

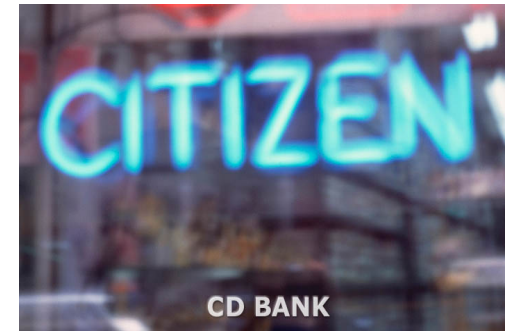
# Learning for a Change: ideals and realities in adult & lifelong learning

Professor R. H. Fryer CBE  
Former Chief Executive NHSU &  
Chief learning Advisor DH



# Agenda

- Vision – the purposes of learning
- Learning & social change
- Some current evidence
- The making of a crisis
- Social purpose learning
- Towards some principles



# 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)

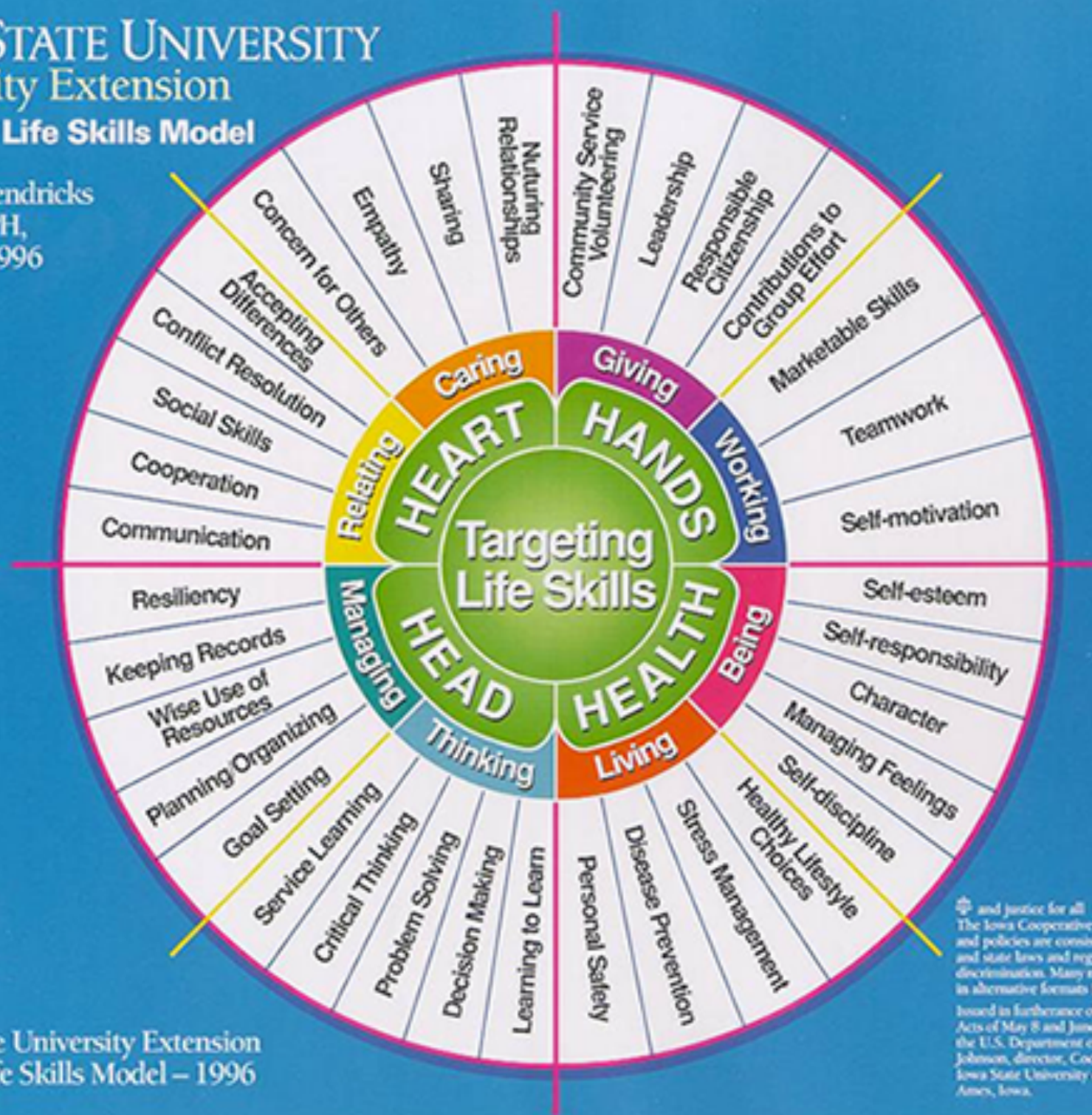




# IOWA STATE UNIVERSITY University Extension

## Targeting Life Skills Model

Patricia A Hendricks  
VI-960601 PH,  
November 1996

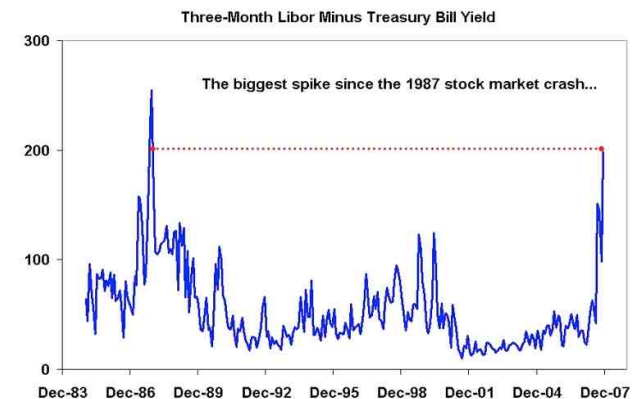


and justice for all  
The Iowa Cooperative Extension Service's programs and policies are consistent with pertinent federal and state laws and regulations on non-discrimination. Many materials can be made available in alternative formats for ADA clients.

Issued in furtherance of Cooperative Extension work, Acts of May 8 and June 30, 1914 in cooperation with the U.S. Department of Agriculture, Stanley R. Johnson, director, Cooperative Extension Service, Iowa State University of Science and Technology, Ames, Iowa.

