
ADULT LEARNING & SUPPORTING PEOPLE TO PROGRESS AT WORK

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THE CHALLENGE AHEAD



PRODUCTIVITY CRISIS

UK productivity, the amount workers produce, is

20-25% lower

than in France, Germany and the US. It has flatlined in recent years and is

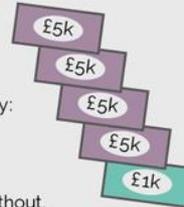
15% lower

than if pre-2007 trends had continued. Households would be

£21k per year

better off if UK productivity matched the US. Raising skills is a key way to increase productivity: people with Level 3 qualifications earn

10% more than those without.



LOW PAY

5m people are low paid,

1m more than the OECD average.

3 out of 4

people who were low paid ten years ago are still low paid today.

Improving skills can help people increase pay: the evidence shows the more you learn, the more you earn. A Level 3 apprentice can earn £77-117,000 more over their lifetime.



EMPLOYMENT GAPS

The employment rate of people with health problems and disabilities is

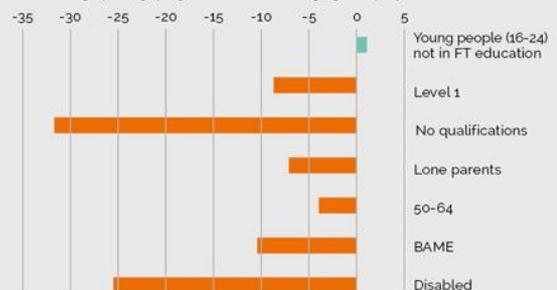
33 percentage points

lower than for those without. The disability employment rate gap has barely changed in recent decades.

More than 1 million

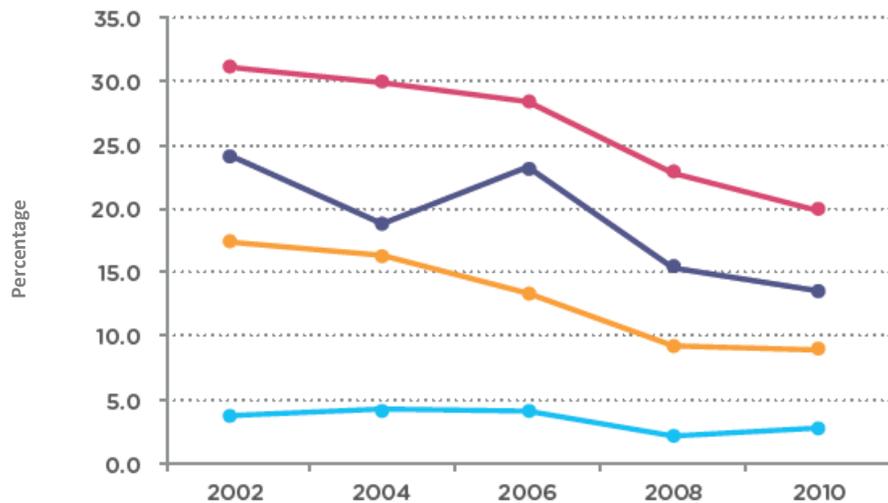
more disabled people would need to be in employment to halve this gap.

Percentage point gap against overall working age employment rate



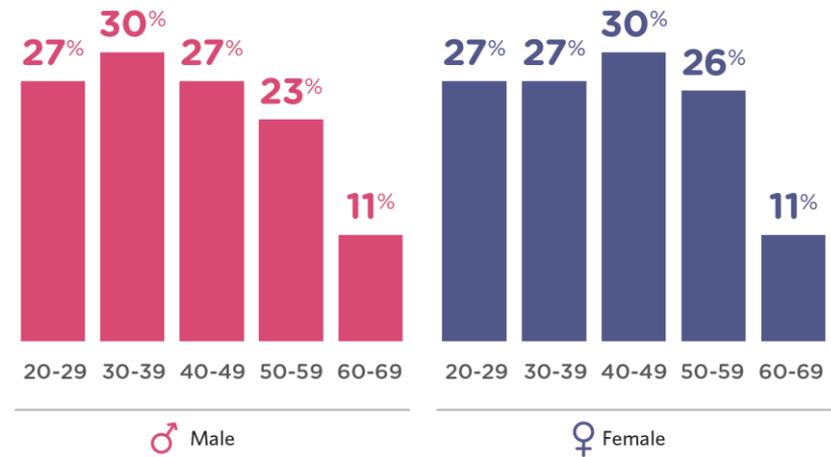
SKILLS TRAINING IN THE WORKFORCE IS DECLINING

Participation in formal training is lower for those with lower formal qualifications, and is declining across all educational cohorts



