



UPSKILLING PATHWAYS:

Implications for the adult learning workforce

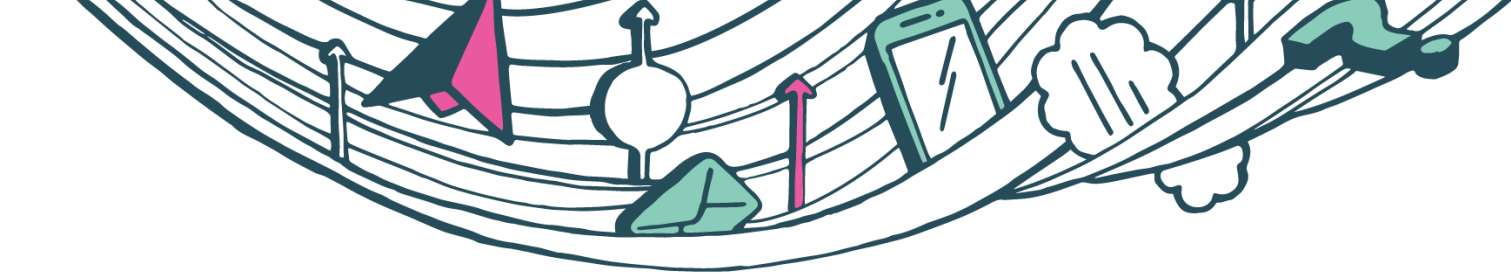
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Welcome

Sarah Simons

Times Educational Supplement
UK FE Chat





Programme

10.00: Welcome and introduction

10.15: Keynote 1: Stephen Evans,

10.35: Keynote 2: Anja Meierkord

1100: Panel session: World, European, and UK
Perspectives

1130: Refreshment break

12.00: Policy workshops

13.15: Lunch break

14.00: Practice workshops

15.15: Roundtable discussions: implications for
practice

15.55: Keynote 3: John Field, University of
Stirling

16.30 Conference close





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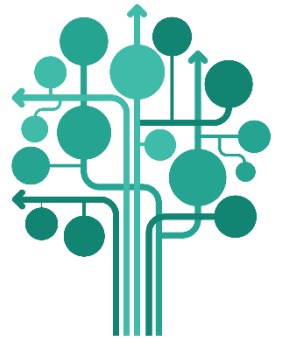


EPALE

(Electronic Platform for Adult Learning in Europe)

- A **free multilingual online community of over 56,000 registered users** from across Europe.
- Funded by the European Commission and managed in the UK by Ecorys UK as the **UK National Support Service**.
- EPALE encourages those working in adult learning to **network and form meaningful connections**
- EPALE is used by adult learning providers, academics, researchers and students, policy makers, projects and partnerships.

Register: <https://epale.ec.europa.eu/en/user/register>




https://epale.ec.europa.eu/en/blog/where-next-adult-learning-workforce

Where next for the adult le... x

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EPALE
Electronic Platform for Adult Learning in Europe

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Where next for the adult learning workforce?


15/08/2019 by NSS UK

Language: EN

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Document available also in: RO



"Success comes through continual improvement."

Paul Donaghy, *Enabling social change through adult learning: a place, people and partnership approach*, Thinkpiece 5

The Learning & Work Institute has released the *Healthy, Wealthy and Wise: implications for workforce development* report, as part of its work for the European Agenda for Adult Learning. Although the report focuses on the UK, its findings have relevance across Europe.

The report starts from the premise that **countries cannot have effective adult learning strategies in place without adequately supporting the workforce that delivers them**. This principle is at the heart of EPALE which supports over 50,000 practitioners across Europe.

The report's editors argue that as adult learning strategies increasingly take into account the findings of UNESCO'S Third Global Report on Adult Learning and Education¹, more will need to be done to support the workforce. These ideas were initially explored in L&W's 2018 publication, *Healthy Wealthy and Wise: the impact of adult learning across the UK*.²

SUGGEST A BLOG POST

News

17/10/2019

Take the EPALE survey and help us improve!

17/10/2019

Spaces available on Space (maths programme in South Dublin)

16/10/2019

Empowering Adult Training: A Guide for Emotional Management

14/10/2019

EU eTwinning Programme Marks Five Years of BiH Participation

view all news

Events

15/03/2020 to 18/03/2020



Questions for today

1 What does my government
need to do?

Wherever we live...

2 What does my organisation
need to do?

Colleges, universities, local authorities,
inspectorates, charities, training providers....

3 What do I need to do?

As a teacher, leader, researcher, volunteer,
citizen, policymaker, journalist...

4 How can we help?

- European Agenda
- EPALE





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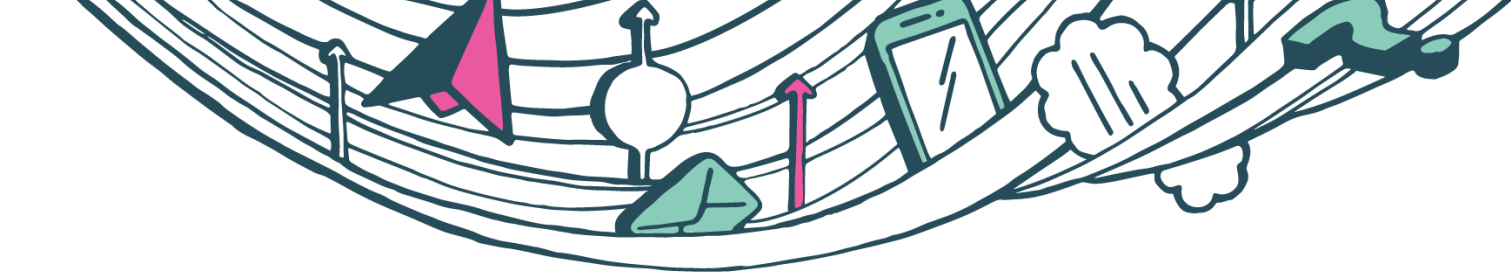
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Healthy, Wealthy, and Wise: implications for workforce development

Stephen Evans

Learning and Work Institute, UK National Coordinator,
EAAL



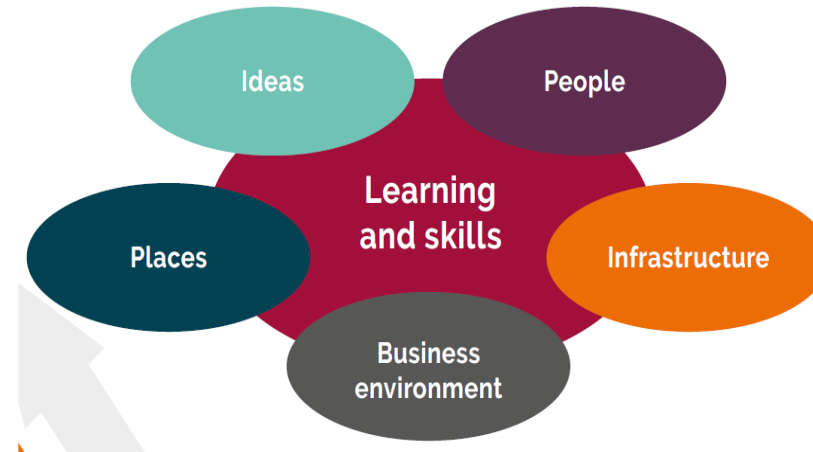
Summary

- Learning has huge economic and social benefits
- But participation in learning by adults in England, and some other parts of the UK, is falling with widening social and regional divides
- We need more investment, new ways to engage adults in learning, integration with other services. All underpinned by good workforce development
- Making adult learning the golden thread running through economic and social policy