# Working & Learning in an Era of Social & Cultural Change

- Change in Social, Political & Cultural Institutions (Family, Community, Culture, Gender relations, Consumption etc)
- The changed World of Work
- Changes in Government & Politics
- Shifts in Identity
- The Knowledge Revolution
- Changing Technologies
- Globalisation
- International financial crisis
- Fragmentation & Division
- New Forms & Expressions of Citizenship



# ‘Turbo Capitalism’: an Age of Uncertainty & Insecurity?

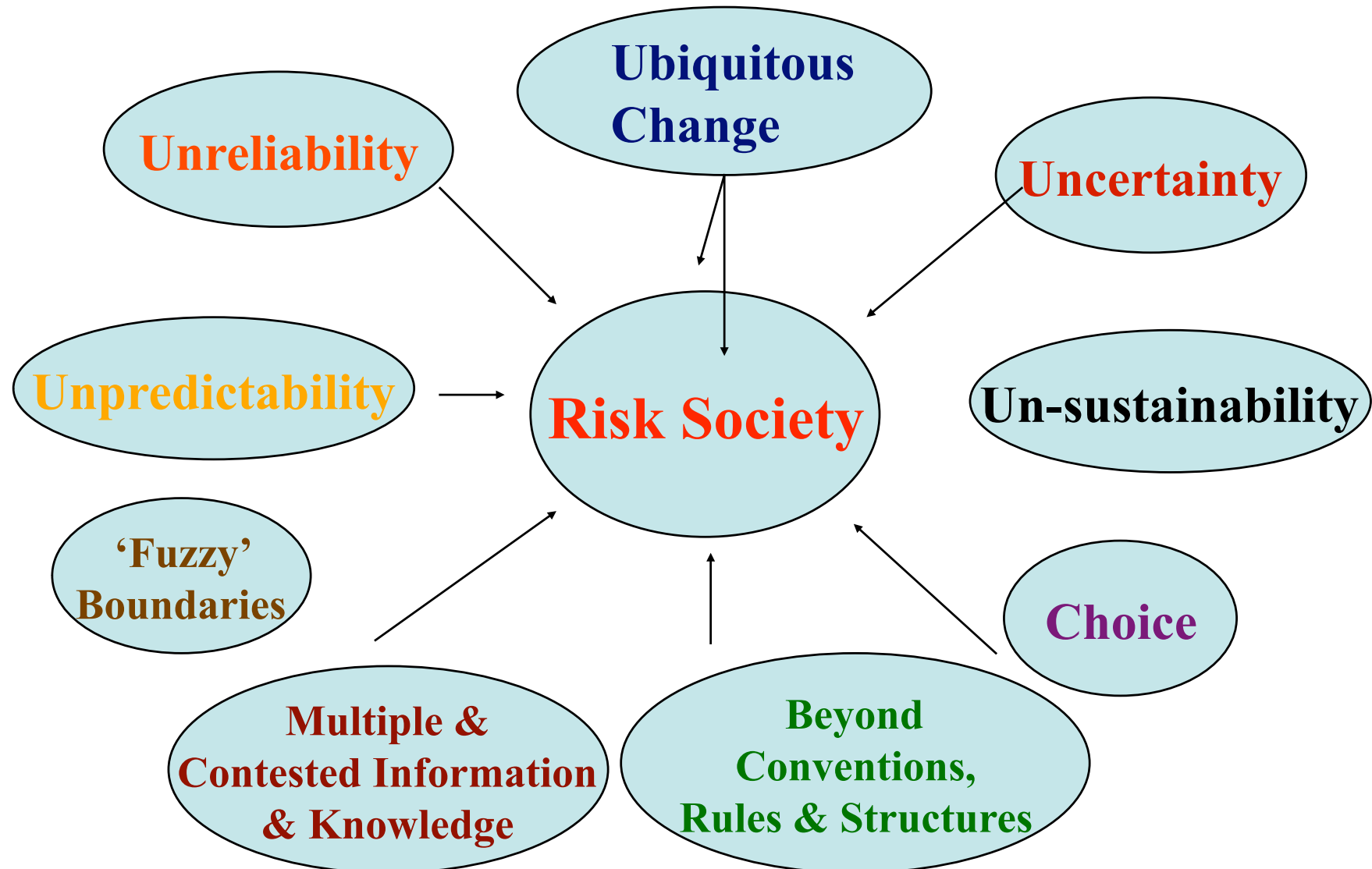
“No jobs are guaranteed, no positions are foolproof, **no skills are of lasting utility**, experience and know-how turn into **liability** as soon as they become assets, seductive careers all too often prove to be **suicide tracks**. In their present rendering, **human rights** do not entail the acquisition of a **right to a job**, however well performed , or - more generally - **the right to care and consideration** for the sake of past merits. Livelihood, social position, acknowledgement of usefulness and the entitlement to self-dignity may **all vanish together, overnight and without notice.**”