● Higher educational qualification ● A-Level/NVQ3
● Up to O Level/GCSE/NVQ2 ● No qualification

Prevalence of training declines with age; older workers have lower expectations of training provision in the workplace



Percentage of men and women reported receiving work-related training in the past 12 months
SOURCE: Understanding Society Wave 4

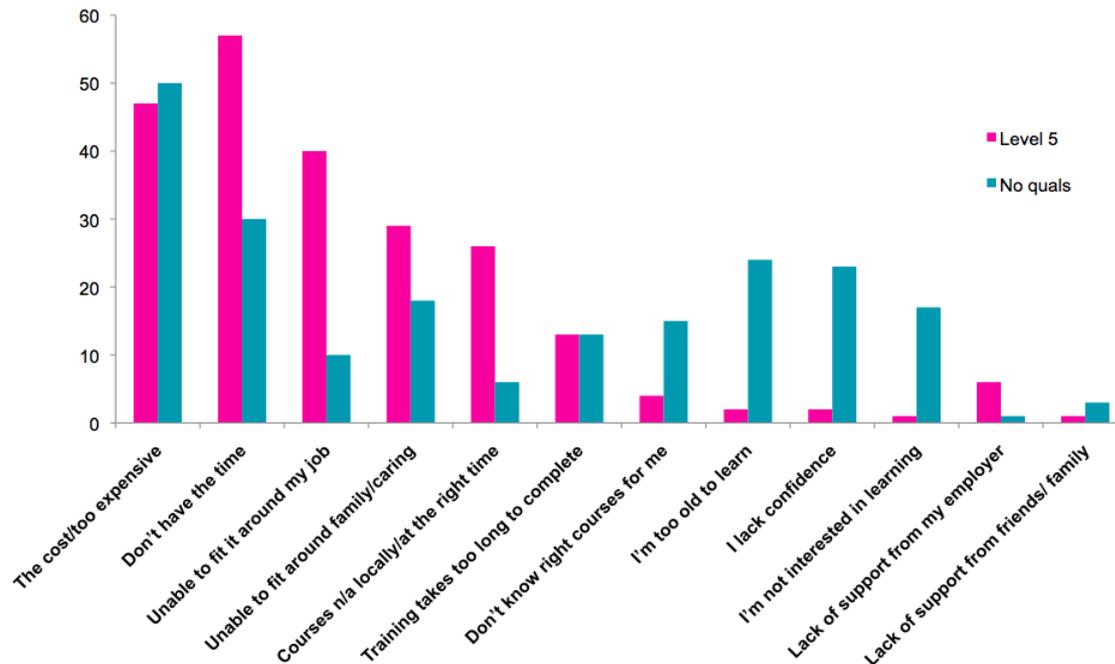
Percentage of those who report taking part in formal education or training in the last 12 months, by highest educational qualification
SOURCE: ELSA Waves 1-5 (2012)

THE ROLE OF LEARNING AND SKILLS: WHAT DOES THE EVIDENCE SAY?

- Higher skills associated with higher earnings, **but** skills provision for low-paid workers does not inevitably translate into higher earnings
- It is more likely to do so, if:
 - Provision is demand-led, with employer involvement in the design or delivery
 - There are clear linkages between skills acquisition and career pathways (within a business or sector)
- Evidence that a sector-focused approach can have positive earnings impacts
 - E.g. Work Advance (US) provides sector-based training programmes with close connections to employers in high-demand fields with opportunities for career growth.
 - Combines pre-employment training and job placement services, with ongoing job coaching to address barriers once in work

BARRIERS TO LEARNING

A blanket approach will disproportionately benefit those who already have higher level qualifications



Lower skilled workers frequently report: 'feeling too old to learn', 'lack of confidence', and 'lack of interest in learning'.

Cost (affordability) and time can also be significant barriers

APPROACHES TO SUPPORTING SKILLS & PROGRESSION IN WORK

1. Address key barriers to take-up (and use) of skills for progression among low-paid workers:
 - Financial disincentives (limitations in funding, lack of awareness of potential gains)
 - Limited careers guidance and support to link learning choices to progression pathways
 - Lack of flexibility in funding/delivery of skills provision to suit people in low-paid (especially insecure) work, e.g. duration, timing, location
2. Promote a learning culture in businesses:
 - Requires strong leadership and engagement of staff at all levels – including support from managers, strategic and operational
 - Reviewing and refreshing internal policies and procedures, eg systematic approach to Human Resource Development and training, mapping/making visible progression routes
 - Reviewing skills utilisation and work practices – e.g. job redesign

EEAL WORK PACKAGE: PROGRESSION ROUTES FOR EXCLUDED GROUPS

- Aims to develop inclusive skills pathways for adults in low-paid work
- Working with stakeholders in local areas to develop bespoke approaches for selected target groups. Eg.
 - co-designing a new initiative;
 - refining/ adding to/ joining up existing initiatives;
 - evaluating existing support;
 - additional research to further explore barriers & solutions

ANY QUESTIONS?