Adult learning matters: economic & social impacts



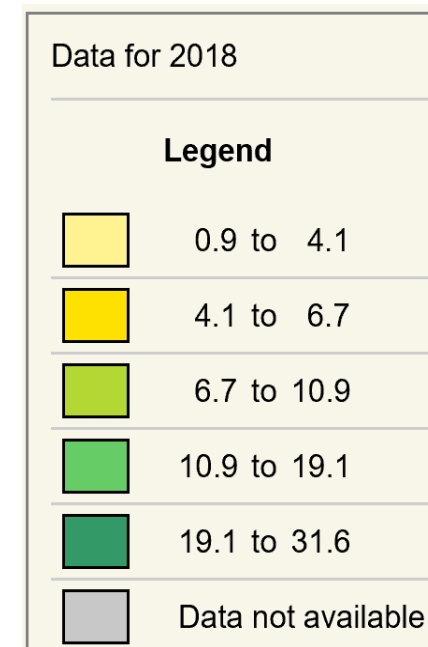
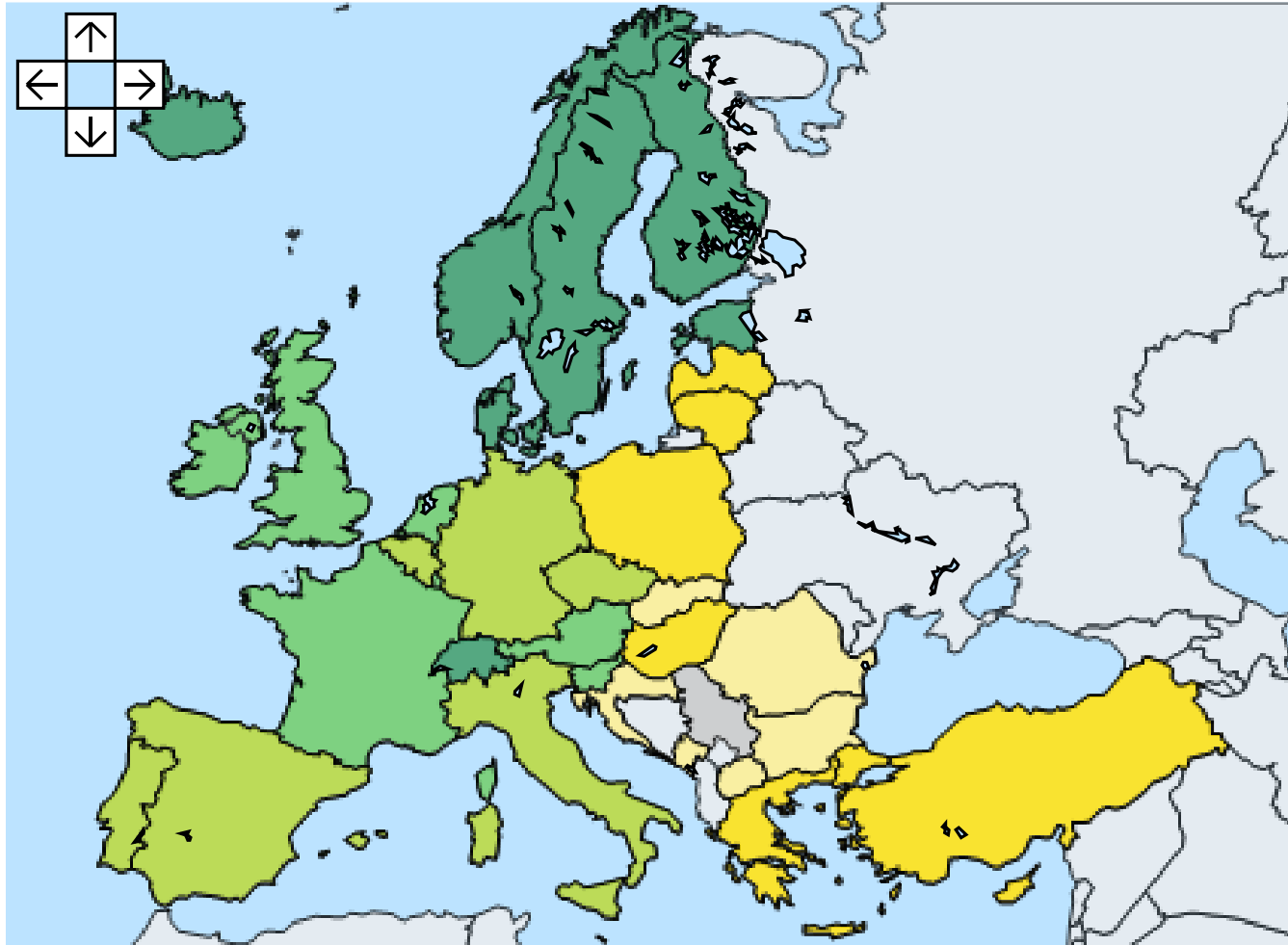
Figure 4: Skills and the foundations of productivity



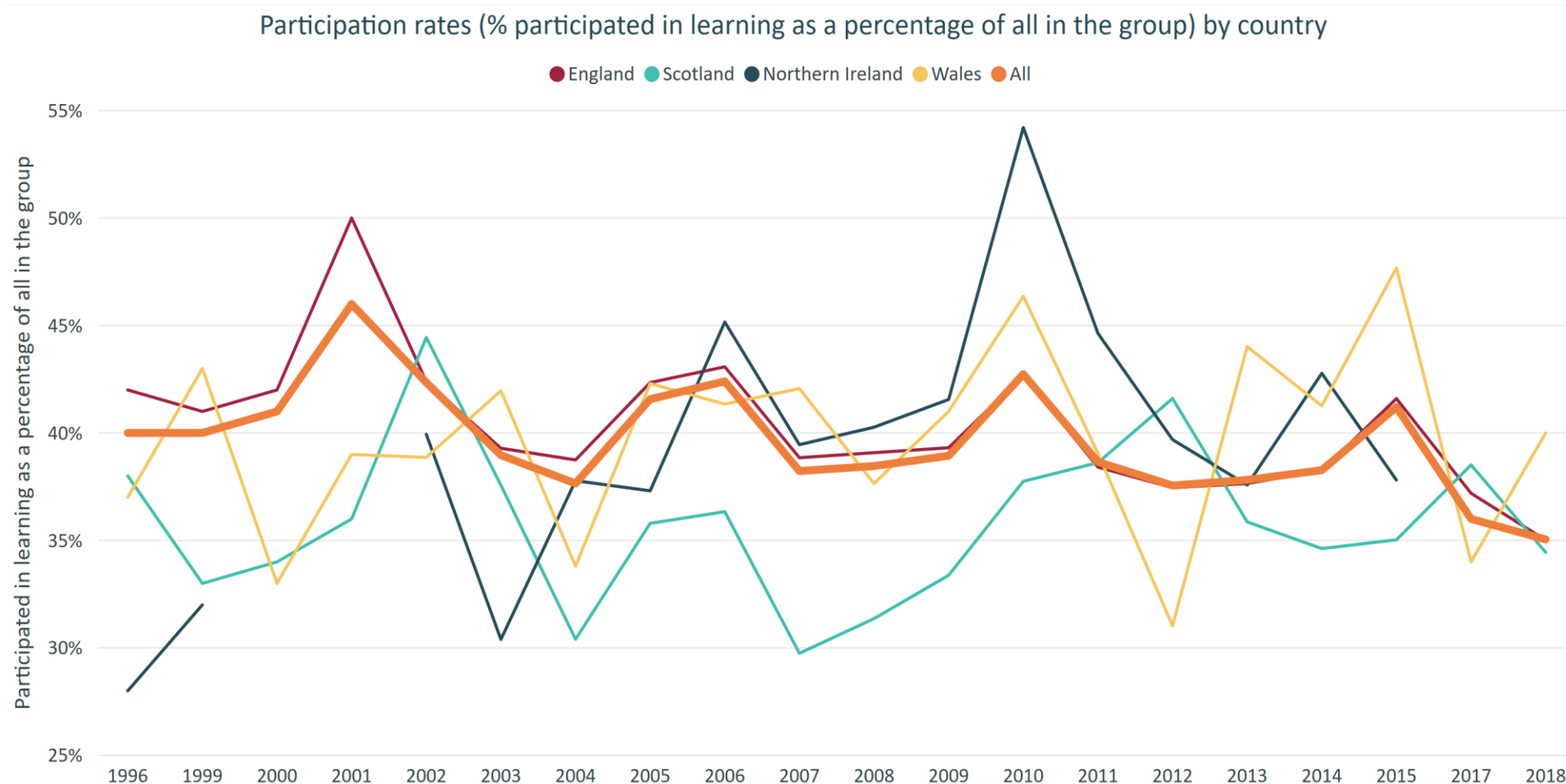
SOCIAL JUSTICE

- Inequality
- Social mobility
- Inclusive communities
- Health & wellbeing

Participation in adult learning across Europe



Participation in adult learning across UK



What do we do?

1. Invest

Extra £1.9bn per year in England for a decade would double attainment, back to 2010 levels.

£20 billion

boost to the economy
each year

Plus wider benefits to
health, wellbeing & active
citizenship

200,000

more people in work

£1.9 billion

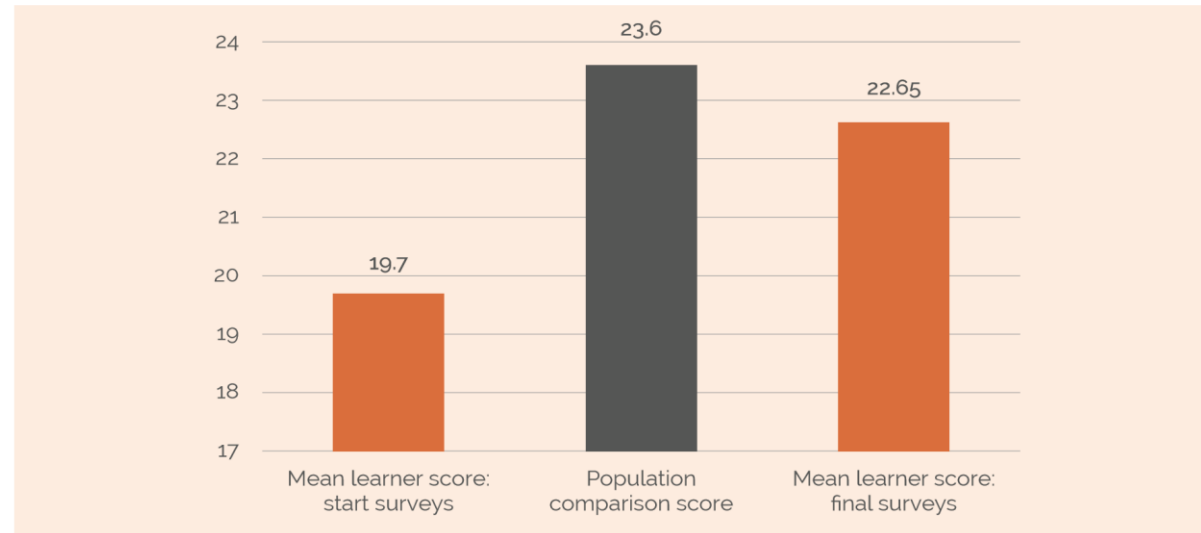
annual cost of delivery, offset by
savings and higher tax revenue

What do we do?

2. Demonstrate value and impact: policymakers, commissioners & inspiring potential learners



Figure 2.4: Comparison of mean start and final SWEMWBS scores with population comparison, Derbyshire County Council Adult Learning Service



Decisions of adult learners

July 2018

Kantar Public and Learning and Work Institute



What do we do?

