-style-type: none"> ▪ Public Sector Investment ▪ Private Sector Investment ▪ Third Sector Investment ▪ Individual Commitment ▪ Participation, over 10 years 	<ul style="list-style-type: none"> ▪ Early childhood ▪ Schools ▪ Further Education ▪ Higher Education ▪ Local Authorities ▪ Voluntary Sector ▪ Family learning ▪ Cultural institutions ▪ Private Training Providers 	<ul style="list-style-type: none"> ▪ Poverty ▪ Health ▪ Crime ▪ Wellbeing ▪ Equality
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

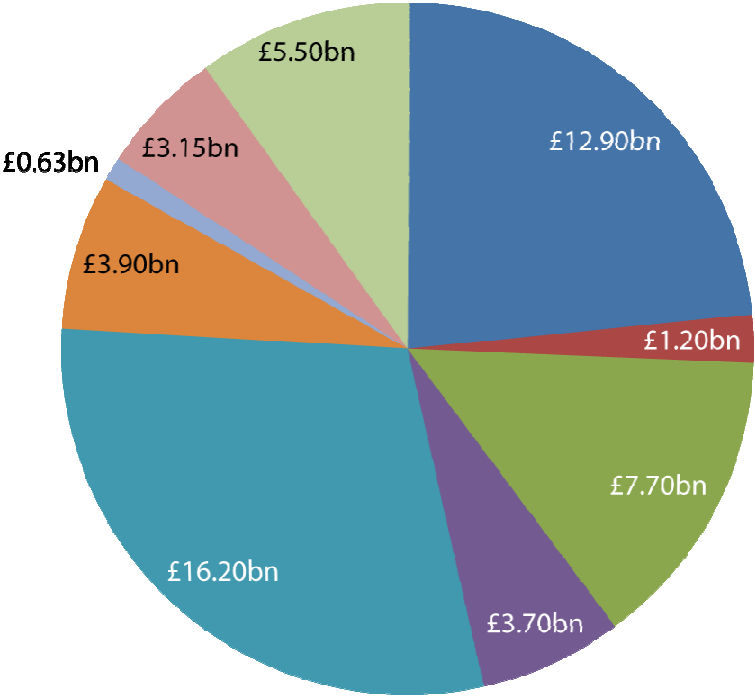
Framework (1)

