



www.learningandwork.org.uk

 @LearnWorkUK

Basic Skills - the Citizens' Curriculum

Adult Education & Employment Seminar 18th October
2016 - Bratislava

Joyce Black
Assistant Director Research &
Development, L&W

UK National Coordinator EAAL

 LEARNING AND
WORK INSTITUTE

 SEFYDLIAD DYSGU A GWAITH
LEARNING AND WORK INSTITUTE



Scotland's Learning Partnership

Forum for Adult Learning  ECORYS 



Co-funded by the
Erasmus+ Programme
of the European Union

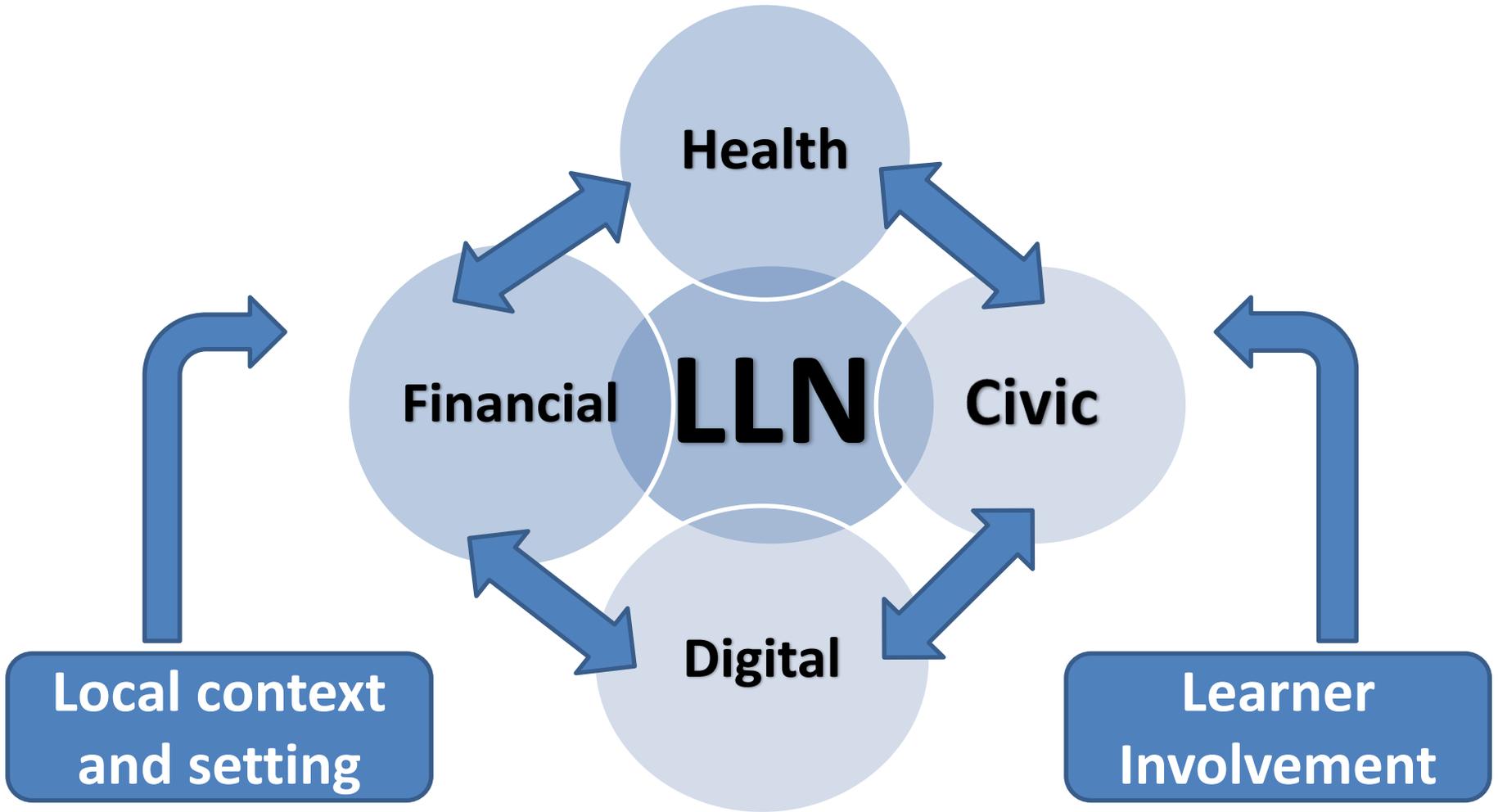
The skills challenge in England ...