3. Support workforce to do all of this



- Wide definition of workforce
- Working across institutional barriers
- Calls for:
 - Systems approach
 - Collaboration
 - Co-production
 - Measuring impact

Stephen Evans, Chief Executive
Stephen.Evans@learningandwork.org.uk
[@Stephen_EvansUK](#)



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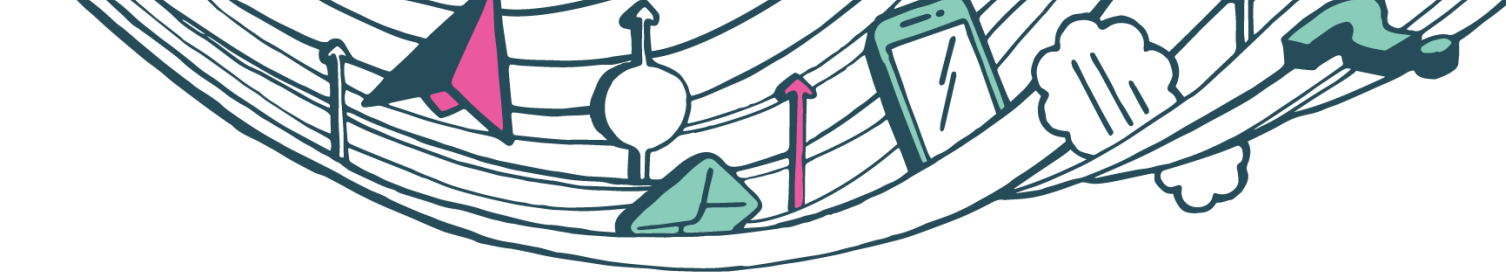
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Future-ready adult learning systems: implications for adult educators

Anja Meierkord

Organisation for Economic Cooperation and
Development





EAAL/ EPALE UK Joint Conference
'Upskilling Pathways: Implications for the Adult Learning Workforce'
23.10.2019, London

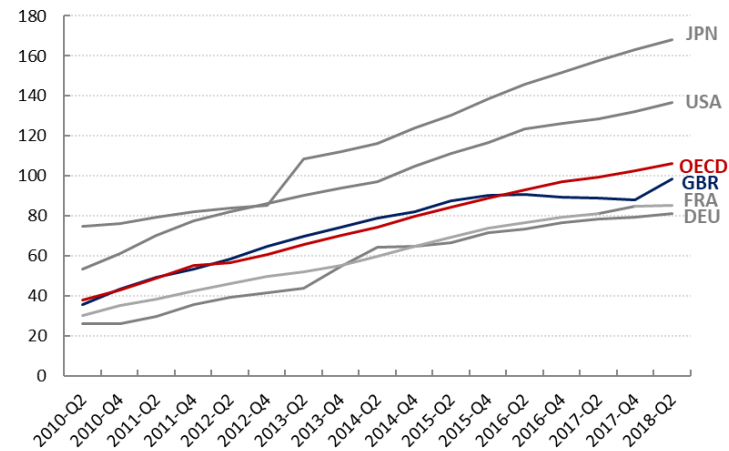
Future-ready adult learning systems

Anja Meierkord
Labour Market Economist
Directorate for Employment, Labour and Social Affairs
OECD



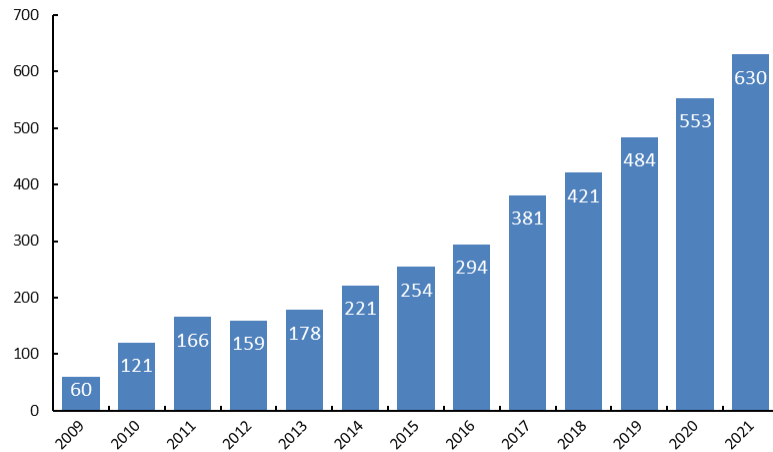
The 4th industrial revolution is well underway...

High-speed mobile internet subscriptions



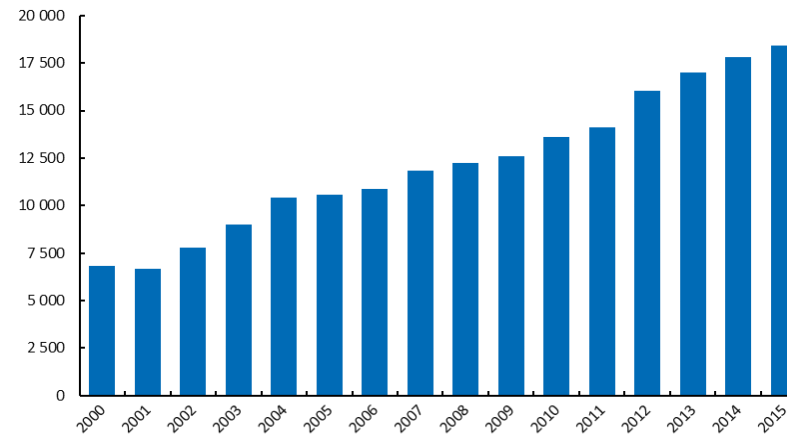
Source: OECD historical broadband penetration rates, OECD broadband portal, [data here](#)

Annual industrial robot sales



Source: International Federation of Robotics (2018), annual shipments of multipurpose industrial robots, 2018-2021 forecasts, 2015=1, [data here](#)

Number of Artificial Intelligence (AI) patents

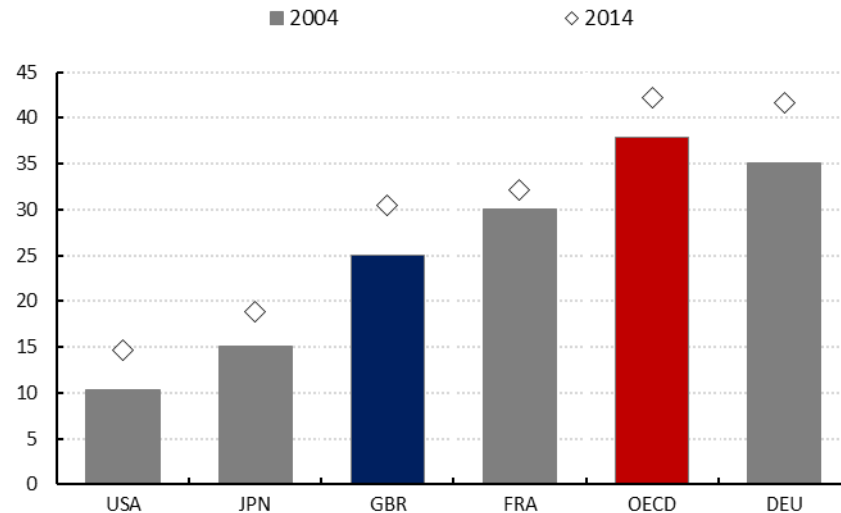


Source: OECD STI scoreboard 2017, STI Micro-data Lab: Intellectual Property Database ([data here](#))



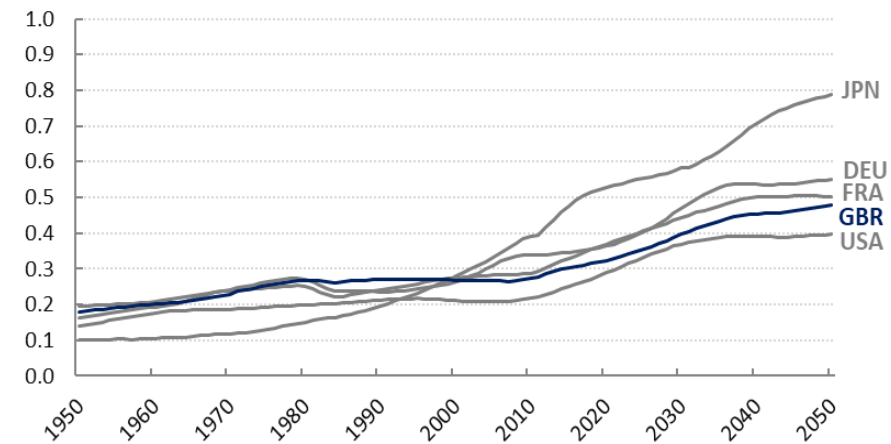
...and other megatrends are accelerating.

