



Entry pathways: the Citizens' Curriculum capability-based approach

EPALE (Electronic Platform For Adult Learning in Europe)

Supporting policy and practice in adult education

- An online resource of adult learning material-providing **quality content** that supports the adult learning sector
- Encourages those working in adult learning to **network** and form **meaningful connections**
- Create your own unique '**Collaborative Space**' - closed and secure groups allowing you to discuss your ongoing work with project partners and networks
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15/08/2019 by NSS UK

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"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 EPAL 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 EPAL 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

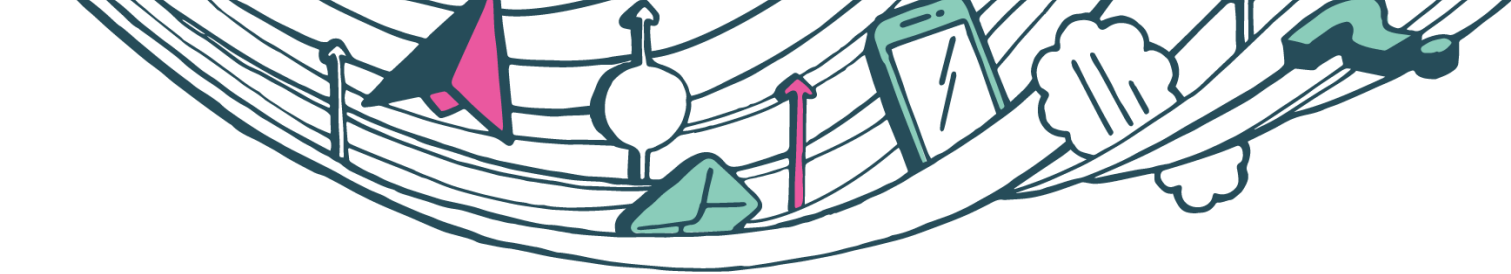
15/03/2020 to 18/03/2020

Key questions for reflection

Supporting the adult learning workforce?

- What does my government need to do?
- What does my organisation need to do?
- What do I need to do?





Alex Stevenson, Hazel Klenk and Connor Stevens

Learning and Work Institute, England and Wales



Entry Pathways: Tailored Approaches to Upskilling and Progression

Upskilling Pathways: Implications for the Adult Learning Workforce Conference, London 23rd Oct 2019

Alex Stevenson, Connor Stevens and Hazel Klenk
Learning and Work Institute, England and Wales



Forum for Adult Learning

NI

ECORYS



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

EAAL Programme 17/19:

- **WP2A** linking L&W 'Citizens' Curriculum' basic / life skills approach to 'entry pathways' via by exploring links to vocational learning and progression
- **WP5** on in-work progression pathways for disadvantaged groups

[Healthy, Wealthy and Wise Report](#)



Upskilling Pathways – A Reminder



Adult Basic Skills in England

ESSENTIAL SKILLS

9.0m

people lack essential skills
like literacy or numeracy.

13.5m

people lack basic digital skills.