Inputs: resources and time

Participation: dimensions of equity

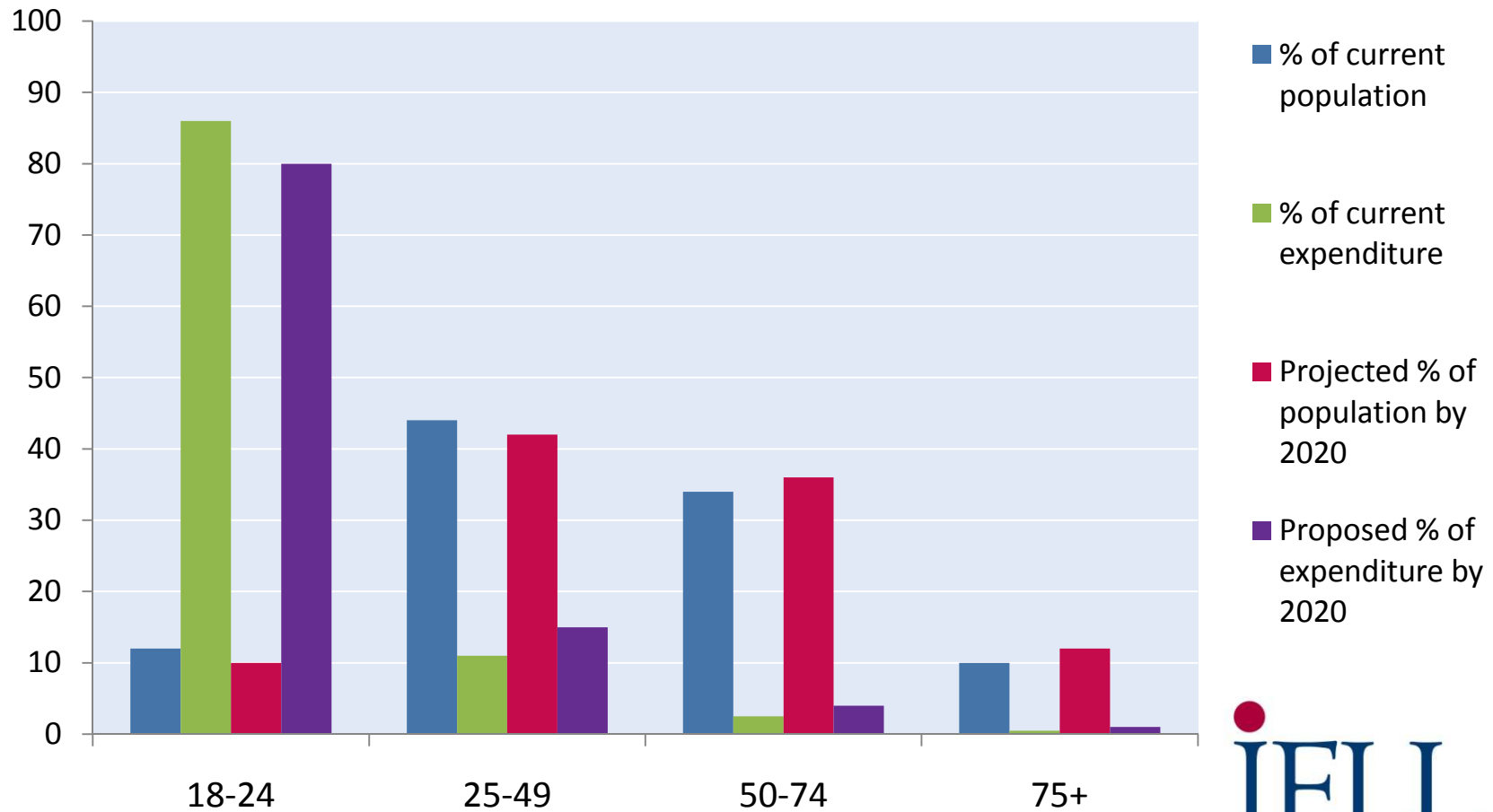
Outcomes: economic and social

Expenditure on costs of learning provision (£ billion), 2007-08

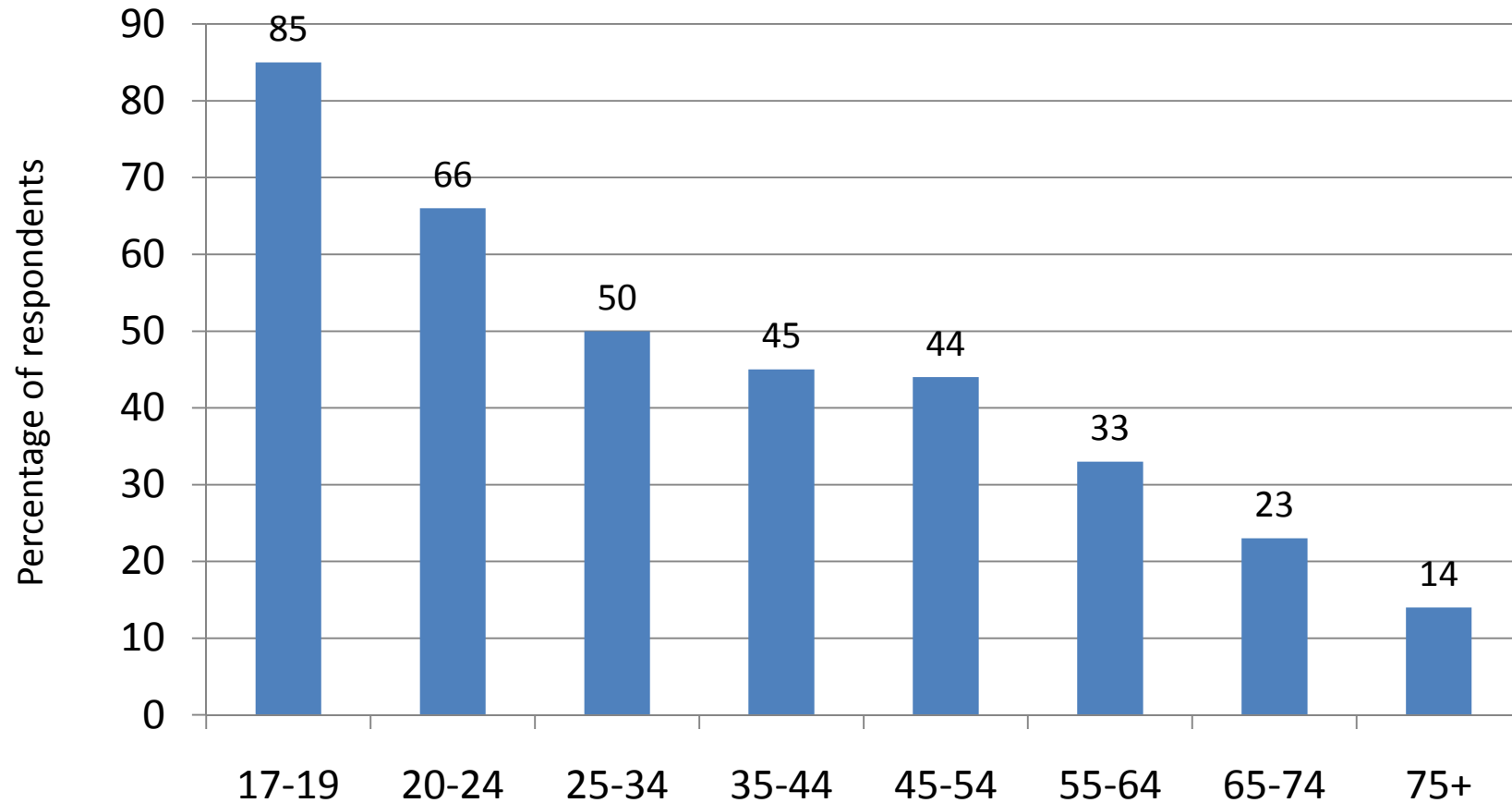


- Public expenditure on national performance
- Public expenditure on public programmes
- Public expenditure on public sector employee development
- Tax relief
- Expenditure on employee development by private for-profit organisations