Share of business sector jobs sustained by consumers in foreign markets



Source: OECD STI scoreboard 2017 ([data here](#)),

Change in old-age dependency ratio

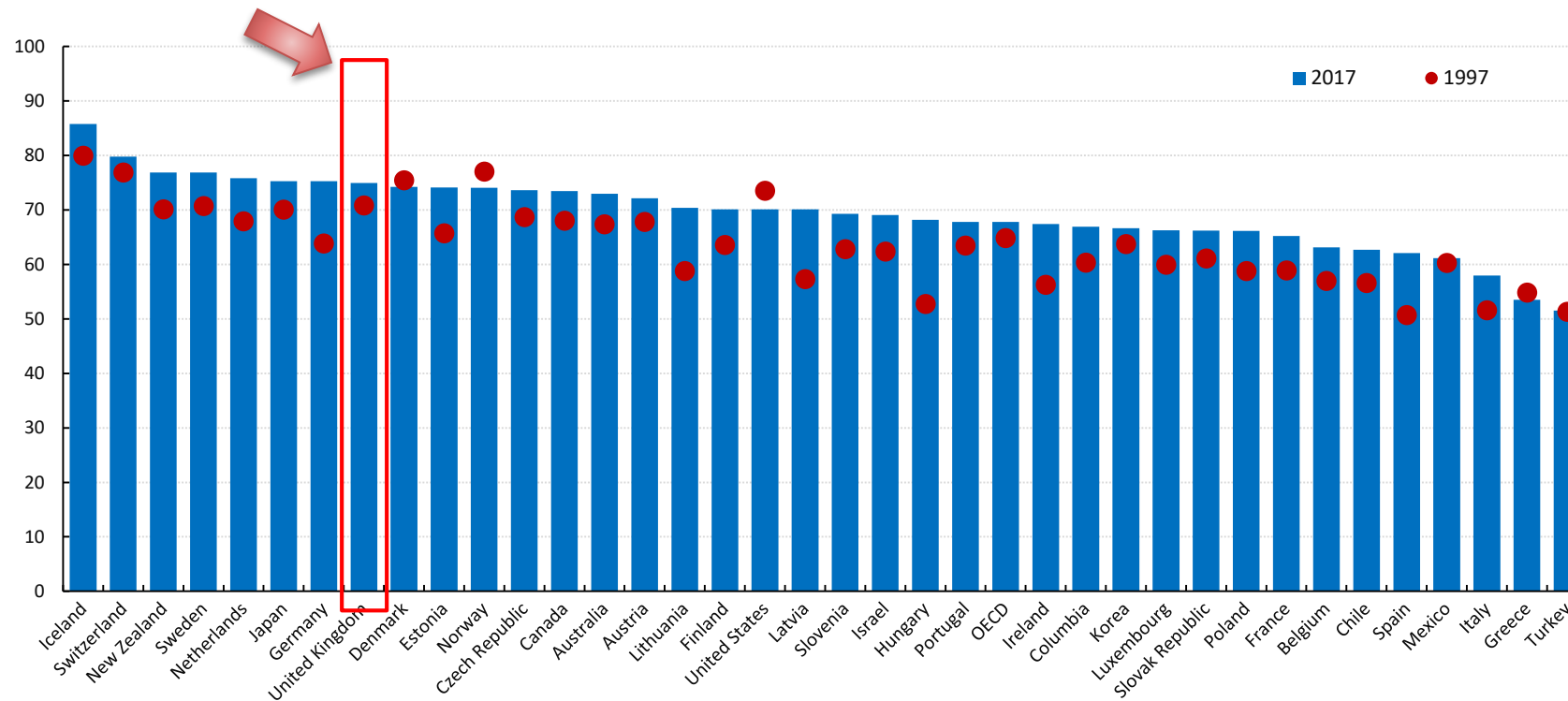


Source: OECD Population projections, old-age dependency ratio 20-64, (forthcoming)



Most countries have seen increases in employment rates in the last decades...

Employment-to-population ratio across countries, age 15-64

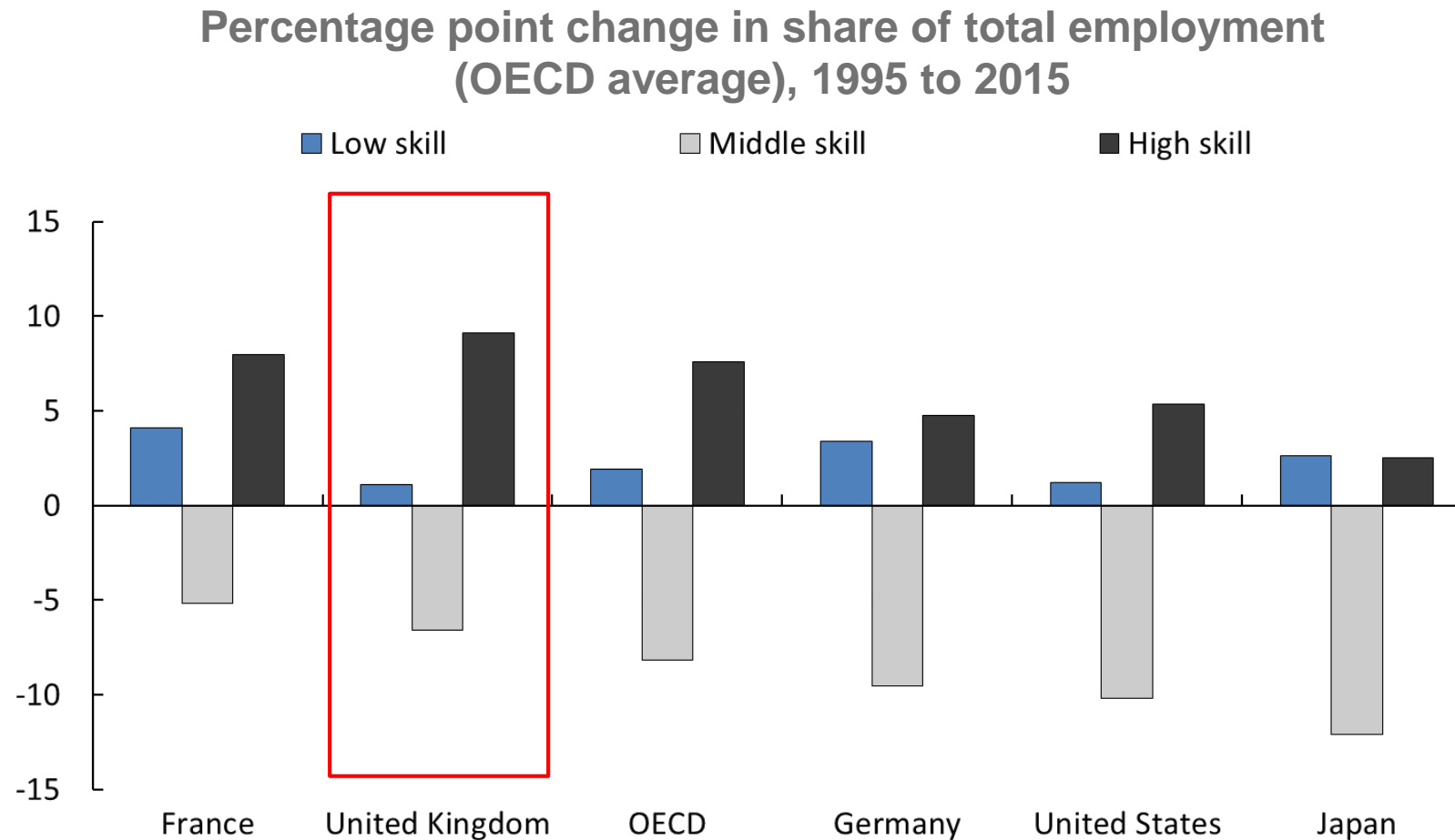


Note: 2007 data refers to 2001 for Japan and 2000 for France, Hungary and Israel

Source: OECD Labour Force Statistics Database ([data here](#))



...but the jobs created are not the same as those disappearing...



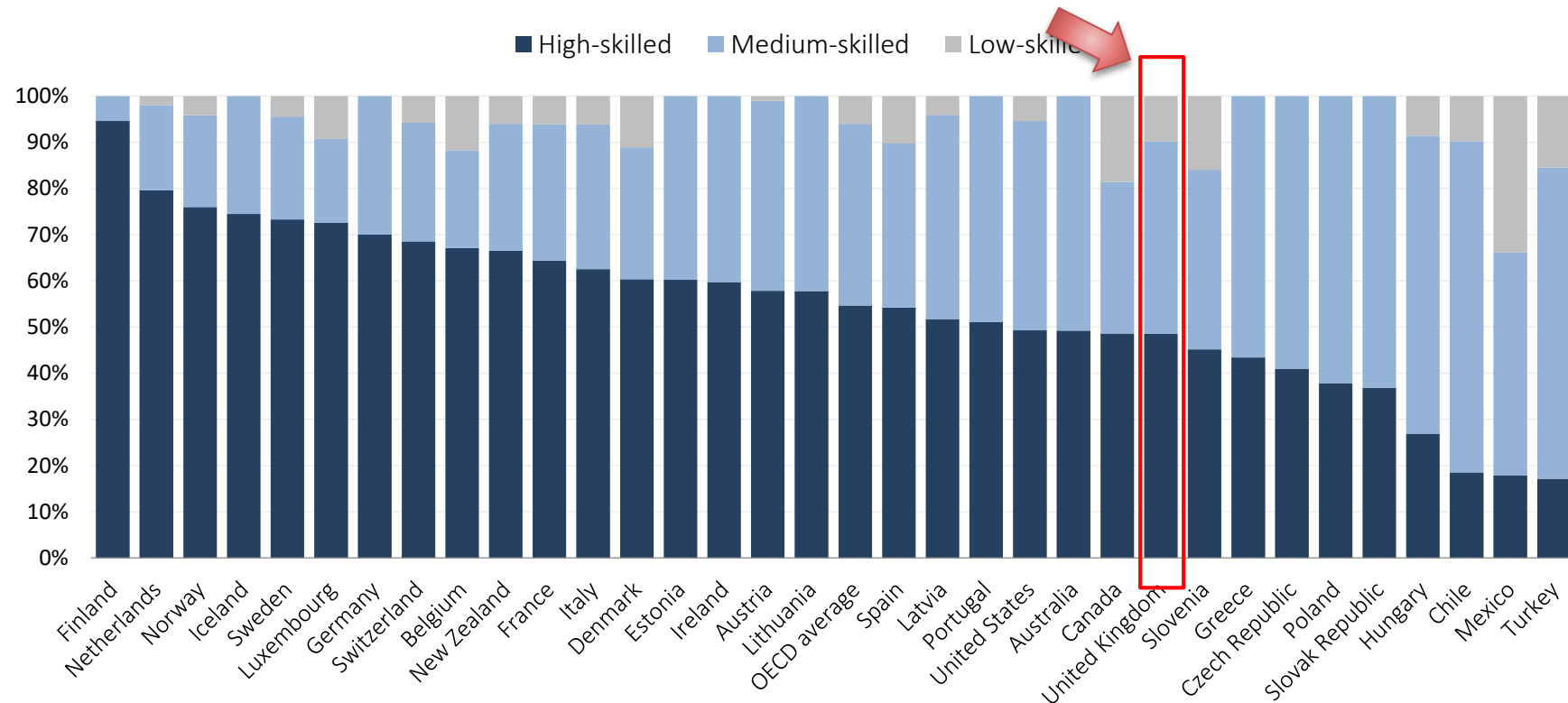
Note: High, medium and low skilled occupations are ISCO occupational groups 1 to 3, 4 to 8 and 9 respectively.

Source: OECD (2017), OECD Employment Outlook 2017, ([available here](#))



...leading to skill imbalances in the labour market.

