

# Promises and problems in Adult & Lifelong Learning

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## Promises

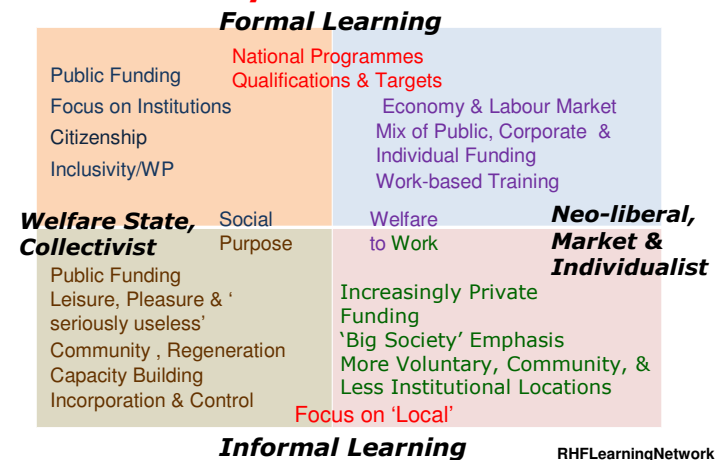
- ✓ Confidence & self-esteem
- ✓ Second chance' & access
- ✓ Focus on 'personal' priorities, pleasures & interests
- ✓ New skills & competences
- ✓ Sociability, networks - bonding & bridging
- ✓ Social mobility - material & psychic improvements
- ✓ Community development & solidarity
- ✓ Social change - voice, agency & transformation
- ✓ Liberation & emancipation - freedoms



## And problems...

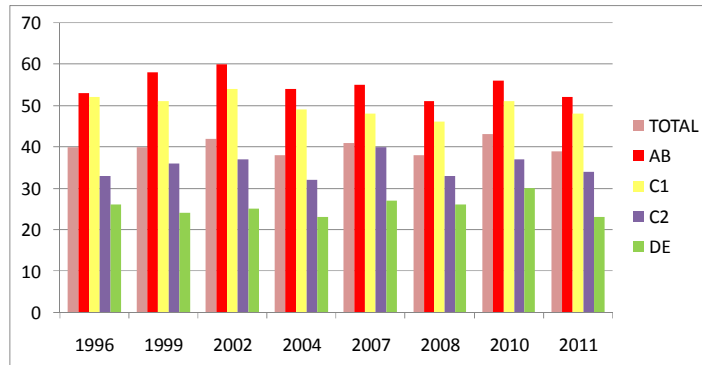
- ✗ Wide social differences in participation
- ✗ Persistent inequalities – manifestation & reproduction
- ✗ Problems of access, learner support, resources & funding
- ✗ Narrowing of focus - economy & the labour market
- ✗ Poor support from employers
- ✗ Decline of 'liberal' adult education
- ✗ Education as accommodation & incorporation
- ✗ Overblown expectations of learning's potential

## An Analytical Framework for Public Policy for Adult & LLL



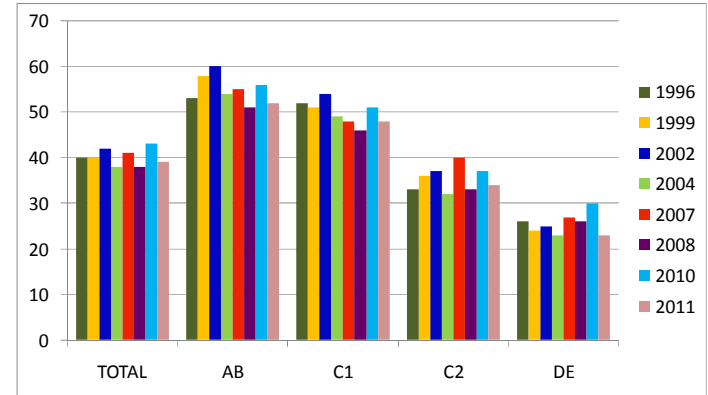
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## Current or recent participation in adult learning 1996-2011 by social class



Source: NIACE Annual Surveys

## Trends in Adult Learning: NIACE Surveys of 'Current' or 'Recent' Learning

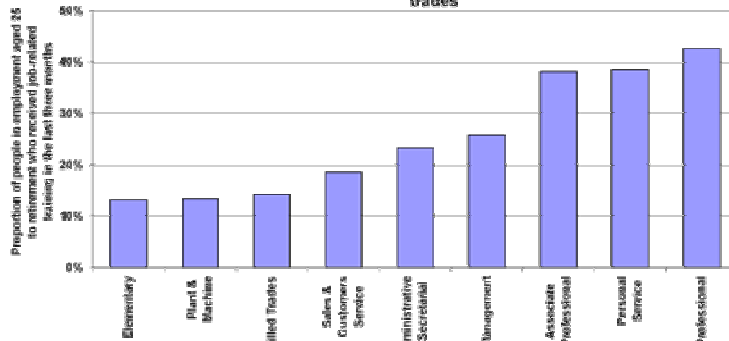


Source: NIACE Annual Surveys

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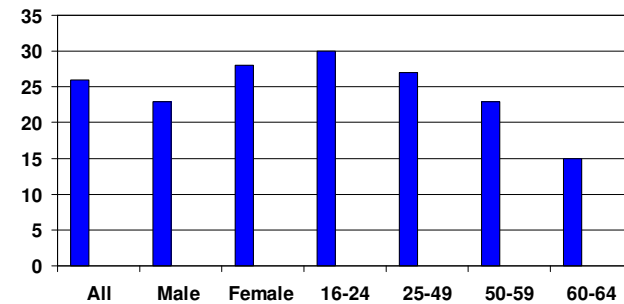
## Access to training at work in last 13 weeks by occupation

