

# A strategic framework for lifelong learning: update on the Inquiry into the Future for Lifelong Learning

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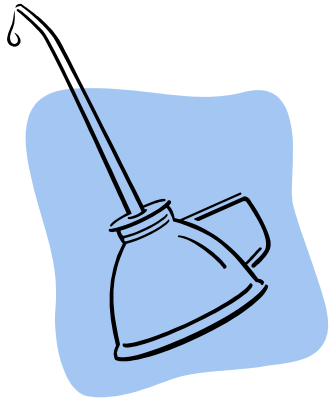
UCU conference, Birkbeck, April 2009

# IFLL Goals

The overall goal is to offer an **authoritative and coherent strategic framework for lifelong learning in the UK**. This will involve:

- Articulating a broad rationale for public and private investment in lifelong learning
- Reappraising the social and cultural value attached to it
- Developing new perspectives on policy and practice.

# The contradictory (?) functions of LL



Mobility and change  
Equity and fairness  
Cohesion and tolerance

# 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"> <li>▪ Prosperity Employment &amp; Work</li> <li>▪ Demography and Social Structure</li> <li>▪ Wellbeing and Happiness</li> <li>▪ Migration and Communities</li> <li>▪ Technological Change</li> <li>▪ Poverty Reduction</li> <li>▪ Citizenship and Belonging</li> <li>▪ Crime and Social Exclusion</li> <li>▪ Sustainable Development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Public Sector Investment</li> <li>▪ Private Sector Investment</li> <li>▪ Third Sector Investment</li> <li>▪ Individual Commitment</li> <li>▪ Participation, over 10 years</li> </ul>	<ul style="list-style-type: none"> <li>▪ Early childhood</li> <li>▪ Schools</li> <li>▪ Further Education</li> <li>▪ Higher Education</li> <li>▪ Local Authorities</li> <li>▪ Voluntary Sector</li> <li>▪ Family learning</li> <li>▪ Private Training Providers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Poverty</li> <li>▪ Health</li> <li>▪ Crime</li> <li>▪ Wellbeing</li> <li>▪ Equality</li> </ul>
Horizon Scanning / Scenario Planning			

Table 17. Current or recent participation in learning by nation of the UK – 1996, 1999, 2002 2005, 2006, 2007 and 2008 compared

	1996	1999	2002	2005	2006	2007	2008
	%	%	%	%	%	%	%
Total sample	40	40	42	42	42	41	38
England	42	41	42	42	43	42	39
Wales	37	43	39	42	41	44	38
Scotland	38	33	44	36	36	33	31
Northern Ireland	28	32	40	37	45	40	40
Weighted base	4,755	5,205	5,885	5,053	4,924	4,916	4,932

Base: all respondents

Source: Counting the Cost, Niace 2008

Table 6. Current or recent participation in learning by socio-economic class – 1996, 1999, 2002 2005, 2006, 2007 and 2008 compared

	1996 %	1999 %	2002 %	2005 %	2006 %	2007 %	2008 %
Total sample	40	40	42	42	42	41	38
AB	53	58	60	56	58	55	51
C1	52	51	54	51	50	48	46
C2	33	36	37	40	41	40	33
DE	26	24	25	26	27	27	26
Weighted base	4,755	5,205	5,885	5,053	4,924	4,916	4,932