Share of employment in high demand by skill level

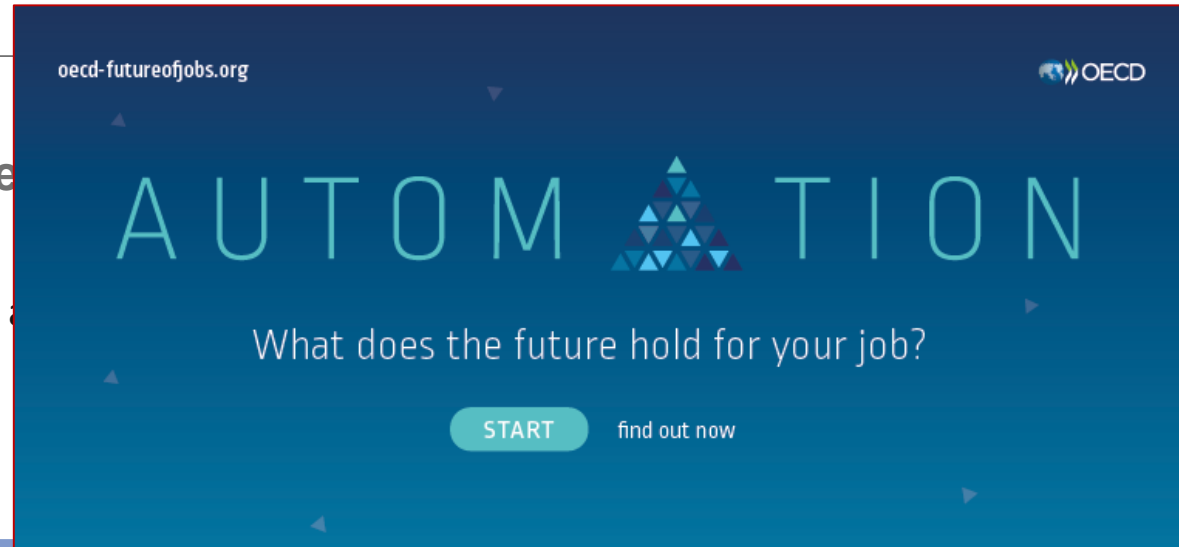
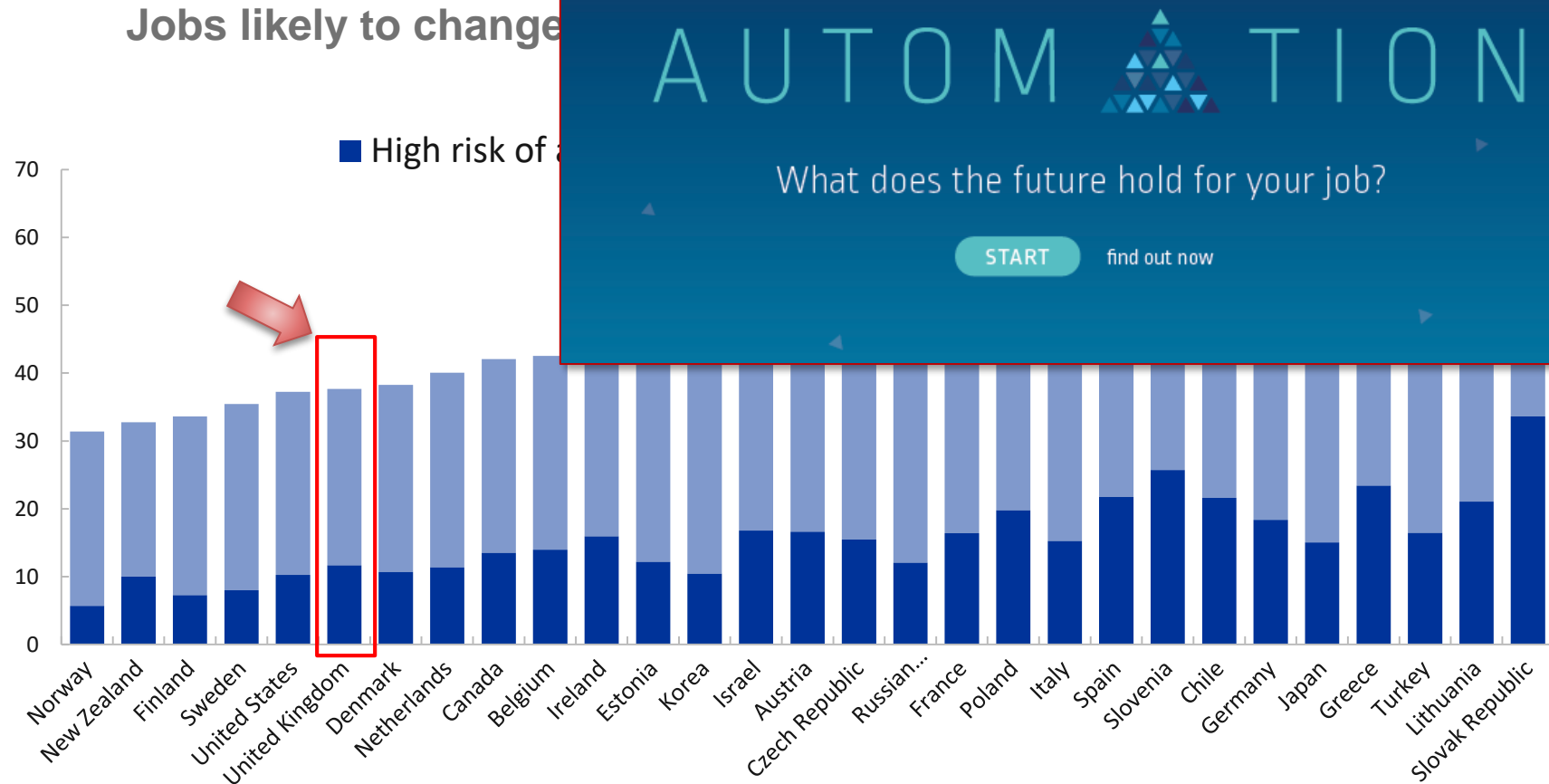


Note: High, medium and low skilled occupations are ISCO occupational groups 1 to 3, 4 to 8 and 9 respectively. Shares of employment in each skill tier are computed as the corresponding employment in each group over the total number of workers in shortage in each country. Data refer to the latest year for which information is available

Source: Elaborations based on the OECD Skills for Jobs database (2018).



Many jobs will change due to automation in the future.



Note: High risk – more than 70% probability of automation; risk of significant change – between 50 and 70% probability.

Source: Nedelkoska and Quintini, 2018, based on PIAAC data (2012)



Are we ready for these challenges?

OECD project on future-ready adult learning systems:



- Priorities for Adult Learning dashboard
- Accompanying report: *Future-ready adult learning systems*
- Booklets for non-technical audiences on specific themes:
 - Engaging low-skilled adults in learning
 - Making adult learning work in social partnership
 - Creating responsive adult learning systems
- Country reviews - ongoing





The OECD PAL dashboard...

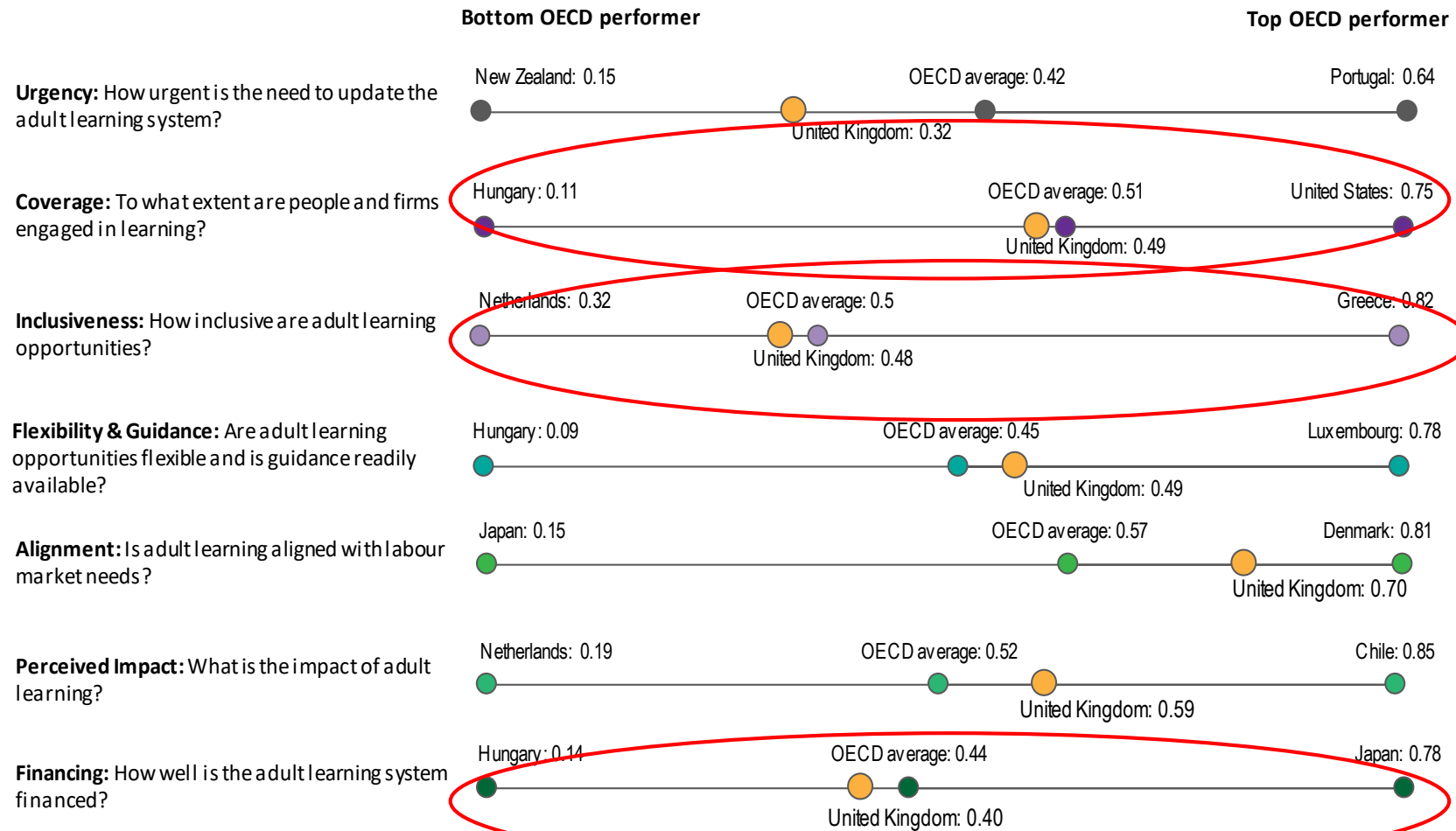
Urgency	Coverage	Inclusiveness	Flexi-guidance	Alignment	Perceived impact	Financing
Population ageing Automation & structural change Adult skills Globalisation	Employers Individuals	Socio-demographic characteristics Employment and contract status	Flexibility of training provision Use of career guidance services	Labour market imbalances Assessment of skill needs Training for future skills	Usefulness and effectiveness	Government Employers Individuals