EXAMPLES FROM ELSEWHERE IN THE UK

1. CAREER LEARNING PILOTS

The Industrial Strategy Green Paper committed to £40m to test innovative approaches to lifelong learning:

- Cost & outreach pilots
- Flexible Learning Fund

Cost & outreach pilots testing:

- How best to reach adults who are in work and low skilled and;
- Whether reducing the cost of courses (by 25%, 75% and 100%) makes targeted adults more likely to do economically valuable learning matched to local economic need



Local outreach

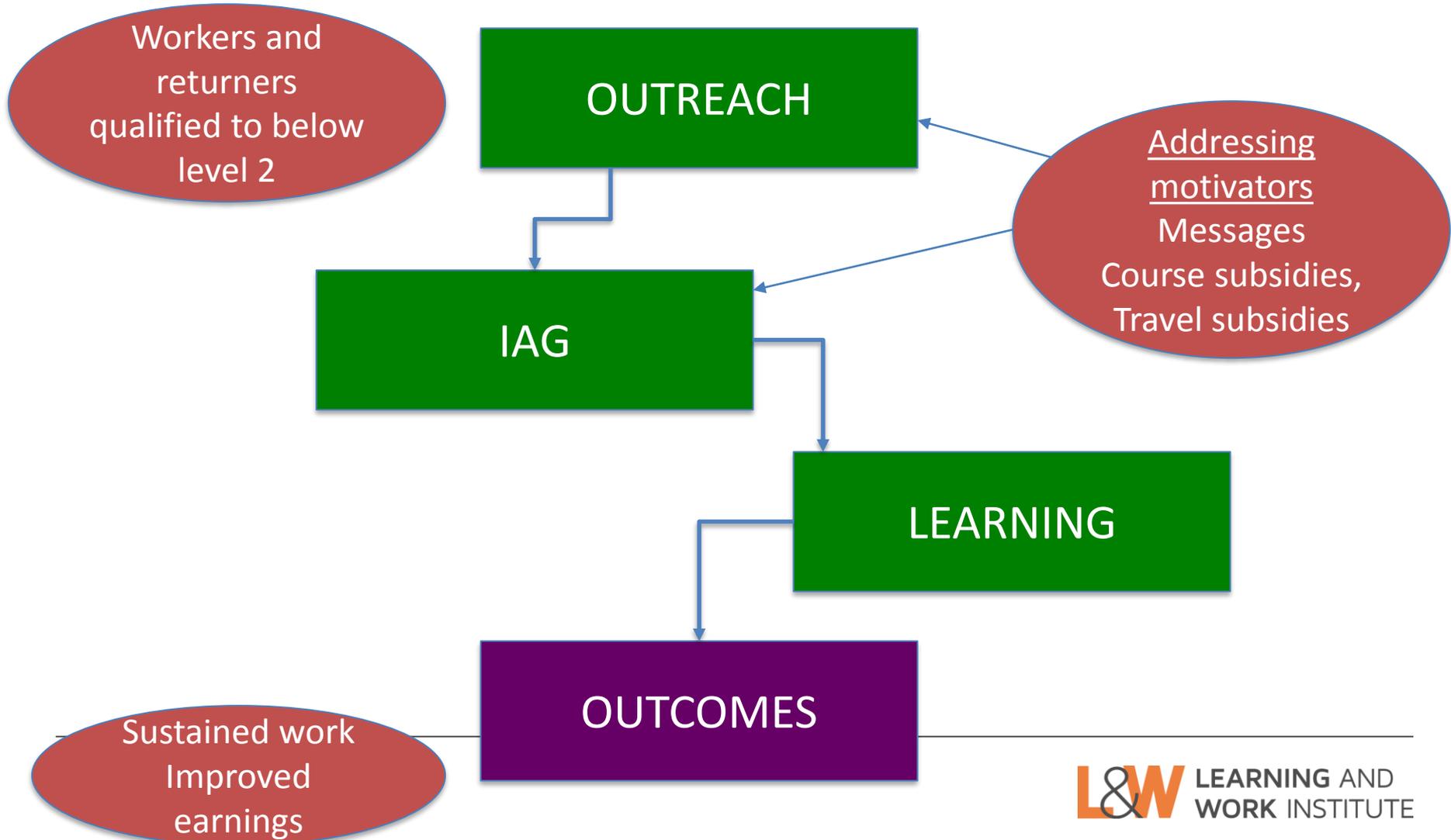


Face to face, flexible IAG