One



out of



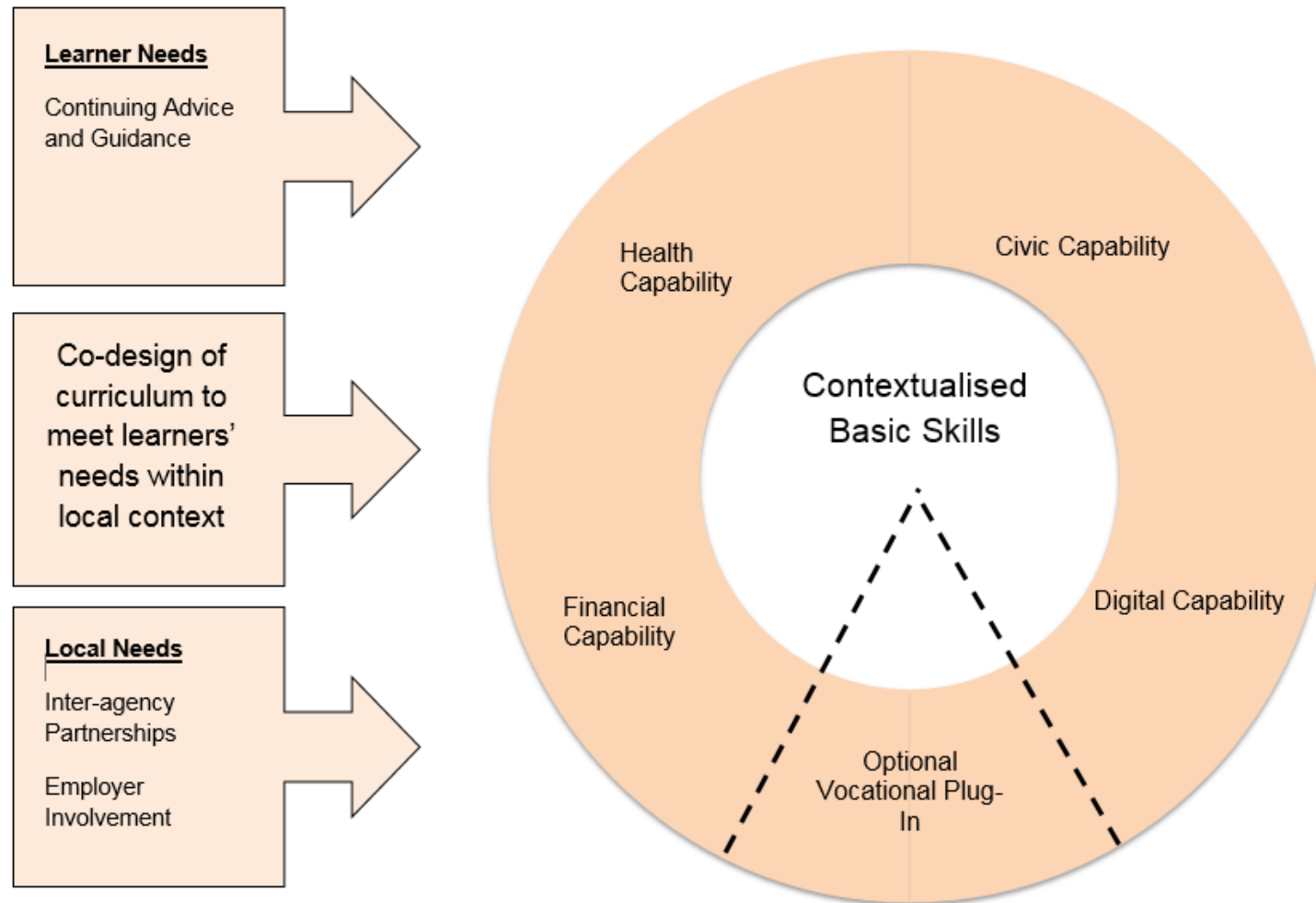
two



people with low literacy or numeracy are in
work. People with essential skills are more
likely to vote and be active citizens.

“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.”

The Citizens' Curriculum Programme of Study



Summary

- **Personalised, often one-to-one, approaches** to tailor the programme to the capabilities, future aims, aspirations and intentions of the learner.
- **Employability-focused support** to help participants prepare for, find and take up new jobs.
- **A partnership approach** which involves local stakeholders to ensure that programmes are nested within a wider local or regional focus on economic productivity.
- **Locating the delivery of programmes** in places with a friendly and welcoming feel in locations that are easy and affordable to access.

Impact Forums

1. What is the current picture in relation to entry pathways in England? What are the opportunities and challenges? (*For example, funding, adult skills devolution ...*)
2. What role could better developed entry pathways play in the adult learning landscape in England? Who might benefit, and how?
3. To what extent is the Citizens' Curriculum model useful as a framework for a vocational entry level pathway programme for adults?
4. What other examples of entry level vocational pathways (curriculum models, projects, pilots etc.) exist in England? What impact have they achieved?
5. Are there any other key elements of entry level vocational pathways that we have not covered in our review?

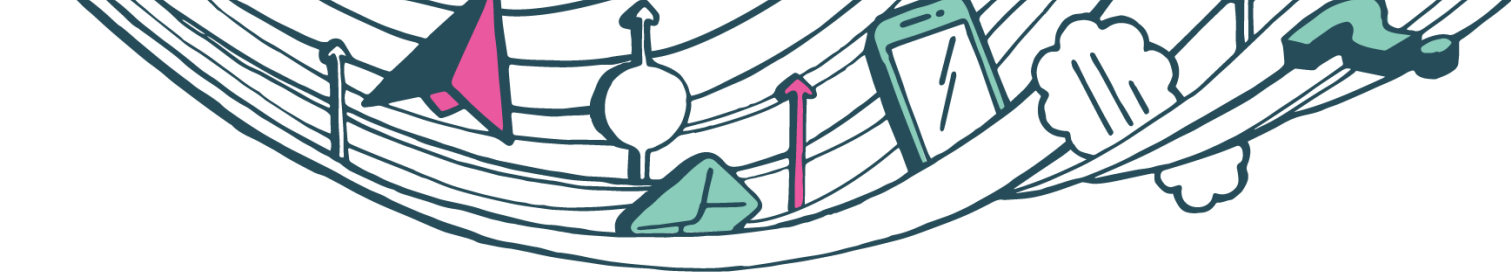
Impact Forum Case Studies

ENGLAND: West Midlands Adult Community Learning providers' STEM progression pathways initiative engaged adult learners with STEM, providing a 'line of sight' to future opportunities.