Base: all respondents

Source: Counting the Cost, Niace 2008

## Key emerging lines

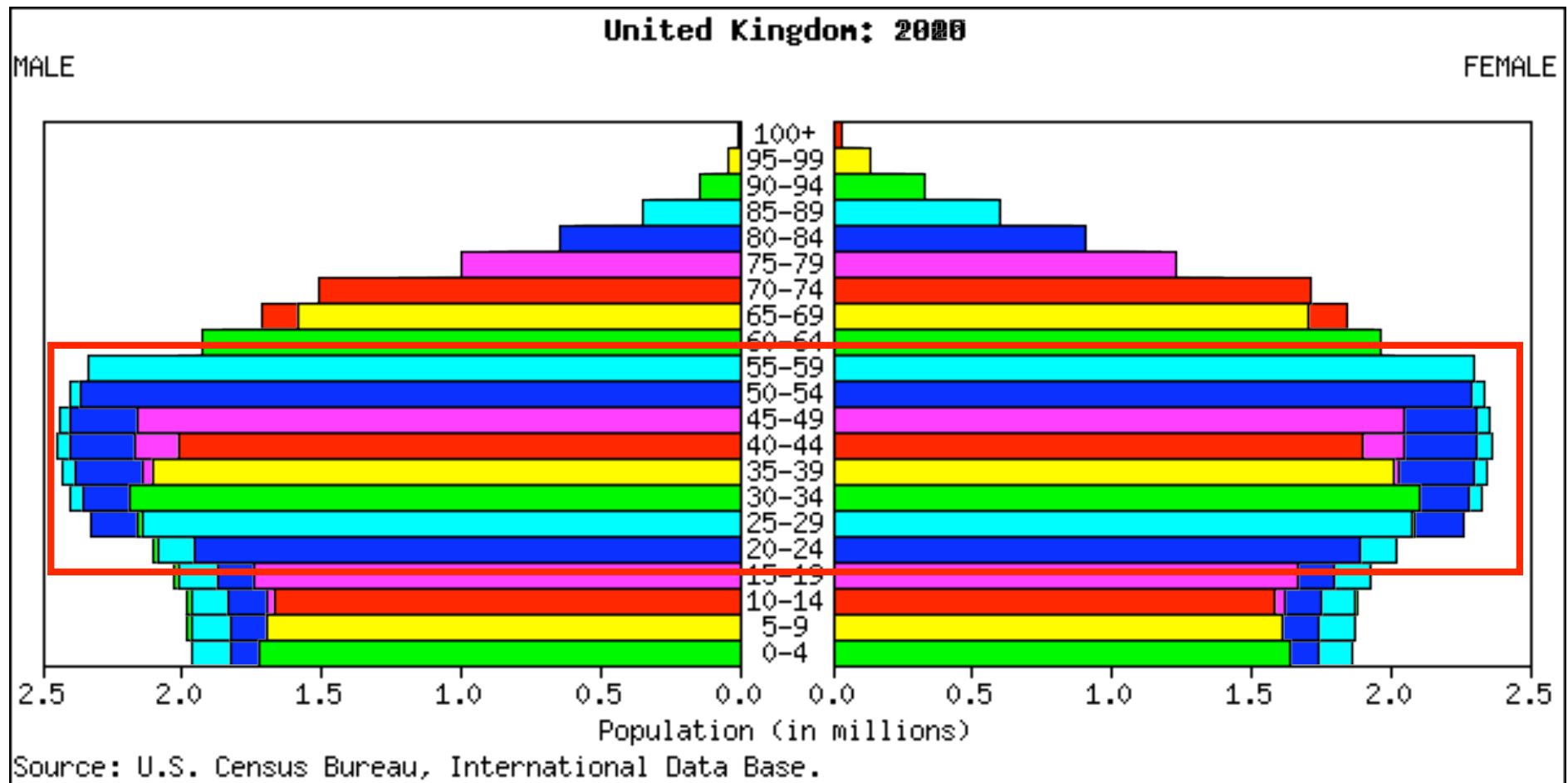
1. Rebalancing: a new model
2. Entitlements
3. A citizens curriculum

# **‘Lifelong’ learning: the need for a new model**

- Demographics
- Economic
- Social



# UK demographics are changing ...



= Working age

Table 3. Participation in LSC funded learning provision in England, 2004/05–2006/07

	2004–05 (000s)	2005–06 (000s)	2006–07 (000s)	Change in learner numbers 2004/05–2006/07	
				(000s)	Percentage
All learners	5,589.0	4,910.9	4,192.1	-1,396.9	-25.0
Learners aged 19+	4,547.1	3,885.8	3,166.5	-1,380.6	-30.4
Learners aged 25+	3,731.1	3,137.7	2,509.7	-1,221.4	-32.7
Learners aged 60+	592.1	476.2	359.7	-232.4	-39.3