Zygmunt Bauman, *Postmodernity & its Discontents*, page 22





# Towards 'Risk Society' (Beck)



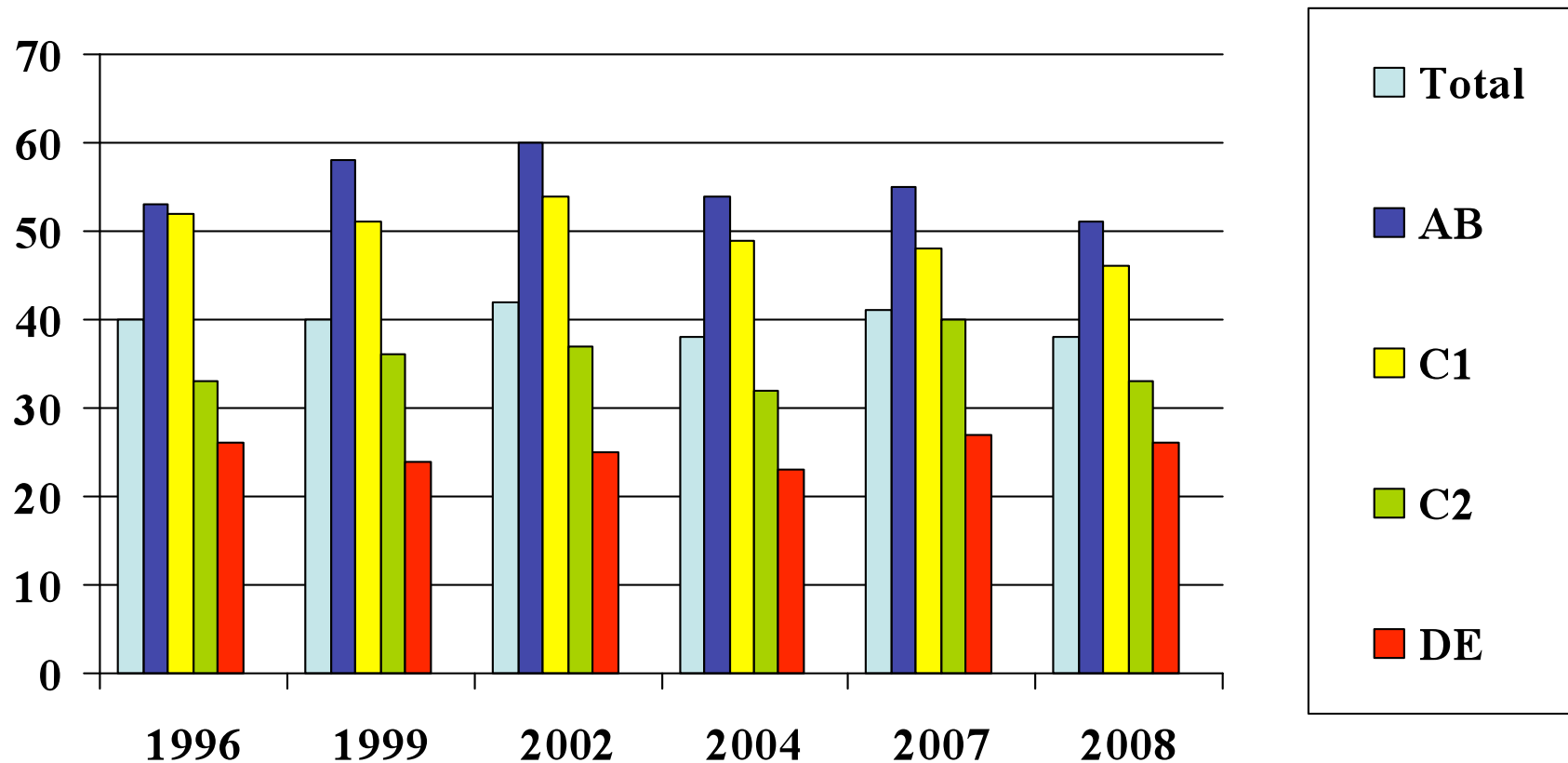
# Raymond Williams' three vital functions of learning in periods of rapid & widespread social change