- Expenditure by self-employed people on their own business-related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

Proposed re-balancing of expenditure by 4 life stages



Current or recent participation in learning by age, 2010



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

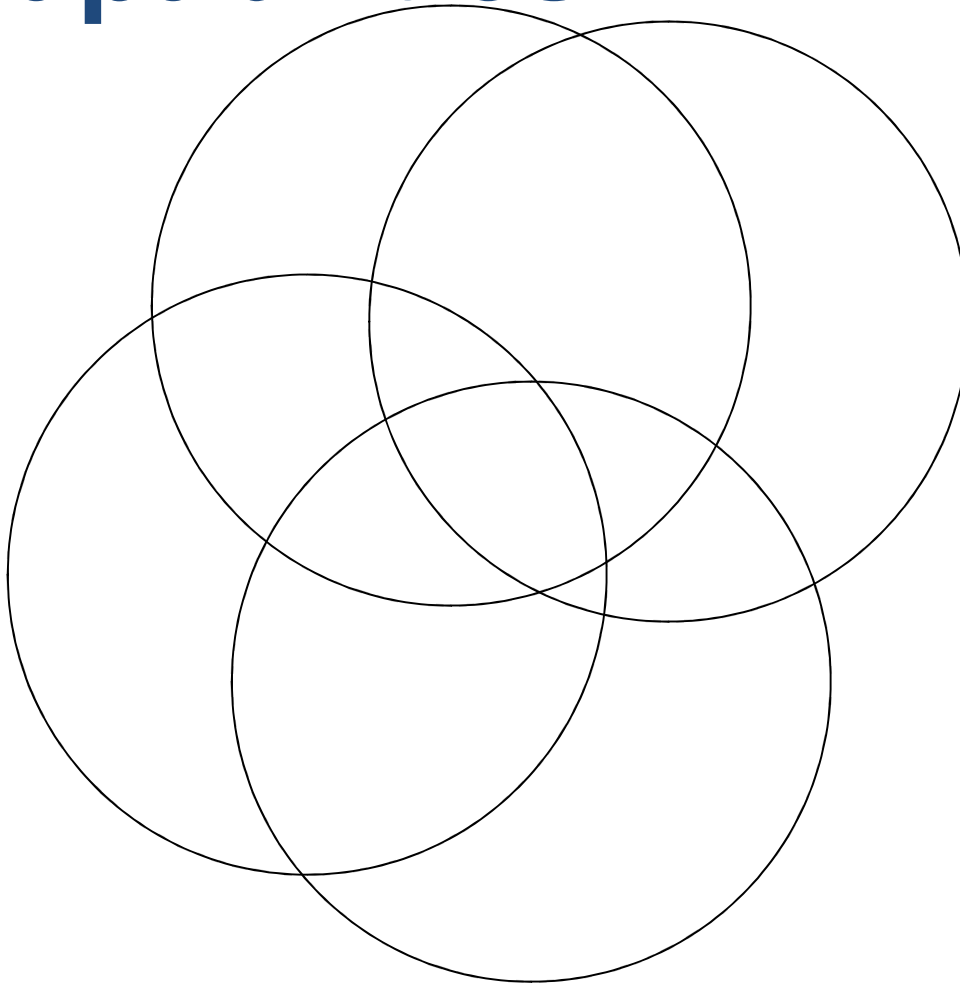
- 3-yearly review of progress towards LL
- External comparison: learning from other countries
- Cost-benefit/public value analyses

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