Source: LSC (2007) *Further Education, Work Based Learning, Train to Gain and Adult and Community Learning – Learner Numbers in England 2006/07*

Source: Counting the Cost, Niace 2008

# The Educational Lifecourse: a new and simple model

‘**Four Quarters**’: 0-25; 25-50; 50-75; 75+

- The paradox of chronological age
- ‘Staging posts’: the need for markers in a fluid world
- Neuroscience, sociological, epidemiological
- No hard boundaries, but reduced arbitrariness

# Stocktake: Participation

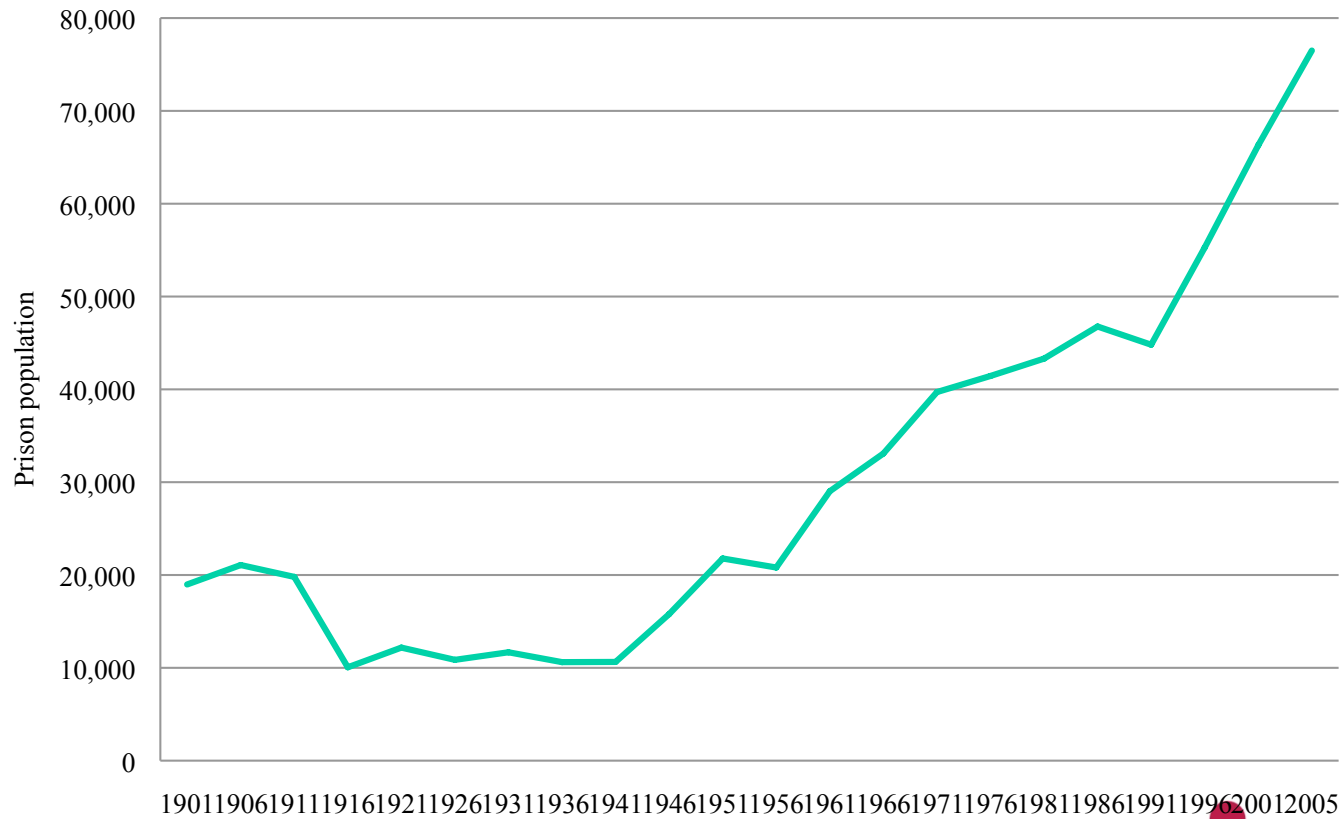
NIACE Adult Participation in Learning Survey, 2008