SCOTLAND: Stirling Council's Learning Employment and Progression (LEAP) project supports unemployed adults with tailored basic skills, work-related training and placements and wider support to improve their labour market readiness.

NORTHERN IRELAND: Belfast Metropolitan College's Manufacturing Skills for Industry project was co-designed with local employers to support long-term unemployed adults into work with a mix of essential skills, technical training and placements.

WALES: Cardiff and Vale College has developed ESOL + programmes, which combine ESOL with vocational units, employability skills and wider capabilities e.g. health, digital. Progression rates into further vocational learning are high.



Richard Thickpenny

Ashley Community Housing (ACH),



#rethinkingrefugee

System change & Integration

Richard Thickpenny CQP MCQI FRSA
Deputy CEO
ACH





Campaign (#rethinkingrefugee)

Our #rethinkingrefugee campaign has been running since 2015, born as a reaction to the negative portrayal of refugees in the media. It aims to change perceptions of refugees and show they are assets to local communities and employers.

[See more](#)



Our 10-year Plan

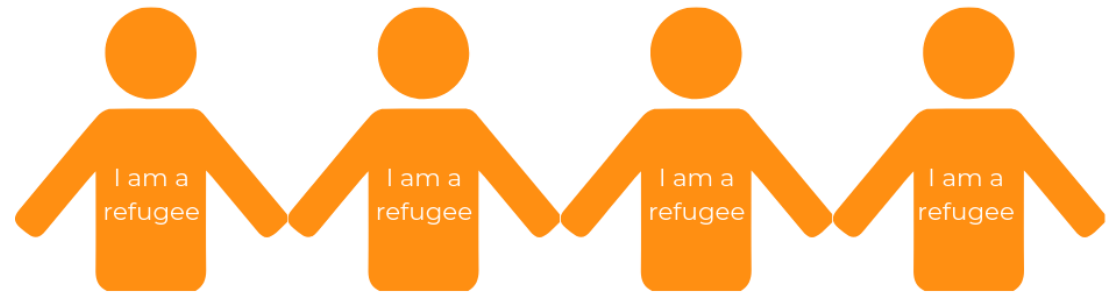
Activate 25,000 refugees and migrant workers to secure median salary jobs

To prototype policy and change the refugee narrative

To create the data resources required to support policy change

To establish as a sustainable shared value business focused on social innovation

Which one of these is a refugee?





Starbucks employment support programme

ACH are providing pre-employment training and one-to-one support to selected candidates followed by guaranteed job interviews for Barista roles within Starbucks stores across Bristol and Birmingham.

[See more](#)

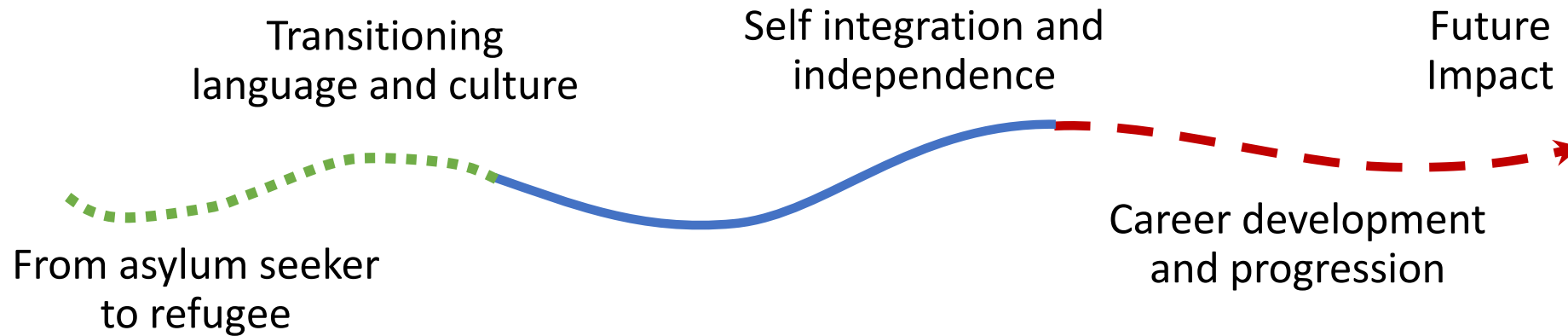
ENGINE SHED

With one of the leading creative hubs in the world we are now encouraging creative and high tech start ups. And continue to increase our income from such relationships



ac.. **#rethinkingrefugee** **kingrefugee**

Life Course Agency – describes
development of agency over time



The Line of Integration –
describes development of self integration through
key transition stages over time