1. **For *Making Sense of Change*** - Information, ideas, knowledge, concepts, understandings, insights, theories, a critical & challenging mind
2. **For *Adapting to Change*** - Maximising benefits & minimising costs, making the most of change, capturing & applying knowledge
3. **For *Shaping Change*** - As *authors* of change rather than its *Victims*, navigating risk & uncertainty, at the heart of citizenship for the 20th century & the democratic project



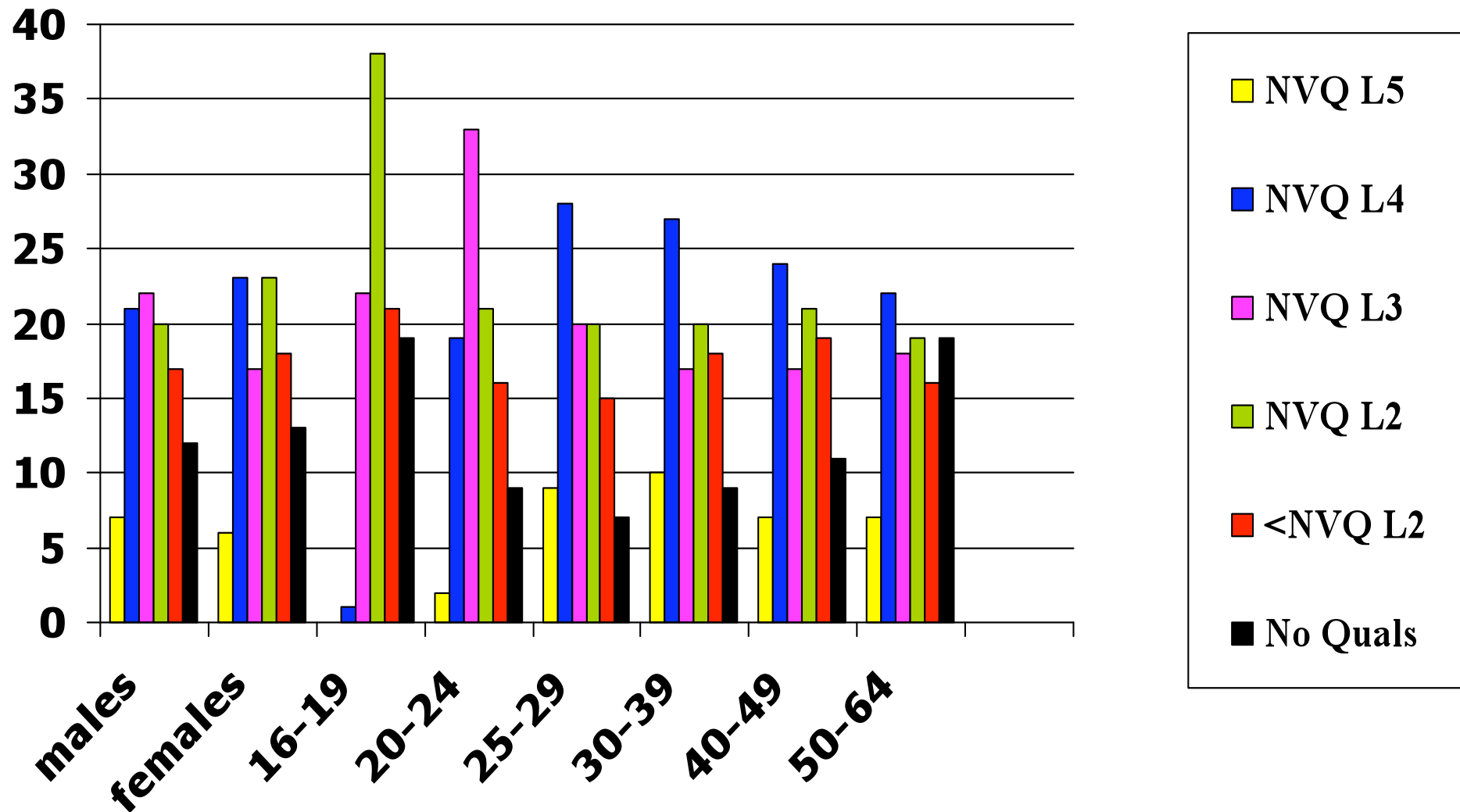


# Current or recent participation in adult learning 1996-2008 by social class



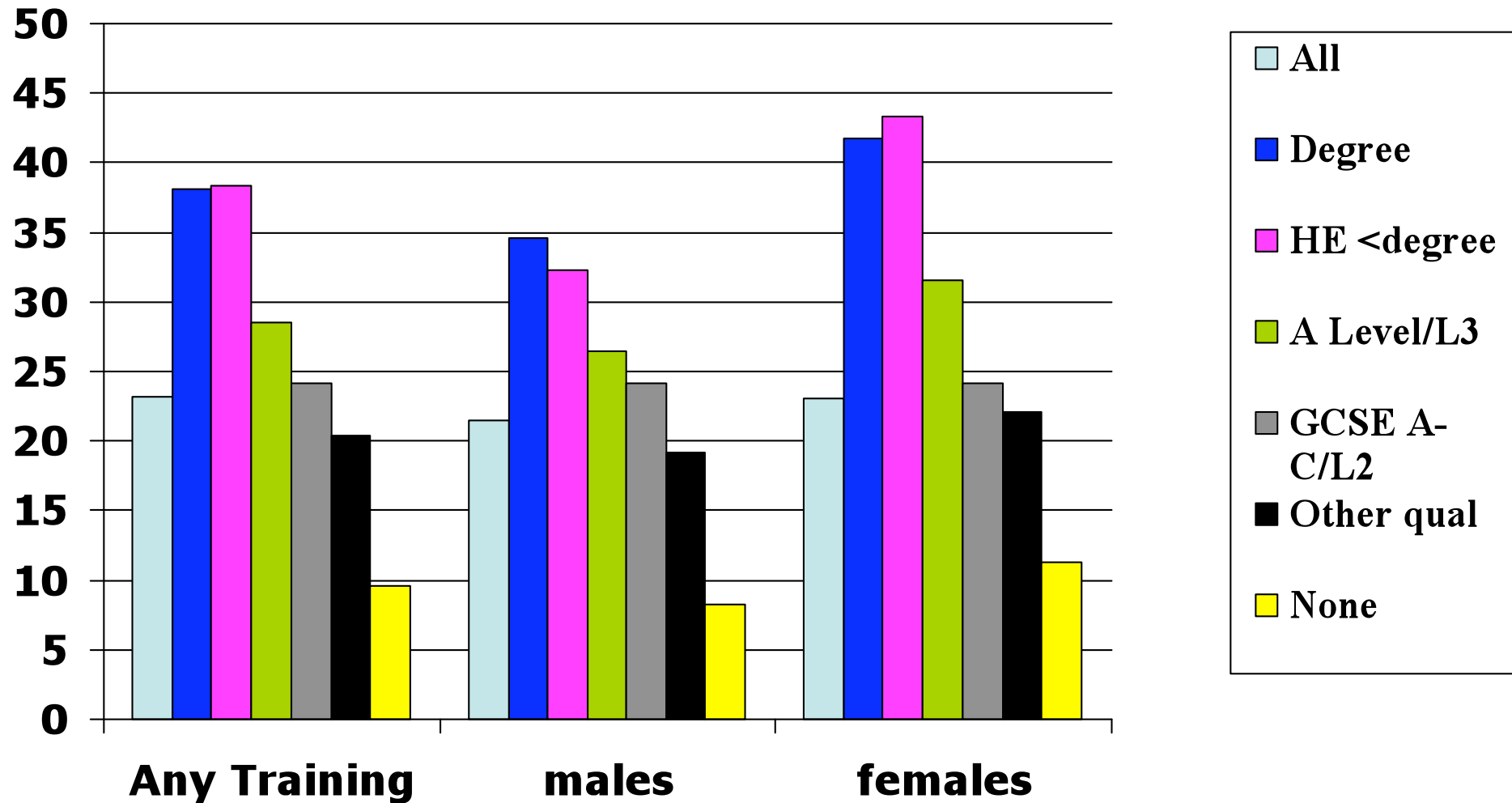
Source NIACE 2008

# Highest Qualification of UK People of Working Age by Sex & Age



Source: Education & Training Statistics 2008