	17 – 24	25 – 49	50 – 74	75+
All current or recent learning	67%	45%	27%	11%

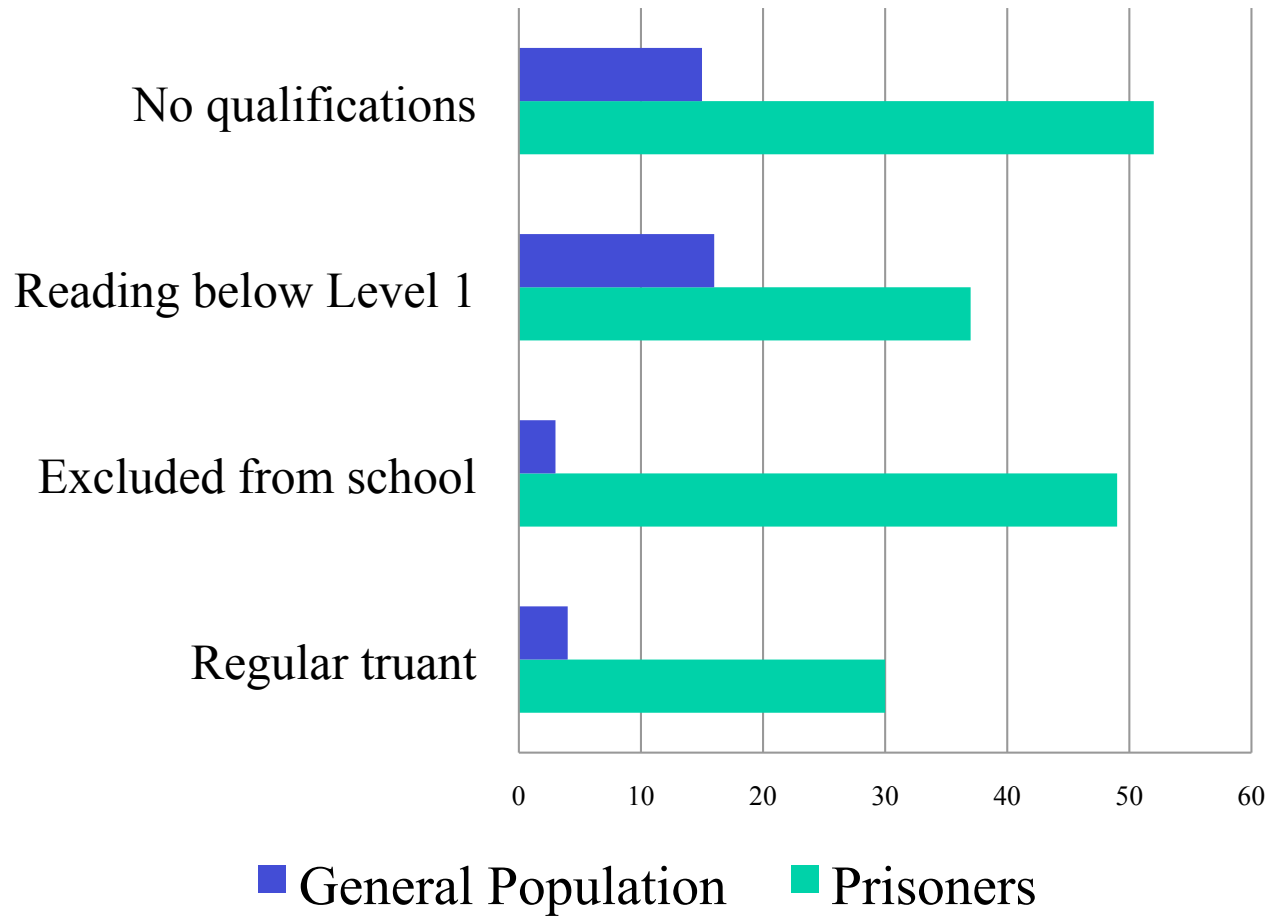
Balanced by:

- Solidarity and cohesion across and within generations
- Diachronic approach: the cumulation of (dis)advantage