Data basis:

Continuing Vocational Training Survey (CVTS), the European Adult Education Survey (AES), Eurostat and OECD data on Active Labour Market Policies, Survey of Adult Skills (PIAAC) data, UN world population prospects data, a number of country level surveys



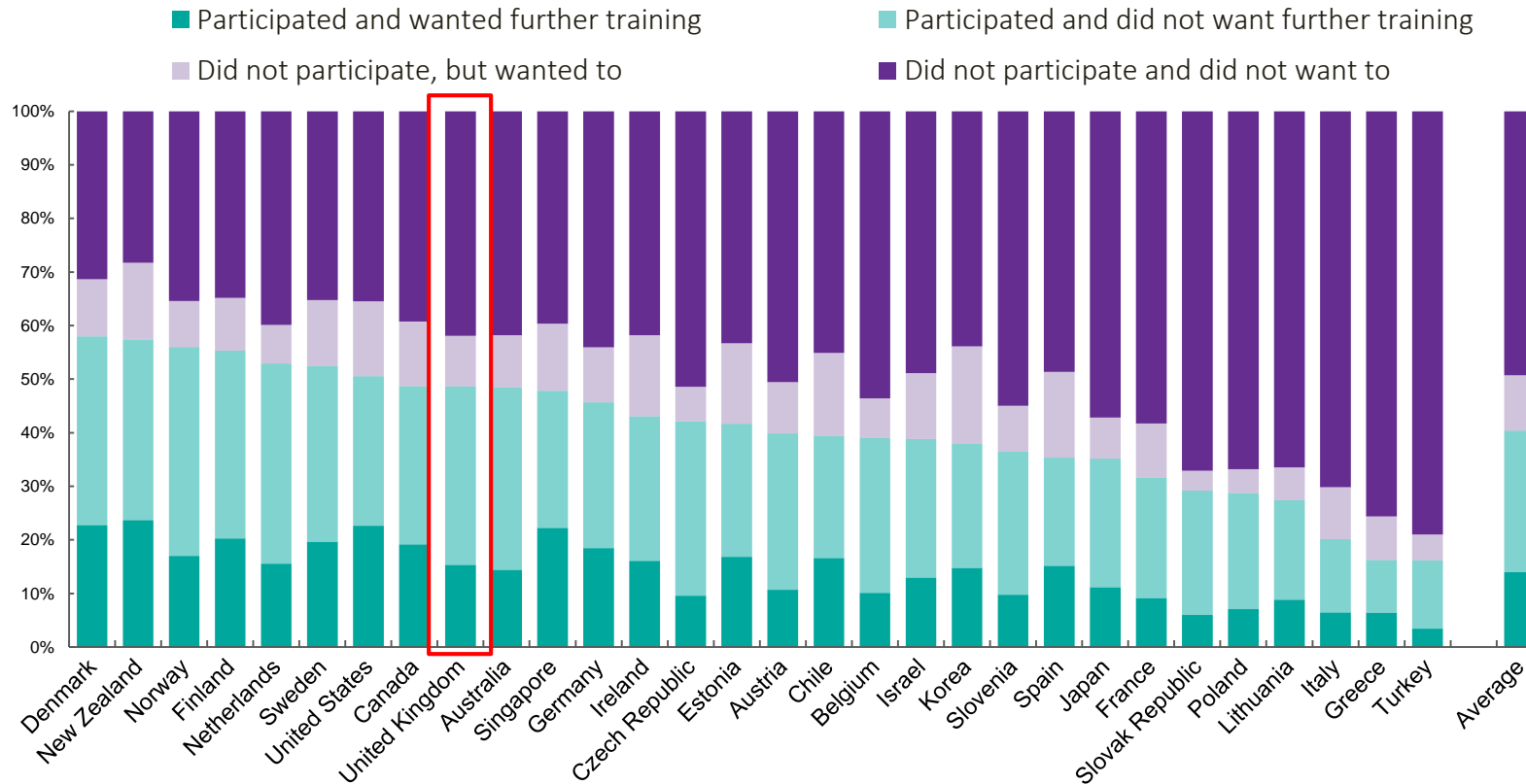
...shows that the UK performs only average...





Many adults do not train, ...

Participation and willingness to train across countries, % of adults



Note: The average refers to the unweighted average of OECD countries participating in PIAAC; formal and non-formal job-related education and training; data for England and Northern Ireland only

Source: PIAAC data (2012, 2015).



...participation of disadvantaged groups is lagging behind...

% of adult participating in training

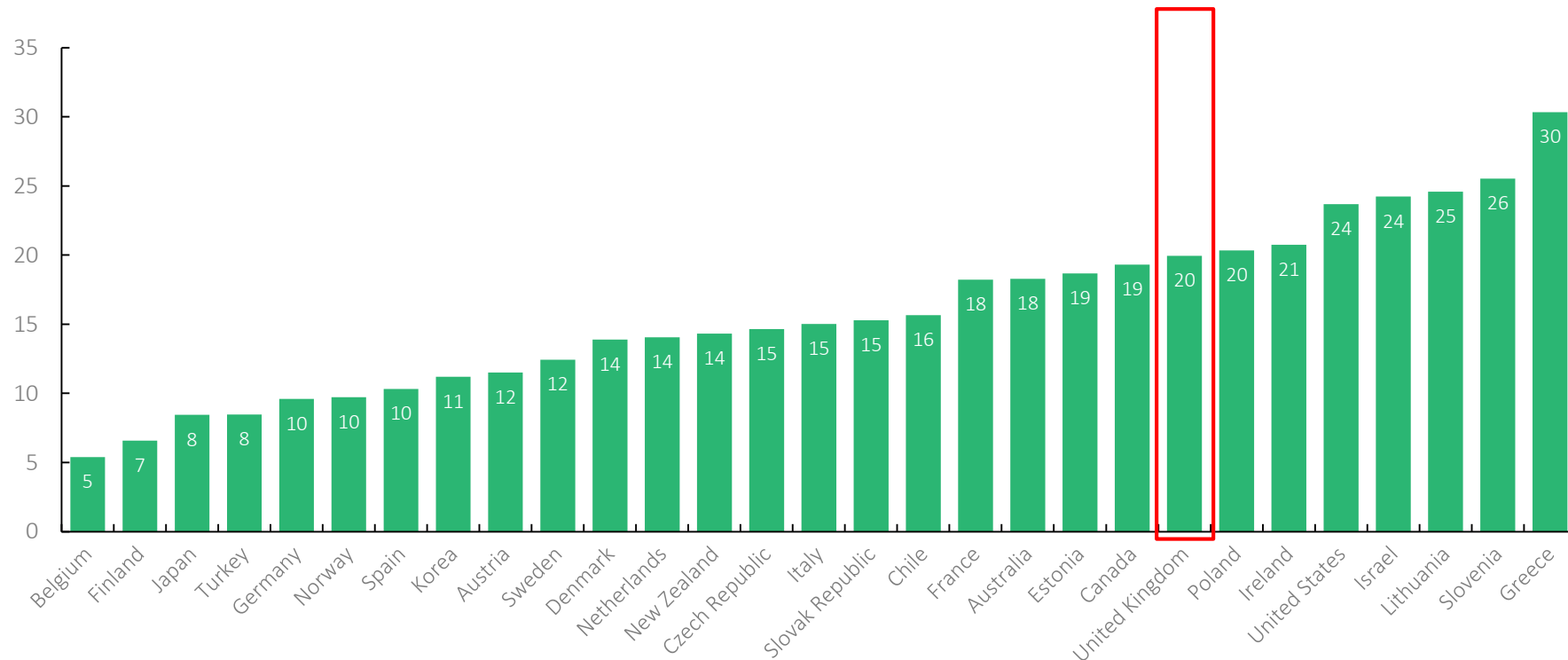


Note: formal and non-formal job-related education and training; some data refers to all adults, others to workers only; data for England and Northern Ireland only
Source: PIAAC data (2012, 2015).



...and costs prevent many adults from participating.

% of adults for whom costs of training were a barrier to participation



Note: formal and non-formal job-related education and training; data for England and Northern Ireland only
Source: PIAAC data (2012, 2015).



There are five key areas of action for policy-makers.





What does this mean for the AL workforce?

- How can the adult learning workforce be supported to work with more and more diverse learners in the future?
- What are the implications of more flexible and individualised ways of learning on the adult learning workforce?
- What kind of support does the adult learning workforce need to align training closer with the skill needs of the labour market?



Thank you!

