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| **Adult Education, Lifelong Learning & Ageing Workforce Insights** |
| **Overview:** |
| **Importance of Adult Education & Lifelong Learning**  <https://www.centenarycommission.org/>  <https://www.cbi.org.uk/media/3715/employer-and-lifelong-learning-report.pdf>  <https://www.learningandwork.org.uk/resource/implications-for-workforce-development/>  <https://www.fenews.co.uk/press-releases/31070-we-must-tailor-adult-education-around-key-life-stages-if-we-are-to-tackle-skills-gaps?utm_source=FE+News+Soundbite&utm_campaign=0c3daa4c2a-RSS_EMAIL_CAMPAIGN&utm_medium=email&utm_term=0_a588419e08-0c3daa4c2a-17376593>  **Adult education which is ‘universal and lifelong’** is seen as fundamentally important to democratic life e.g. mobilising the creative power of adult education to tackle the climate emergency, social cohesion i.e. community led learning initiatives, economic productivity and prosperity, and individual wellbeing  **What do we mean by ‘adult education and lifelong learning’?**  The United Nations Educational, Scientific and Cultural Organisation UNESCO defines lifelong learning as:  “The integration of learning and living covering learning activities for people of all ages (at home, at school, in the workplace, in the community, etc.) through formal, non-formal and informal modalities, which together meet a wide range of learning needs and demand.”  The Sustainable Development Goal 4 clarified its focus as;  “to complement and supplement formal schooling, broad and flexible lifelong learning opportunities should be provided through non-formal pathways with adequate resources and mechanisms and through stimulating informal learning, including through use of ICT.”  Educational opportunities have improved over many decades of educational reforms, with a well-established full-time compulsory education system now in place from the ages of 5 to 18. For many, the route to the learning they want, or need is clear as they progress through compulsory education into post-18 learning in FE colleges, universities, apprenticeships or employment. However, there are others where the route is less clear due to:   * disruption to formal education; * life or career transition requiring new skills; * leaving school without basic skills; * immigrants requiring citizenship support; * insecure or disappearing jobs; * leaving prison or care.   In many of these cases the current adult education system does not effectively meet their needs. It is important that **all** have the support and access to the education they need as they face new challenges and opportunities in life. This can improve social justice by making society more inclusive and fairer |
| **Issues and Recommendations:** |
| The UK is currently facing several challenges from globalisation and an ageing population, to technological change and social injustice. Adult education and lifelong learning is seen as an essential part of addressing these challenges  **Globalisation**  <https://www.cbi.org.uk/media/3715/employer-and-lifelong-learning-report.pdf>  Globalisation means that where products were once tangible, they are now more conceptual, innovative, and digital. Where previously competitors and supply chains were often just down the road in a nearby town or city, they are now just as likely to be in a different continent. This demands a **broader more agile skillset** than ever before. It also means we must forget the idea, if it were ever the case, that teachers can equip young people with all the knowledge they need at the start  **Changing world of work**  <https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/>  <https://www.linkedin.com/pulse/dawn-decade-top-ten-tech-policy-issues-2020s-brad-smith>  The world of work is rapidly changing it is increasingly important that all people have access to education and learning opportunities which allow them to upskill and reskill in order to play an active part in the economy:   * **The 4th Industrial Revolution** – unprecedented rapid technological change is impacting on jobs and skills * Almost every industry is seeing **transformation in systems of production, management and governance** e.g. advanced manufacturing, offsite construction and automated logistics * This is leading to **significant changes in job roles and skills demand** e.g. traditional manual manufacturing roles on the shop floor being replaced by computer/machine programmers through automation * Given the pace of change **businesses are reporting skills supply issues which is hindering growth** e.g. high numbers of hard-to-fill digital job vacancies * To make the most of rapid technological advancement and **drive growth and productivity** in the economy, education and skills provision needs to help ensure that people are equipped with the **right skills to avoid business growth disruption and increasing inequalities**   **What are the emerging jobs which will help drive growth and productivity?