Access to training differs significantly by occupation, being least in elementary (routine) occupations, plant & machine operatives and skilled trades



Source: Labour Force Survey, ONS; the data is for the average for 2006 to 2011, UK; updated March 2008

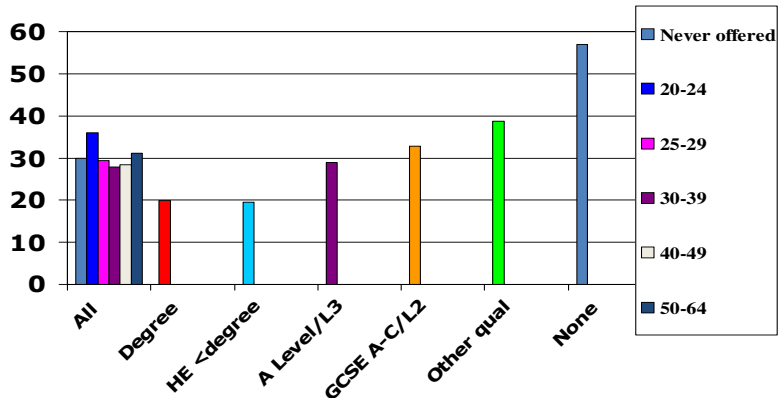
## UK workforce receiving job related training in last 13 weeks - % by gender & age



Source: Labour Force Survey

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## UK Employees Never Offered Job-related Training by Highest Qualification & Age



Source: Education & Training Statistics

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## Employers: The Ever-present Ghosts in Adult & Lifelong Learning

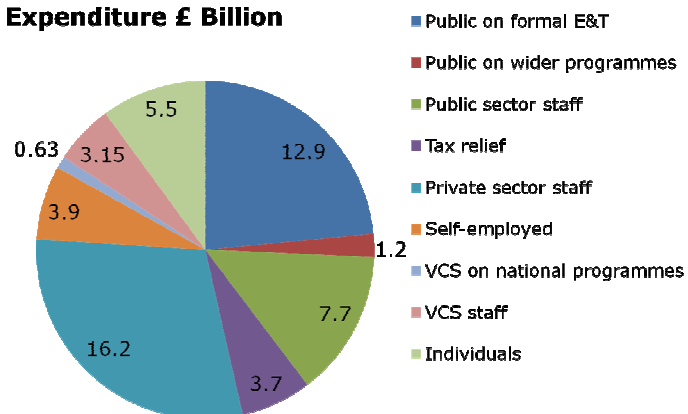
"Employers do not want low cost approaches that deliver second-class results. They invested over £39 billion on training over a 12-month period in 2007-2008. They are willing to invest – to invest far more than they do at present – in the skills of their workforces if they can be sure that the training they buy will be high quality and geared to their needs. We need a new approach.... **We will not tell employers what they should do, but instead support them** in implementing proposals they make to raise their game on skills." Source: *Skills for Sustainable Development*



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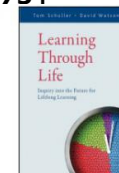
## Expenditure on costs of learning provision 2007-08 (per Learning through Life)

Expenditure £ Billion



## Ten Proposals from Learning Through Life

- 1) Base lifelong learning on four phases of the educational life course <25, 25-50, 50-75, 75+
- 2) Rebalance resources fairly & sensibly
- 3) Build a set of entitlements
- 4) Engineer flexibility; a system of credit & encouraging part-timers
- 5) Improve the quality of work
- 6) Construct a framework for citizens' capabilities
- 7) Broaden & strengthen the capacity of the lifelong learning workforce
- 8) Revive local responsibility
- 9) ... within national frameworks (a coherent UK strategy & within the four nations)
- 10) Make the system 'intelligent'



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## Another? Martha Nussbaum's 'Capabilities'

For democracy to thrive, Nussbaum suggests developing ten capabilities that determine **'what people actually are and what they are able to be'**