Anja.Meierkord@oecd.org

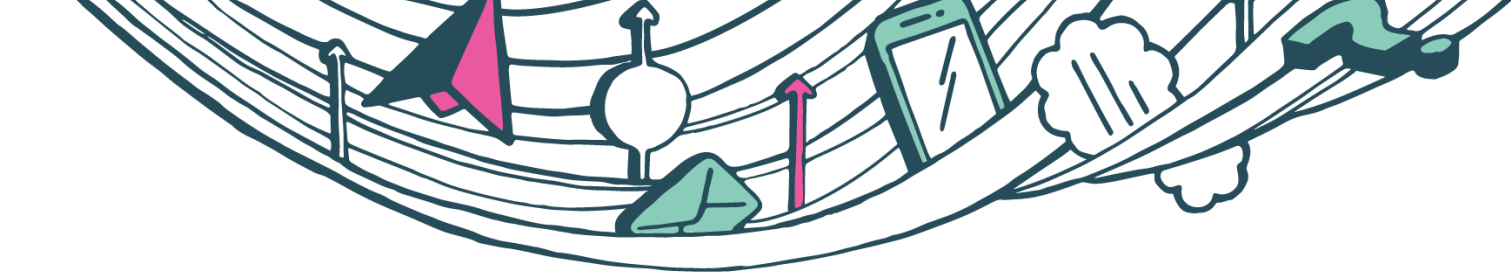
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Blog - <https://oecdskillsandwork.wordpress.com/>

Find out what the future holds for your job:





Panel session: World, European, and UK Perspectives



Panel Members



Sarah Simons



Gina Ebner



Stephen Evans



Anja Meierkord





UPSKILLING PATHWAYS:

Implications for the adult learning workforce

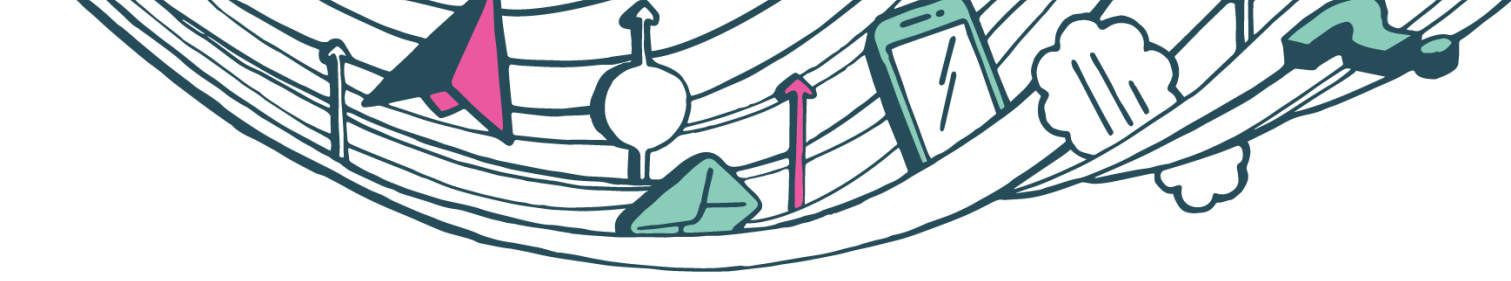
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Refreshment break





Policy Workshops

- **Personal Learning Accounts in Wales**
(Illuminate)
- **Community Learning and Development Standards in Scotland** (Smile 1)
- **Health, well-being and learning in Northern Ireland** (Smile 2/3)
- **Devolution to city-regions in England**
(Smile 4)

12.00PM- 13.15PM





Practice Workshops

- **Entry pathways: the Citizens' Curriculum capability-based approach** (Illuminate)
- **Inclusive pathways: the wider outcomes of family learning** (Smile 1)
- **Practice pathways: knowledge hubs in vocational education and sustainable development** (Smile 2/3)
- **Practice pathways: Digital skills of adult educators** (Smile 4)

14.00PM- 15.15PM





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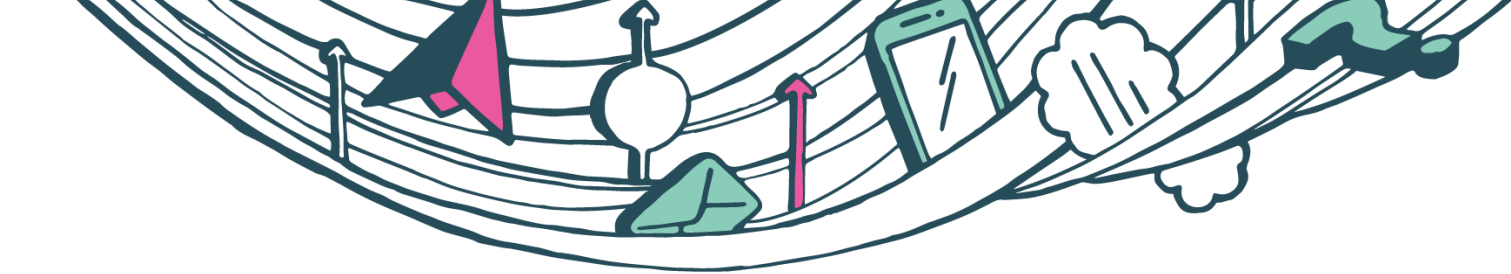
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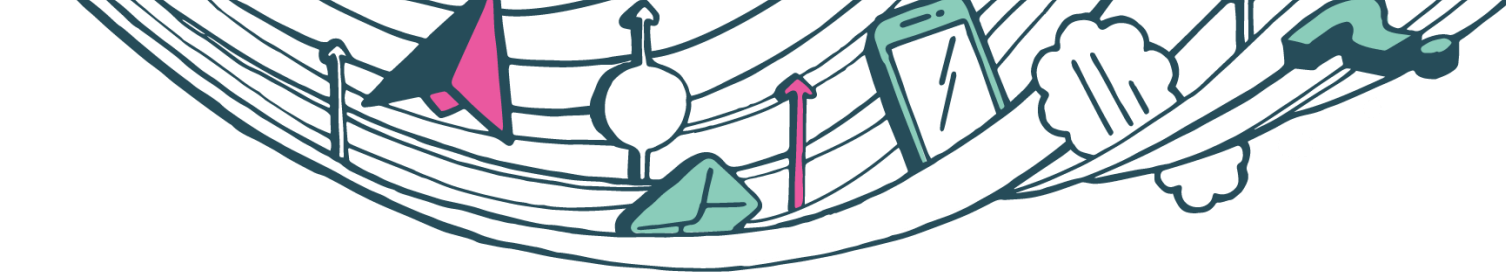


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Roundtable discussions: implications for practice





Global trends: messages for the adult learning workforce

John Field

University of Stirling, co-editor of the latest Global Report on Adult Learning and Education



UPSKILLING PATHWAYS:

Implications for the **adult learning workforce**

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GRALE 4:

**Messages for the adult learning
workforce**

GLOBAL REPORT ON ADULT LEARNING AND EDUCATION



2nd GLOBAL REPORT ON ADULT LEARNING AND EDUCATION

Rethinking Literacy





3rd GLOBAL REPORT ON ADULT LEARNING AND EDUCATION

The Impact of Adult Learning
and Education on Health and
Well-Being; Employment and
the Labour Market; and Social,
Civic and Community Life



Methods

- Specific monitoring tool for GRALE 4
- Mostly closed questions to identify patterns & trends, some open questions to collect examples
- 159 member states responded (80%), up from 139 in 2015
- Review of existing research into participation

Overall messages from GRALE4

- Two-thirds of Member States reported policy progress in respect of ALE, and three-quarters reported improvements in governance.
- Partnerships with stakeholders are now common
- Fewer than one-third of Member States reported any increase in ALE funding as a proportion of overall public education spending. Among low income states, more reported a decrease than an increase.
- Well over half of Member States reported rising ALE participation since 2015. However, far from all countries actually collect participation data
- Globally and within Member States there are deep and persistent inequalities in ALE participation, but participation by women has risen in many countries, often significantly
- Governments can access a range of tools to increase and widen participation, both by improving provision and stimulating demand
- Quality matters, not only in making ALE more attractive in the first place, but also ensuring that learners go on to make the most of the opportunities provided and experience the benefits that result
- There is surprisingly (for me) limited government attention to open education/OERs

Does GRALE matter?

Ch. 1 S. 5: “It comes down to quality”

Some key findings

- 113 out of 150 Member States (75% globally) reported making much progress in developing criteria for ALE curricula since 2015, although only 52% in North America and Western Europe. 107 out of 147 Member States (73% globally) reported making much progress in developing ALE assessments.
- Of 147 Member States that responded, 72% reported much progress on developing teaching methodologies, and 65% on developing learning materials since 2015. By region, Member States in Sub-Saharan Africa reported greatest progress in these areas.
- For ALE educators, 52% of Member States (76 countries) reported improving pre-service training, 70% (105 countries) reported improving in-service training, and 58% (79 countries) reported improving employment conditions.

Ch. 1 S. 5: “It comes down to quality”

5.3.1 ‘Much progress’ in improving curricula & assessment

	Total Responses		
	GRALE 4	Curricula	Assessment
World	150	75%	73%
REGIONAL GROUPS			
Sub-Saharan Africa	33	82%	77%
Arab States	17	65%	63%
Asia and the Pacific	35	74%	71%
North America and Western Europe	21	52%	75%
Central and Eastern Europe	18	94%	89%
Latin America and the Caribbean	26	81%	67%
INCOME GROUPS			
Low Income	24	88%	73%
Lower Middle Income	36	69%	66%
Upper Middle Income	44	77%	74%
High Income	46	72%	79%