**  <https://business.linkedin.com/talent-solutions/emerging-jobs-report/emerging-jobs-report-uk>  The **UK top 3 emerging jobs**:   * AI Specialist (Automation) * Data Protection Officer (Big Data/GDPR) * Robotics Engineer (Automation) * Skills that help improve user experience are also in high demand e.g. qualitative research, usability testing, or content design * Currently a gender imbalance with 65% of all these emerging roles held by men     **Impact of Automation, AI and Technology**  This means that what we consider to be **core education has shifted significantly**. **Digital literacy**, especially for adults who are not ‘digital natives’, is now as essential as numeracy and language skills. Another impact of automation and AI is a **growing demand for higher-level skills** - not necessarily at degree level - but certainly at A-level, the soon to be ‘T-level’ qualifications, and higher apprenticeships  Many of today’s young people will be applying for jobs in the future that do not exist yet and estimates on the impacts of automation vary widely:   * A report by Dell estimates **85% of the jobs that today’s learners will be doing in 2030 haven’t been invented yet** * OECD estimates **14% of existing jobs are likely to be fully automated within the next 15-20 years** * McKinsey suggest **60% of occupations will have at least 30% of tasks automated**   It is important that adult education in Stoke-on-Trent and Staffordshire supports more people to secure the skills required in the changing economy and be able to access more of the good jobs being created through technological developments  **Local Labour Market Information (LMI) and Careers Information, Advice & Guidance (IAG)**  It is important that people are provided with timely labour market information (LMI) and careers guidance at an early stage of their education to enable them to make **informed learning and career decisions which maximises their potential and leads to positive outcomes**. This effective careers IAG needs to continue as adults’ transition through their careers and inform provision which allows people to achieve the flexible skills and capabilities needed in the world of work   * **Occupations in Demand** *(Labour Insight)*   The following table shows the occupations in the SSLEP area which were in most demand in 2019 (1,000+ online job vacancies):   |  |  | | --- | --- | | **Occupation** | **Job Postings** | | Sales related occupations N.E.C. | 4,793 | | Nurses | 3,927 | | Care workers and home carers | 3,783 | | Large goods vehicle drivers | 3,423 | | Other administrative occupations n.e.c. | 3,178 | | Customer service occupations n.e.c. | 2,961 | | Programmers and software development professionals | 2,711 | | Teaching and other educational professionals n.e.c. | 2,401 | | Van drivers | 2,141 | | Elementary storage occupations | 2,048 | | Managers and proprietors in other services n.e.c. | 2,031 | | Human resources and industrial relations officers | 1,944 | | Engineering technicians | 1,873 | | Book-keepers, payroll managers and wages clerks | 1,822 | | Secondary education teaching professionals | 1,616 | | Teaching assistants | 1,616 | | Marketing and sales directors | 1,544 | | Chartered and certified accountants | 1,440 | | Science, engineering and production technicians n.e.c. | 1,409 | | IT user support technicians | 1,254 | | Chefs | 1,216 | | Primary and nursery education teaching professionals | 1,158 | | Vehicle technicians, mechanics and electricians | 1,157 | | Kitchen and catering assistants | 1,082 | | Web design and development professionals | 1,036 | | Mechanical engineers | 1,033 | | Cleaners and domestics | 1,003 | | Sales and retail assistants | 1,003 | | IT business analysts, architects and systems designers | 1,000 |  * **Skills in Demand** *(Labour Insight)*   As well as making people aware of the jobs that are in high demand it is also important that they are aware of the skills required for those roles. The following table shows the skills which were in highest demand in Stoke-on-Trent and Staffordshire online job vacancies in 2019:   |  |  | | --- | --- | | **Skills** | **Job Postings** | | Customer Service | 10,902 | | Sales | 8,883 | | Teamwork / Collaboration | 7,962 | | Teaching | 7,629 | | Child Care | 6,017 | | Budgeting | 4,997 | | Key Performance Indicators (KPIs) | 4,250 | | Secretarial Skills | 3,879 | | Project Management | 3,186 | | Customer Contact | 3,005 | | Accounting | 2,951 | | Cleaning | 2,889 | | Working With Patient And/Or Condition: Mental Health | 2,839 | | Business Development | 2,519 | | Scheduling | 2,508 | | Staff Management | 2,351 | | Administrative Support | 2,175 | | SQL | 2,145 | | Forklift Operation | 1,971 | | Quality Assurance and Control | 1,928 | | Client Base Retention | 1,830 | | Product Sales | 1,793 | | Retail Industry Knowledge | 1,768 | | Cooking | 1,659 | | Procurement | 1,647 |   **Digital Skills Spotlight**  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807830/No_Longer_Optional_Employer_Demand_for_Digital_Skills.pdf>   * It is **important that all people have the digital skills** to succeed in the changing world of work, given that such skills are **near-universal requirements for jobs** in low, middle and high-skill roles * ‘Baseline’ digital skills such as Microsoft Office and other productivity software tools are commonly required in jobs across all skills levels and have become a ticket to entry in the labour market * Digital skills are required in at least 82% of online advertised openings across the UK * When breaking the job market down by skill level into low-, middle-, and high-skill roles, over 75% of job openings at each level request digital skills * Given the importance of digital to the current and future economy it is vital that adult education in Stoke-on-Trent and Staffordshire looks to further improve local digital literacy so that more people can make the most of technological advancement and support local economic growth   **Raising Adult Skill Levels**  <http://www.educationengland.org.uk/documents/pdfs/1999-moser-summary.pdf>  As well as ensuring that local people are obtaining the right skills that are in demand, it is apparent that there is a need to improve adult skill levels in Stoke-on-Trent and Staffordshire to meet demand  **Basic Adult Skills**: there are too many adults that do not have the basic but essential skills of **literacy, numeracy and digital**. Although we have seen the proportion of