# UK People of Working Age Receiving Job-related Training in Last 13 Weeks by Sex & Highest Qualification



Source: Education & Training Statistics 2008

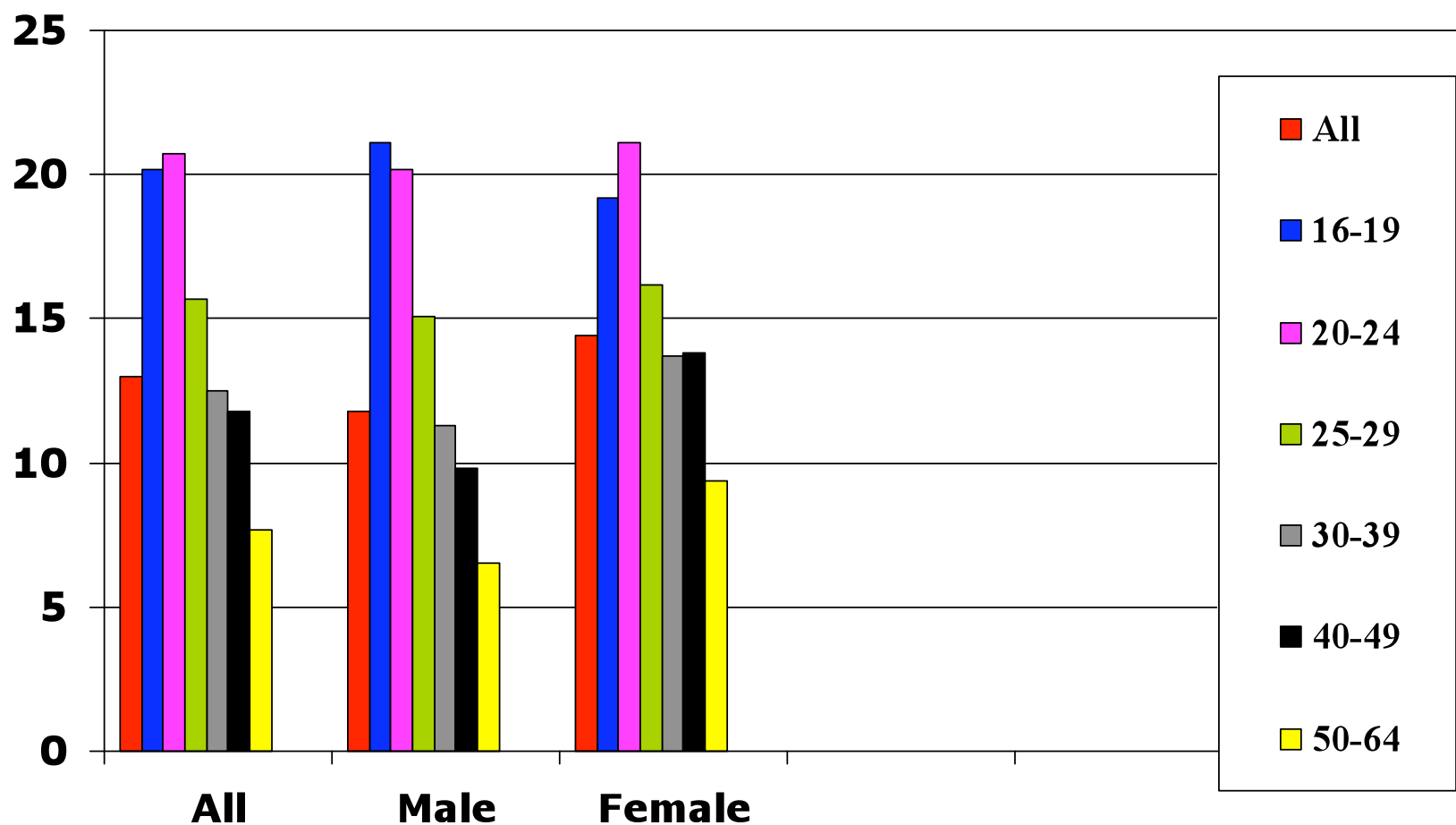
# Access to training at work in last 13 weeks by sector



Source: Labour Force Survey, ONS; the data is for the average for 2005 to 2007; UK; updated March 2008