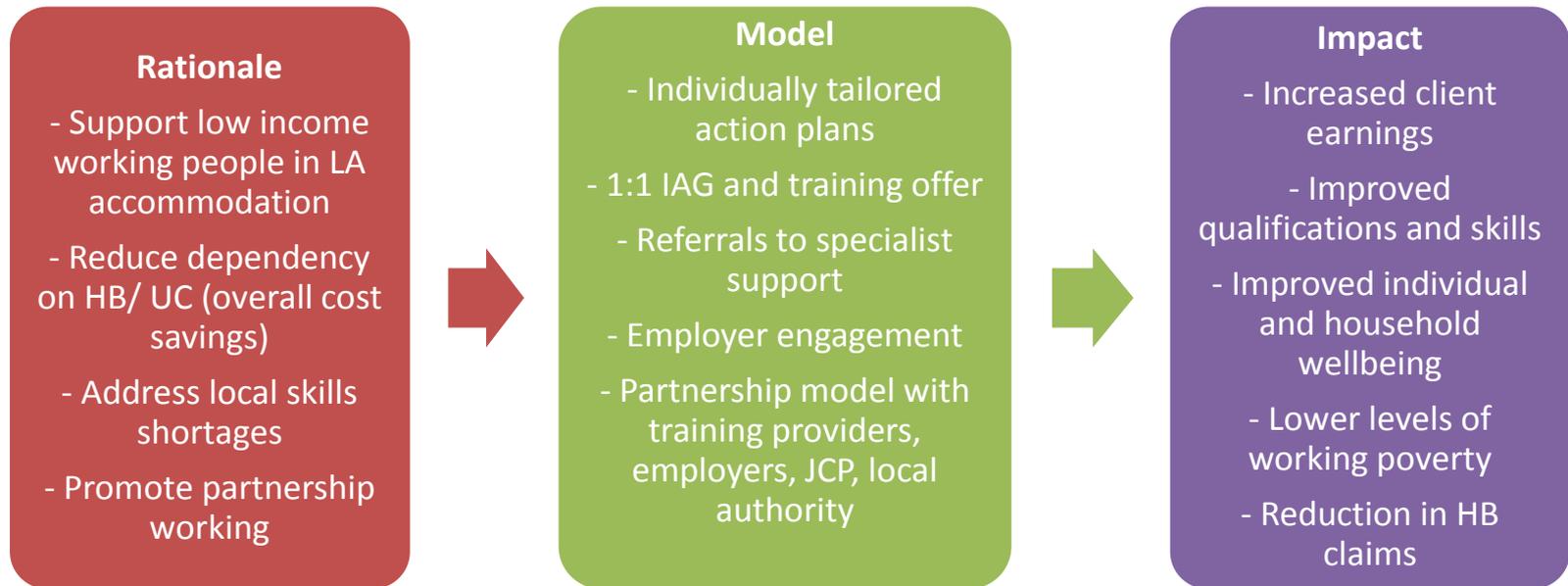
Course fee subsidy

CAREER LEARNING PILOTS



2. CAREERS COACH MODEL: SKILLS ESCALATOR PILOT

- West London Alliance programme, funded by Transformation Challenge Award
- Engagement via local authority housing departments to target households in private rented or temporary housing in receipt of partial Housing Benefit
- Delivery model: personalised career coach and funded skills provision; coach ensures that skills take-up linked to realistic career goals and provides job brokerage to support career change