- The **Skills for Life Survey** (2011): 1 in 4 adults have low levels of numeracy skills; 1 in 6 have low levels of literacy skills.
- **Census data** (2011) records around 850,000 adults 'non-proficient' in the English language.
- Research for **Go-ON UK** estimated that 23% of adults in the UK do not have Basic Digital Skills
- **UKCES Employer Skills Survey 2015** found that 23% of vacancies were hard to fill because of skills shortages – a range of personal and technical skills.
- **Government data** shows that adult (19+) participation in basic English and maths provision is falling and the Adult Education Budget is under increasing pressure.

So, Learning and Work Institute's response

More flexible, creative and innovative models are needed to engage and motivate learners and meet the challenge of poor basic language, literacy, numeracy and digital skills in the context of rapid social change.

“A citizens’ curriculum is learning which is locally-led, developed with the active participation of learners, and interlinks the life skills of language, literacy and numeracy with health, financial, digital and civic capabilities.”



Piloting the Citizens' Curriculum

- Our **pilots** helped us to learn more about how a Citizens' Curriculum approach can work in **different contexts**.
- In 14/15 - **13 providers (ACL, FE, VCSE)** targeting disadvantaged groups – over **160 learners**.
- In 15/16 – **13 providers (incl. 5 returners)** with a focus on language, literacy and numeracy provision – **152 learners**.
- Supported with a '**health check**', **resources** and **community of practice**.

Key Overall Findings – Learners (15/16)

- Changes in their **employability**, with
 - 8% finding a new job
 - 20% starting to apply for jobs
 - 33% starting to look for work
 - 49% improving their work-related skills
 - 14% starting to volunteer on a regular basis.
- Improvements in their **attitudes towards learning**, with
 - 94% feeling more motivated to learn
 - 42% signing up for another course.

Social Value

- Phase 2 Citizens' Curriculum pilots created **a public value of at least £1,443,390**
- Actual value of the pilots will be far greater – not all outcomes achieved by the pilots have been allocated a monetary value
- Data on the costs of the pilots were not collected, but ...
- Rochdale Borough Council's cost-benefit analysis suggests that **for every £1 the council spent, they achieved a £3.68 financial return** and generated a public value of £19.65

Next Steps for the Citizens' Curriculum

- **More piloting** – developing models **for the workplace and the secure estate**, including a partnership with the Bell Foundation to look at ESOL needs in prisons
- **Longitudinal follow-up of pilots** – delivered through our work as **UK Co-ordinator for the European Agenda on Adult Learning**, to establish further evidence of the impacts over time.
- Developing an offer to **support practitioners, providers and new commissioners** of adult learning to implement a Citizens' Curriculum approach.

Putting the Citizens' Curriculum into Practice

- Pilots have demonstrated the feasibility of adopting the Citizens' Curriculum at provider and practitioner level
- Our **projects in Birmingham and Doncaster** are now looking at how the concept can support skills and growth in the context of the devolution agenda
- We're testing the approach to see how it can help in the context of specific, local skills and employment needs

Vocational and employability plug-in

Employability skills embedded in the wider capabilities

- e.g. civic – negotiation and influencing; action planning; public speaking; equality and diversity awareness; and volunteering.
- e.g. digital - ability to access and use universal jobs match. NCS and other learning and employment support services

Widening learners' knowledge of local opportunities

- e.g. Talks from local employers – including peer role models –to raise learners overall level of interest, motivation and engagement, both in relation to STEM in general and to work in specific industries / organisations.
- e.g. Taster sessions develop understanding and motivation around learning opportunities in STEM subjects at higher levels.
- e.g. Work experience placements to provide learners with relevant awareness and experience.

Encouraging learners to pursue vocational aims

- e.g. Ongoing careers guidance to: identify skills and experience gained; consolidate learning; build and maintain motivation; explore progression opportunities; support effective short-, medium- and longer-term decision-making and actions; and link opportunities and decisions around earning and employment to learners' wider personal and financial circumstances.
- e.g. Vocational qualifications and IAG to clarify how these relate to opportunities and aspirations.
- e.g. action planning for the future, including short-, medium- and long-term planning for learning and work, with financial planning regarding benefits, income and paying for learning.

**THANK YOU
QUESTIONS**