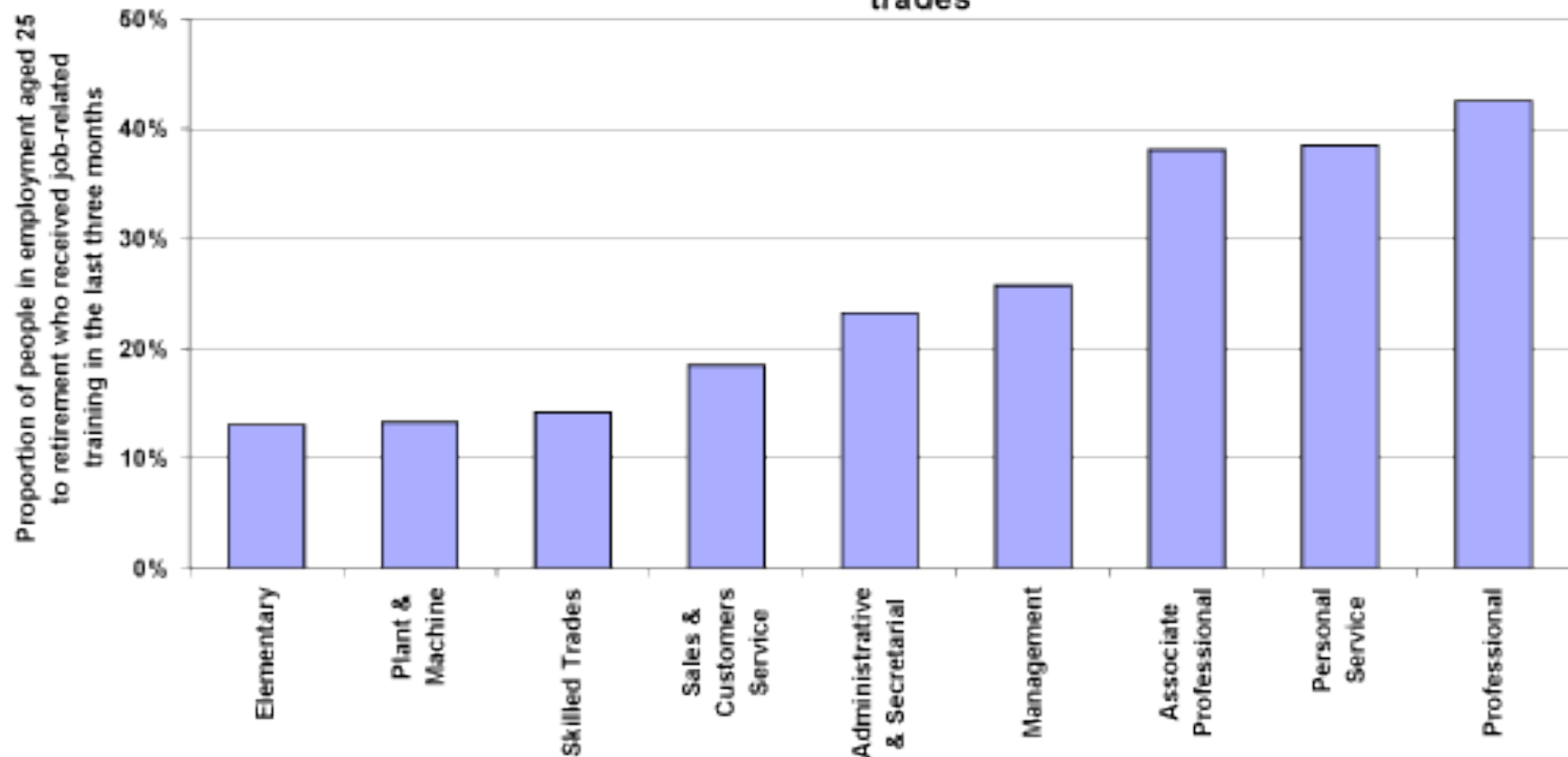
# UK People of Working Age Receiving Job-related Training in Last 4 Weeks by Sex & Age