- ✓ **Life** – able to live a full human life of normal length;
- ✓ **Bodily health** – able to enjoy bodily health, including adequate nourishment and capacity for reproduction;
- ✓ **Bodily integrity** – able to move freely and safely from place to place;
- ✓ **Sense, imagination and thought** – able to make full use of the senses to experience, think, reason, imagine and create;
- ✓ **Emotion** – able to experience attachment to people, things and experiences and to express feelings of love, longing, grieving and justifiable anger;
- ✓ **Practical reasoning** – able to conceive of the good life and to engage in critical reflection;
- ✓ **Affiliation** – able to live with others in mutual respect, understanding the position of and worth of 'others', and establishing the basis of self-respect and non-discrimination;
- ✓ **Other species** – having respect for animals and plants;
- ✓ **Play** – ability to laugh and enjoy recreational and playful activity; and
- ✓ **Environmental control** – able to engage with the processes and choices that affect our political and material lives, including rights of political participation, property holding and employment

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## Citizenship & the Core Purposes of Learning

According to the celebrated Jacques Delors Commission on Lifelong Learning, *The Treasure Within*

- 1) **Learning to Know** (learning to learn, general knowledge & understanding)
- 2) **Learning to Do** (skills, competence, practical ability in a variety of settings)
- 3) **Learning to Live Together** (tolerance, mutual understanding, interdependence)
- 4) **Learning to Be** (personal autonomy & responsibility, memory, aesthetics, ethics, communication & physical capacity)

\* Recent scholarship suggests adding:  
**Learning to Sustain**



## Recovering 'social purpose' lifelong learning

"Our real interest lies in enabling people to develop to their full potential as 'whole persons' or rounded human beings. This suggests that adult education should help people to engage in a wide range of political roles and social relationships which occur outside both the workplace and the marketplace. (Martin 2000:)

"I am advocating) .. learning for *inclusive* citizenship, for *pluralistic* citizenship, for *reflexive* citizenship and for *active* citizenship. Together they provide a way forward for adult educators to "continue to 'stand for something' and avoid 'falling for anything'". (Johnston 1999)

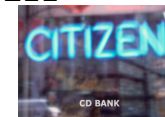
"(Social purpose) learning is essentially about *making knowledge which makes sense of (people's) world* and helps them to act upon it, collectively, in order to change it for the better". (Martin 2000)

## Critical pedagogy - 'noisy & fractious'

Critical pedagogy aims:

"to enable learners to go beyond thinking in order to enable them as citizens to act as engaged agents in their various worlds, giving voice to their hopes and ambitions for change and improvement". (Giroux 2007: 1-5)

It is about fostering "a language of critique and possibility". (Giroux 2005: 211)



It promises to engender what Barber (1998) regards as the true mark of an activist democracy - a **"noisy and fractious citizenry"**.

## IFFL's approach to citizenship

*Learning Through Life* emphasises three core 'capitals' at the heart of the "purposes and benefits of lifelong learning". (pp15-16)

➤ **Human capital** – skills, qualifications & informal work-related learning;

➤ **Social Capital** – participation in social networks with shared values & common goals; and

➤ **Identity Capital** – maintaining healthy self-esteem & a sense of meaning and purpose in life

"...citizenship is something all of us share, across the social and geographical divides. Citizenship as an inclusive term means that everyone should have opportunities to take part in different spheres of activity: work, civic activity, and cultural and community life." (p168)



## Towards a 'citizenship curriculum'

### Four core, intertwined capabilities

• **Digital** capability

• **Health** capability

• **Financial** capability

• **Civic** capability

And should be combined together with **employability** (able to obtain, perform effectively in, develop & apply skills in, enjoy and progress in work) & '**wider cultural development**'

The fostering of these capabilities should constitute a "minimum local offer which guarantees access to learning in relation to them".

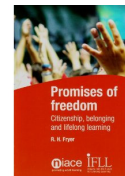


## Linking the IFFL citizens' curriculum to Crick's 'essential competences' for active citizenship

- Understanding the rights & responsibilities of different roles
- Applying a framework of relevant moral values
- Understanding & respect for diversity
- Combating prejudice & discrimination
- Critically appraising information & communication
- Managing financial affairs
- Assessing risk & uncertainty in the exercise of choice
- Initiating, responding to & managing change
- Selecting appropriate institutions or mechanisms for dealing with issues
- Identifying the social, resource & environmental consequences of actions

## A 'Baker's Dozen' of Guiding Principles

1. Focus on learners' own interests, needs and priorities
1. Begin with people's own experiences as own 'definitions of the situation'
2. Be genuinely life-'long' and life-'wide'
3. Embrace all modes and forms of learning, including formal education, informal and non-formal learning, and incidental learning
4. Develop learners' skills in independent and critical thinking
5. Connect learning with action
6. Link learning to the possibilities and prospects of increased autonomy for learners and citizens



## **'Fryer's' Principles Cont.**

**8. Base learning on the principles and practices of equity and social justice**

**9. Engage learners for citizenship and democracy through inclusive and democratic methods**

**10. Enable discursive consideration of claims for recognition of difference**

**11. Provide all adults with an lifelong annual 'entitlement' to post-school learning**

**12. Provide public investment through a 'community fund' to build and sustain an infrastructure to underpin lifelong learning for citizenship**

**13. Social improvement, the strengthening of citizenship & an enlargement of belonging cannot be secured by an expansion and deepening of learning alone.**

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