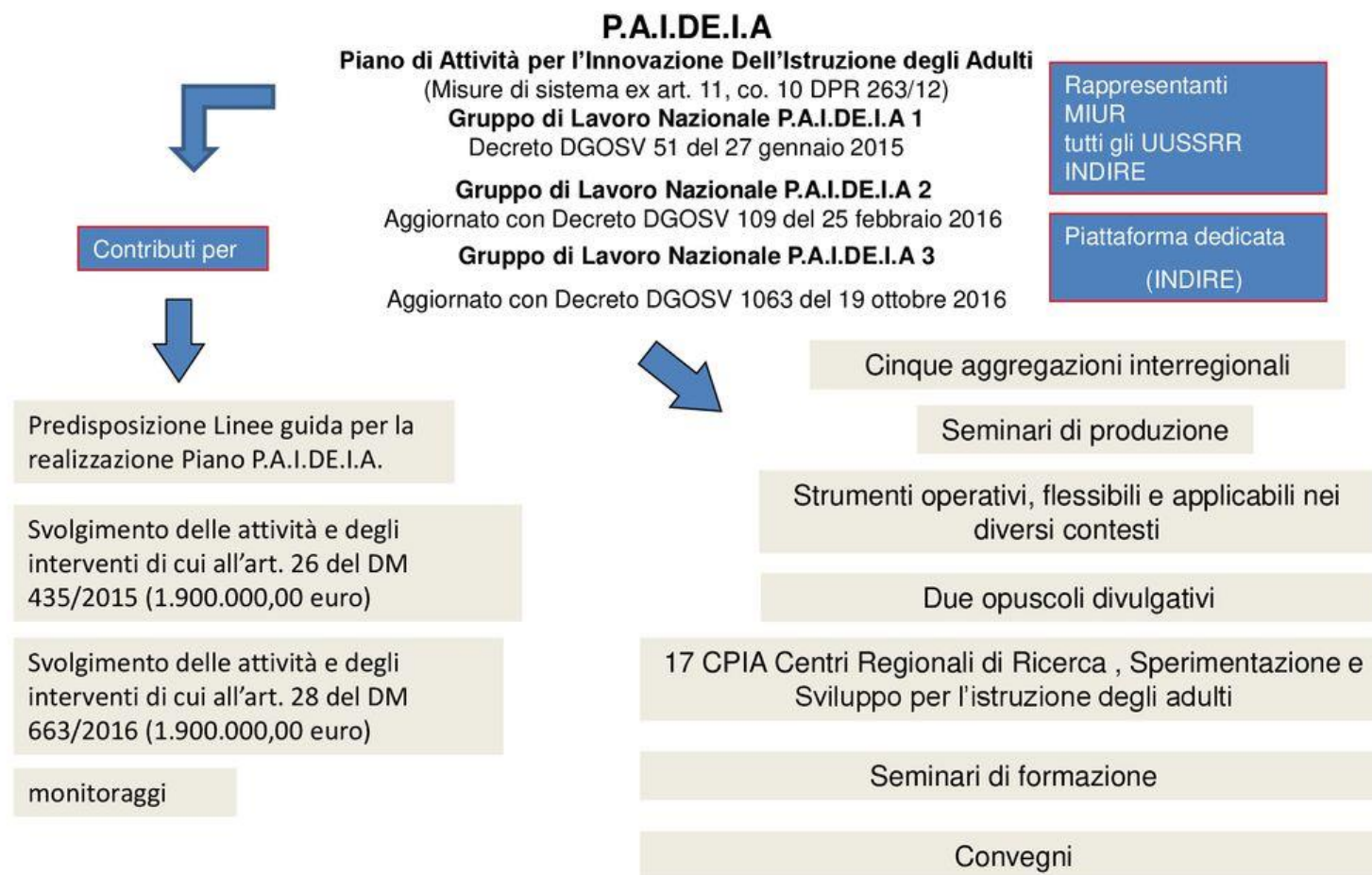
Source: GRALE 4 Monitoring Survey. Note: 6 Member States did not provide this information

Ch. 1 S. 5: “It comes down to quality”

5.3.1 ‘Much progress’ in improving curricula & assessment

- Most examples came from non-European members
- Some European members reported work on outcome assessment (Italy, Hungary, Poland)
- Italy comprehensive reform of curriculum
- Hungary using the OECD Skills Survey
- Poland assessing ethics & integrity training

Activity Plan for Innovation in Adult Teaching



Ch. 1 S. 5: “It comes down to quality”

5.3.2 ‘Much progress’ in improving learning materials & teaching methods

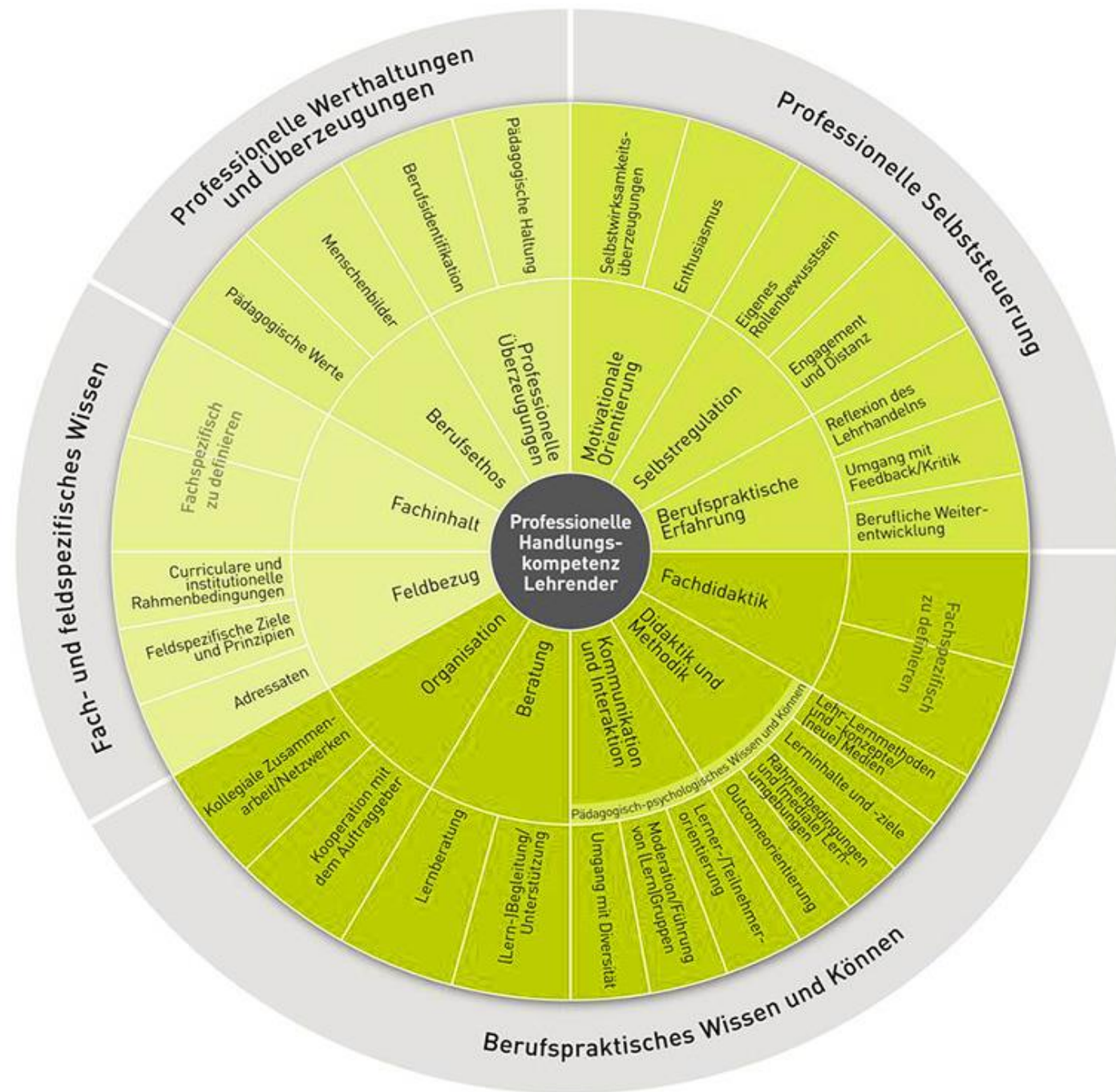
	Frequency	Learning materials	Teaching Methodologies
World	147	65%	72%
REGIONAL GROUPS			
Sub-Saharan Africa	33	82%	85%
Arab States	17	65%	71%
Asia and the Pacific	34	74%	73%
North America and Western Europe	19	47%	61%
Central and Eastern Europe	19	53%	68%
Latin America and the Caribbean	25	52%	67%
INCOME GROUPS			
Low Income	24	88%	87%
Lower Middle Income	35	66%	74%
Upper Middle Income	43	60%	70%
High Income	45	56%	64%

Source: GRALE 4 Monitoring Survey. Note: 4 Member States did not provide this information

Ch. 1 S. 5: “It comes down to quality”

5.3.2 ‘Much progress’ in improving learning materials & teaching methods

- The National Training Fund in Armenia supports private organizations to develop better teaching methods
- Estonia is updating adult educators in relation to outcomes-based curricula for continuing education
- Developing cross-provider recognition of teaching competences in ALE in Germany: the GRETA standards



Ch. 1 S. 5: “It comes down to quality”

5.3.3. ‘Much progress’ in improving training & employment conditions

	Frequency	Pre-service training	In-service training	Employment conditions
World	146	52%	70%	58%
REGIONAL GROUPS				
Sub-Saharan Africa	32	72%	73%	60%
Arab States	16	44%	82%	63%
Asia and the Pacific	33	55%	70%	70%
North America and Western Europe	21	33%	67%	25%
Central and Eastern Europe	18	50%	68%	63%
Latin America and the Caribbean	26	46%	63%	54%
INCOME GROUPS				
Low Income	23	74%	70%	50%
Lower Middle Income	35	54%	69%	55%
Upper Middle Income	43	51%	77%	69%
High Income	45	40%	65%	52%

Source: GRALE 4 Monitoring Survey. Note: 4 Member States did not provide this information

Ch. 1 S. 5: “It comes down to quality”

5.3.3. ‘Much progress’ in improving training & employment conditions

- The Korean National Lifelong Learning Agency redefined the roles and responsibilities of lifelong educators in 2017, and developed training courses based on the competence level of experts in 2018.
- In 2017, Montenegro’s Adult Education Law was broadened to regulate andragogical training. This includes an obligation that this training is a prerequisite to gaining a license to work in adult education.
- In Italy, the University of Rome Three and the University of Padua have developed Masters’ programmes for ALE. Since 2015, part of the content has been offered as a MOOC by a university consortium (EDUOPEN), with one-off financial support from the Ministry of Education.
- Few member states offered descriptions of improved employment conditions

Ch. 1 S. 5: “It comes down to quality”

- The most progress was reported for literacy & basic skills and continuing training & professional development
- Little or no progress was reported for citizenship education



THANK YOU

Questions and Answers

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