adults with **no formal qualifications** half since 2014 and drop below the national average for the first time in 2017, there are still more than 53,000 adults in Stoke-on-Trent and Staffordshire with no formal qualifications  By reducing the number of adults with no formal qualifications further we can ensure that more local adults are able to **benefit from local economic growth while at the same time reducing demand on public services**. This can be achieved through more education and skills-enhancing resource to raise the skill levels of all residents, such as through adult and community learning provision which allows for upskilling and retraining i.e. ensuring that all have at least **basic employability skills to secure a job**  **Higher Adult Skills**: to help drive local economic growth and raise productivity there is also the need to improve higher adult skills attainment locally. Stoke-on-Trent and Staffordshire has seen a marked **improvement in higher adult skills**, with an additional 25,700 adults qualified to NVQ Level 3 (A Level) or higher since 2014 and has closed the gap to the national average. However, the SSLEP area would require a further 34,000 adults qualified to NVQ Level 3 in order to reach the national average  To improve both basic and higher adult skills the area needs to address the growing problem of declining **school performance**, with both Staffordshire and Stoke-on-Trent performing comparatively poorly for KS4 (A8) attainment, with Staffordshire now the worst out of 11 most similar authorities and below the national average. While performance in Stoke-on-Trent remains significantly worse than Staffordshire and nationally  This underperformance in schools has a knock-on effect into **FE progression**, where compared to national, Staffordshire has higher Level 2 (GCSE) participation in FE and lower Level 3 (A Level), with nearly one in three (30%) school leavers entering FE in 2017/18 at GCSE equivalent or below. This is likely a reflection of KS4 underperformance hindering school leavers ability to achieve higher level skills in FE  Considering **education outcomes at the end of compulsory education**, Staffordshire addresses school underperformance by age 19, being in line with the national average in terms of overall Level 2 (GCSE) qualifications. However, ‘lost potential’ remains where Level 3 (A level) performance remains below the national average and addressing our underperformance at KS4 could have a significant impact on the skills agenda with more learners studying at higher levels. Stoke-on-Trent performs poorly for both L2 and L3 achievement by age 19  Although Staffordshire overall has seen improvement in **Higher Education (HE) participation**, there are inequalities across our localities. In 2018 Stafford (42%) and Lichfield (41%) had well above average (37%) rates of HE youth participation while Cannock Chase (26%), Tamworth (24%) and Stoke-on-Trent (23%) had below average rates. These inequalities are associated to KS4 underperformance and lower levels of FE progression  If school performance goes unchecked, then there is an increasing risk that lower achievement of higher skill levels will further hinder economic growth and raising levels of productivity which in turn is limiting wage growth and prosperity in Stoke-on-Trent and Staffordshire. It is therefore **vital that school underperformance and low educational attainment is addressed** to help ensure that more people have the knowledge and skills they require to access more opportunities and reach their aspirations. Local partners therefore need to consider how they can support improved performance of our skills system, with a strong focus on schools given the knock-on effect that this is having on our young people on their later lives  **Lifelong Learning: Upskilling and Retraining**  <https://www.institutelm.com/resourceLibrary/workforce-2020-managing-millennials.html>  <https://www.goldmansachs.com/insights/archive/millennials/>  <https://www.inc.com/peter-economy/the-millennial-workplace-of-future-is-almost-here-these-3-things-are-about-to-change-big-time.html>  <https://www.learningandwork.org.uk/our-work/promoting-learning-and-skills/participation-survey/>  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/798687/SMC_State_of_Nation_2018-19_Summary.pdf>   * The **lifespan of businesses is shortening whilst the working life of all current and future working generations is lengthening,** for training and skills providers this has profound implications * **These two forces are creating a major shift in the world of employment:**   + Millennials now make up half the UK workforce and may well spend sixty years working and on average have 12 different jobs   + A century ago, the average lifespan of a Fortune 500 company was nearly 70 years, now it’s less than 20 * **Changing way people are thinking about their careers** i.e. multiple career changes / growth in entrepreneurship/self-employment * Current rapid technological change is likely to accelerate meaning future workers will need to **upskill and retrain** to keep up * However, **adult learning is currently declining** where in 2018 the Learning and Work Institute recorded its lowest adult participation rate in its twenty years of tracking at 37%. Combined with the Social Mobility Commission data finding that founds 49% of the poorest adults have received no training since leaving school, compared to 20% of the richest * The **collective challenge is to create a learning society** where skills, subjects and diverse stakeholders converge to create **world ready people** engaged in the world around them and equipped to make something of it * If we are to engage more adults in learning, it