Source: Education & Training Statistics 2008

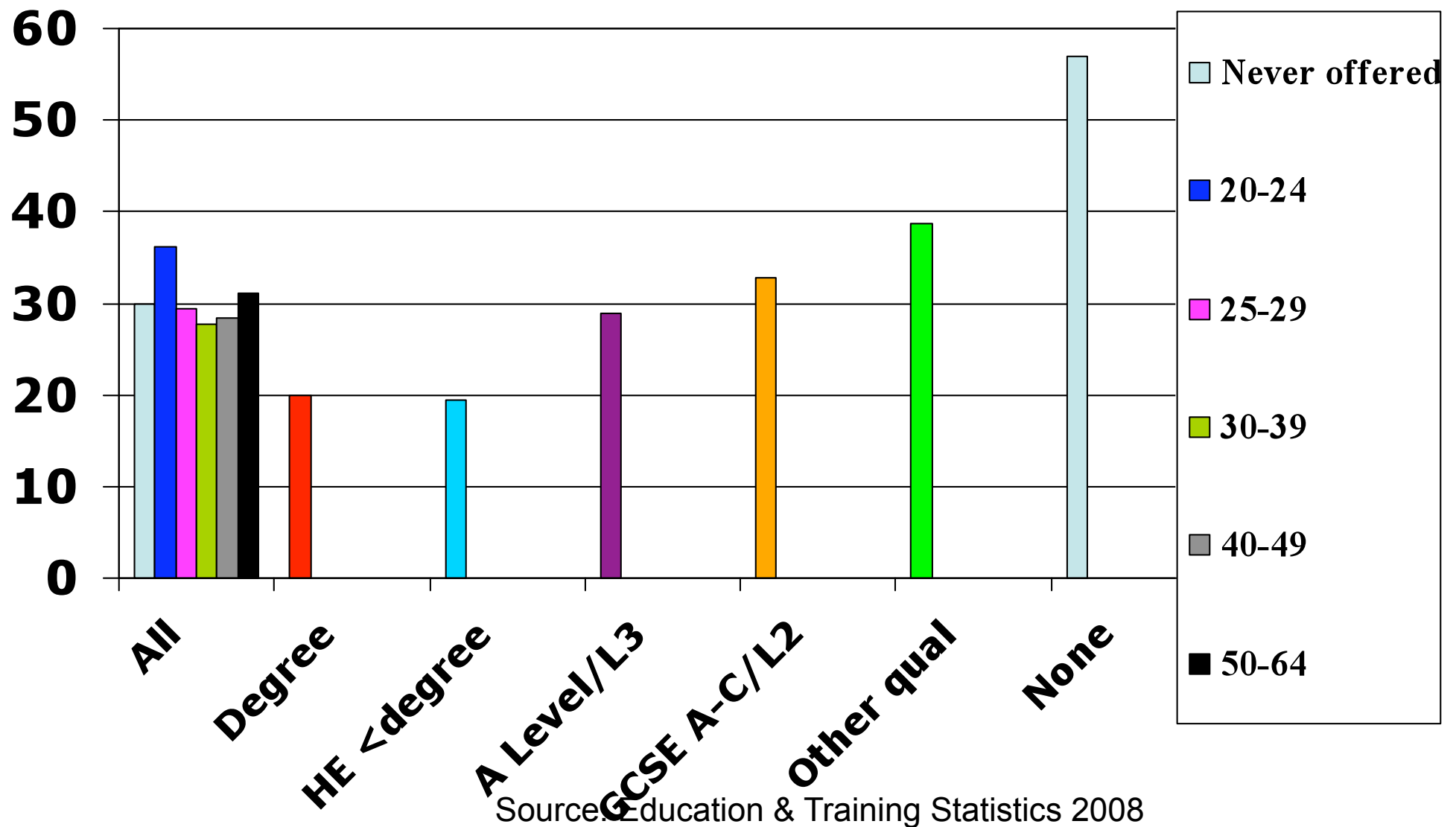
# Access to training at work in last 13 weeks by occupation

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 2005 to 2007; UK; updated March 2008

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



# The making of an adult learning crisis

- **Thirty-years of neo-liberal dominance**
- **Decline of certain key supportive institutions**
- **Progressive restrictions on extra-mural, continuing education and lifelong learning – a weak ‘third leg’ of universities**
- **Increasingly tight limitations on learning not for qualifications or the labour market**
- **Growing emphasis on ‘demand’ & ‘employer led’ provision**
- **Sharp decline in the ‘liberal’ adult education and citizenship traditions**
- **Disconcerting losses of learner numbers & expertise**
- **Grossly imbalanced funding & policy strategies**
- **Adult learning trapped between the three damaging poles of effusive enthusiasm of providers, abstract & abstruse theorisation, and increasingly constraining public funding**





# 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)

# Discovering the 'hidden treasure' in us all

**"None of the talents which are hidden like buried treasure in every person must be left untapped ...memory, reasoning power, imagination, physical ability, aesthetic sense, the aptitude to communicate with others and the natural charisma of the group leader, which again goes to improve the need for greater self-knowledge."**

**Jacques Delors, UNESCO, 1997**



# Making Learning Normal

- ▼ Beyond fear and **dread**
- ▼ Based on confidence and **self-esteem**
- ▼ Promising **achievement** and progress
- ▼ Linked to own life's **priorities**
- ▼ Where, when and **how you like**
- ▼ **'Just-for-you'** learning
- ▼ **'Woven'** into **everyday life**
- ▼ Supported by professional, independent **information, advice & guidance**
- ▼ Underpinned by new methods of **credit & funding**
- ▼ A sense of personal and local **ownership & control**



**“Only the well educated will be able to act effectively in the Information Society.”**

**“The key to the Learning Society is to seek the learning potential in everyday situations....A ‘learning culture’ must, after all mean finding learning in the most unlikely places....”**

**Michael Barber, *The Learning Game***