# Annual average prison population (1901 - 2005)



# Educational experiences of prisoners



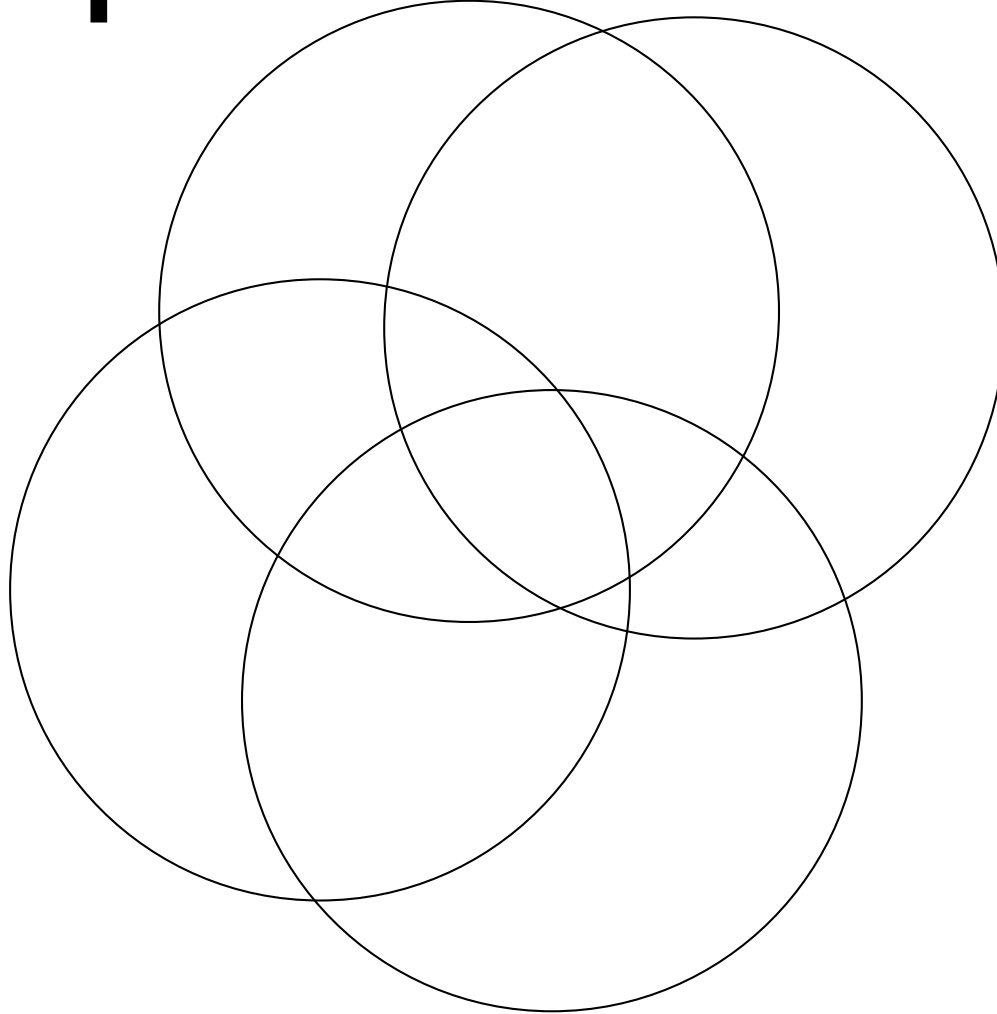
# Offenders and education

- Failure of initial education: low formal skills/human capital
- Learning from peer groups: wrong kind of social capital
- Family disconnection: 150,000 children with parents in prison
- Creativity





# ‘Citizens curriculum’: four capabilities



1. Financial
2. Health
3. Digital
4. Civic

# Help please

-Top propositions

-Entitlement scope

- Pedagogies and capabilities

-Title!

# Contacts/links

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# A Strategic Framework for LL: provisional outline

1. Vision and Values
2. Stocktake/Overview: Expenditure and Participation
3. The Social Productivity of LL
4. Roles and Responsibilities
5. System Performance: measurement and evaluation