is vital that we understand patterns of **behaviour**, adults’ **motivations for learning**, and any **barriers** they face to their engagement in learning * While developing **better access to adult education and training for all** e.g. employers using the Apprenticeship Levy as an opportunity to retain and upskill their workforce alongside flexible informal training and e-learning   **Ageing Workforce**  <https://www.cbi.org.uk/media/3715/employer-and-lifelong-learning-report.pdf>  <https://www.employment-studies.co.uk/news/labour-market-statistics-july-2019-another-record-breaking-month-driven-self-employed-and-older>  <https://www.ageing-better.org.uk/news/support-offered-employers-help-staff-plan-their-future>  <https://www.ageing-better.org.uk/publications/developing-mid-life-mot>  <https://www.bitc.org.uk/toolkit/the-mid-life-mot-helping-employees-navigate-mid-life/>  <https://www.ft.com/content/34ec4970-4b3a-11e9-bde6-79eaea5acb64>  In the UK we also face the **social issue of an ageing population**. Life expectancy has dramatically increased over the last century: in the previous century, for every four hours that passed, life expectancy increased by one hour  Nearly one in three workers in the UK are aged 50 and over, and with the average employee in the UK in their 40s, this is set to grow over the next decade. With many more people working into their 60s and beyond, people aged 50 may have another 20 years of working life ahead of them  **Employment rate of those aged 65 and over** in Staffordshire has increased from 5.2% in 2004 to 12.3% in 2018, this is equivalent to 14,700 or nearly a 216% increase in the number of residents aged 65 and over in employment. Rate now above that seen in West Midlands (10.1%) and England (10.7%). In Stoke-on-Trent the rate has increased from 3.9% in 2004 to 8.3% in 2018, equivalent to 2,800 more over 65 workers. However, the gap to the rate in Staffordshire is widening and may be an area to focus on in the city to reduce the disparity  As the workforce gets older, there is **increasing competition for the best and most experienced staff**. There are fewer school leavers, and the expectation is that it will become increasingly harder to fill vacancies with workers from outside the UK  Early labour market exit of older workers can lead to the **loss of important knowledge, skills and experience** within a business and likely impact on productivity due to the need to recruit and train replacements  **Employers need to attract and retain older workers** or they will fall behind their competitors. A key part of this is developing adult education and workforce training and encouraging a shift towards a lifelong learning culture. Older workers themselves can play an important part in workforce learning and development programmes by transferring their knowledge and skills to younger workers helping to ease replacement demand. Ultimately developing interventions, e.g. **mid-life MOT** to make realistic choices about their career development, health and finances, to achieve an **age-inclusive workforce** can help the local area to meet the **Ageing Society Grand Challenge of the Industrial Strategy**  **Recommendations**   * **Adult Education & Lifelong Learning Strategy:** support the ask of Government to develop a national strategy which recognises the importance of **devolved decision making and stronger local partnerships**   + **Adult Basic Skills Strategy**: to address basic skills needed for the changing workplace and encourage economic and social inclusion – **community champions leading local community learning** e.g. Rochdale Citizen’s Curriculum * **Adult Learning Partnerships**: bring together local and regional government, universities and colleges, community and educational groups, and local employers to deliver the Adult Education & Lifelong Learning Strategy through collaborative working - expansion of the **National Retraining Partnership** to encompass all departments with a stake in the labour market, such as BEIS, MHCLG, and DCMS * **Devolution**: improve and devolve adult education funding and infrastructure which helps to **raise adult participation levels** e.g. halting the decline in part-time higher education entrants * **Funding for Adult Community Learning services and FE colleges:** increased funding rebalanced to those in most need – to provide literacy, numeracy and digital skills; retraining; and education for adults of all ages with **clear progression pathways** and a **wide curriculum offer based on strong LMI** * **National Information Campaigns:** motivating people to engage in lifelong learning through partnerships between providers and guidance services * **Career IAG**: better careers advice for employees throughout their careers i.e. entitlement to career reviews at key life stages particularly preparing for retirement and returning to work after caring responsibilities * **Individual / Community Learning & Skills Accounts**: flexible funding to enable more adults to access formal and informal learning opportunities which lead to positive outcomes * **Employer Training:** support businesses to develop **learning and development strategies** with **training budgets** and policies which encourage adult education and lifelong learning e.g. paid leave for learning * **Apprenticeship Levy**: **broaden and make more flexible** to meet employer and learner needs - improve understanding of how apprenticeships can be used at all stages of somebody’s career * **National Retraining Scheme**: a **new ‘passporting’ tool** as part of the National Retraining Scheme to help ensure informal training and skills are recognised in future employment alongside funding for level 2 and 3 qualifications |