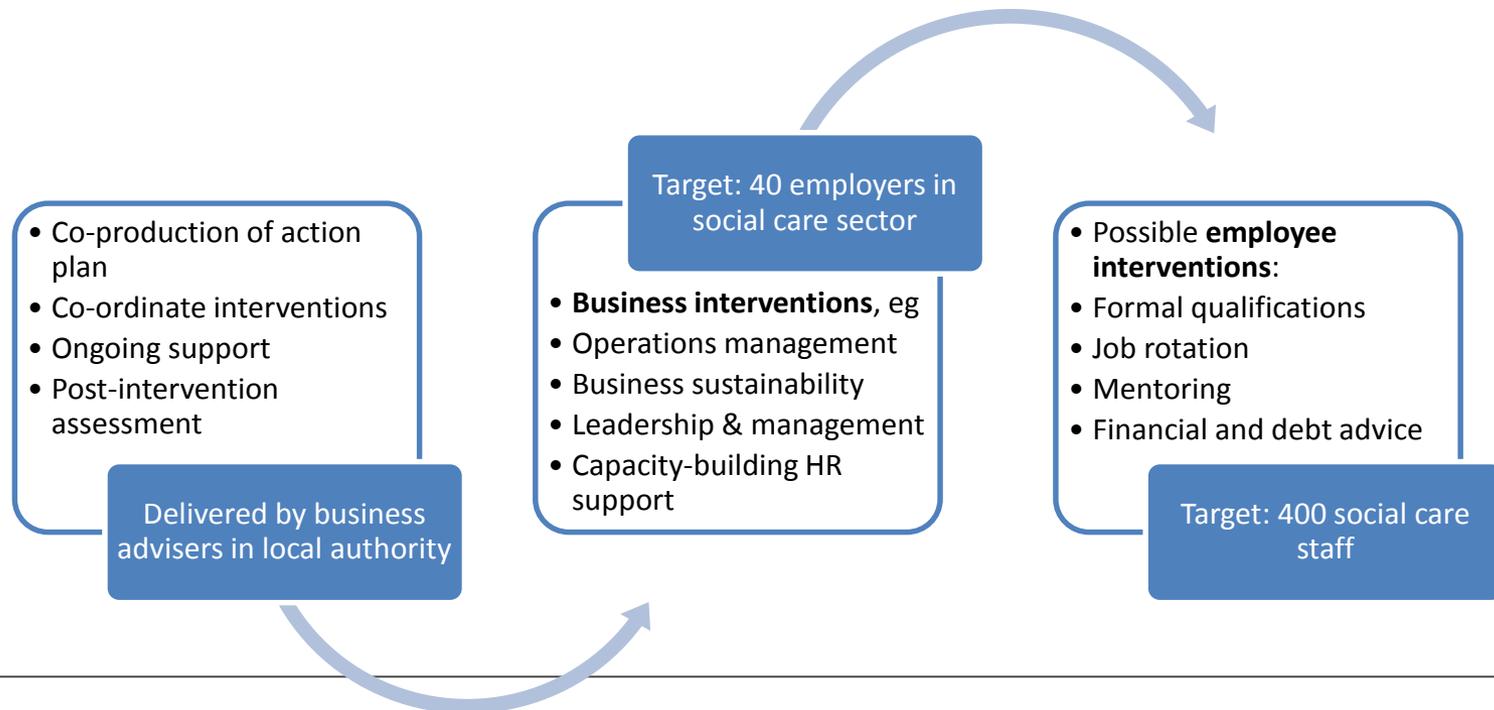


SKILLS ESCALATOR PILOT: SUCCESSFUL FEATURES

- **Personalised and flexible support** - based on in-depth assessment of needs and well-sequenced action plan, focusing on priority needs, with intermediate steps towards longer-term goals – was key to sustained engagement
- **Funded training provision** – key element in the appeal of the pilot offer. Flexibility of the offer and adviser guidance in choosing courses were key
- **Sustained engagement** with training was facilitated by well-structured courses, accessible locations, additional support for those with barriers to participation (such as digital skills)
- **Wraparound advisory support** - improved confidence, motivation and ambition, and developed core employability skills, knowledge of the labour market and appropriate career goals
- **Partnership working** was essential - for ensuring referrals; sourcing training provision and wider support; and employer engagement

3. BUSINESS-FOCUSED INTERVENTIONS: GLASGOW CITY DEAL PROGRESSION PILOT

- Business advisers engage with care sector employers, assess skills progression needs and produce action plan
- Menu of business support interventions
- Funding for employee skills provision – with aim of staff progression



DISCUSSION I

- **How does this resonate with your local area?**
- **Which groups of people are most in need of support to progress from low pay/ protect from future exclusion?**
- **What are the current barriers faced by them to learning/career progression?**
 - **motivation, confidence, cost, flexibility**
- **How could the barriers identified be addressed?**

DISCUSSION II

- **What existing initiatives/support is available to address the barriers/ to promote uptake of career learning?**
- **What are the gaps in support?**
- **What changes could be made? What could be usefully be built on?**
- **What more do we need to know (research evidence)?**