Integrass Assessment

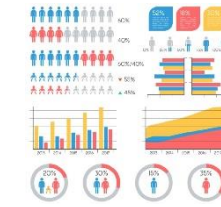
PIP module scores	Before (ave.)	ACH/Partner Delivery PIP Activities		After (ave.)	Ave. Integration Improvement %
		Planned	Delivered		
Formal skills	12	10	10	18	30
Informal Skills & Competencies	21	5	4	30	23
Social & Health Skills	11	6	6	20	36

Examples of Scoring for questions – Social & Health Skills

Community Engagement	Yes	No
I access local services (gym, park, library place of worship)	2	1
My friends and/or neighbours turn to me for support	2	1
I don't take part in social activities and groups (volunteering, clubs, community groups)	1	2

Integrass Assessment

Week 1



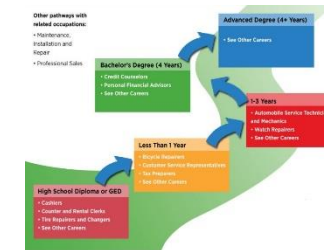
PIP Activity Coordination

Weeks 1- 2



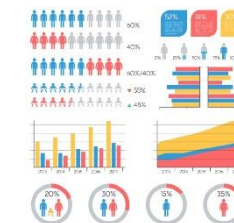
PIP Activity Delivered

Weeks 2 - 14

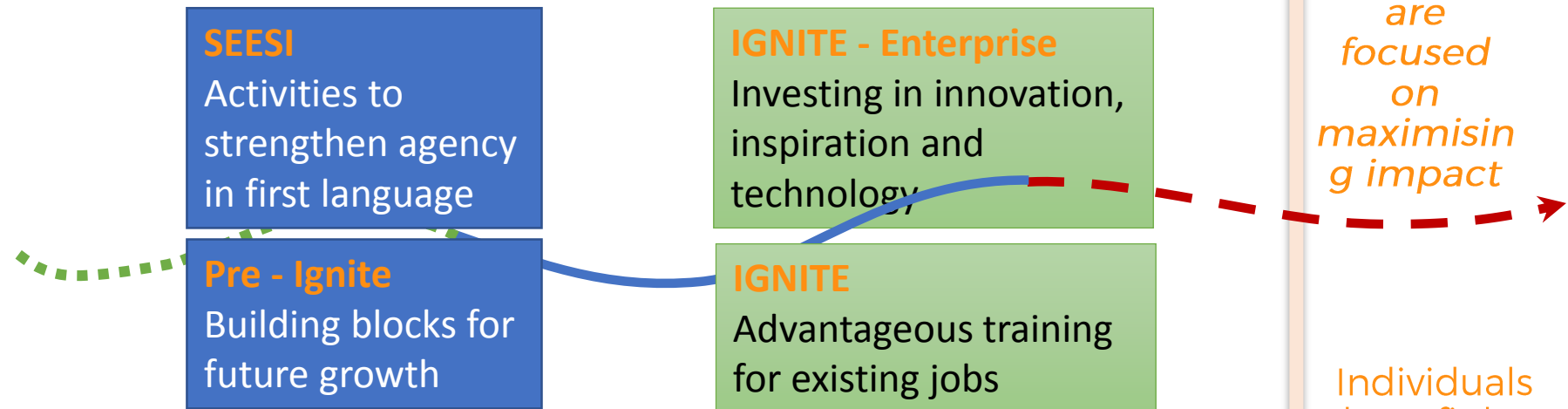



Integrass Exit Assessment

Weeks 2 - 14



Supporting Self Integration



 holds our impact data



Pre Ignition Service Model



The Pre-Ignite & SEESI Services

Provide a framework designed for those 40% of individuals typically classed as having multiple barriers to integration. Of the 2,500 refugee/ migrant and BME individuals we work with annually 1,000 suffer significant inhibiting factors which limit progress against any measure of social integration



The Ignite Service

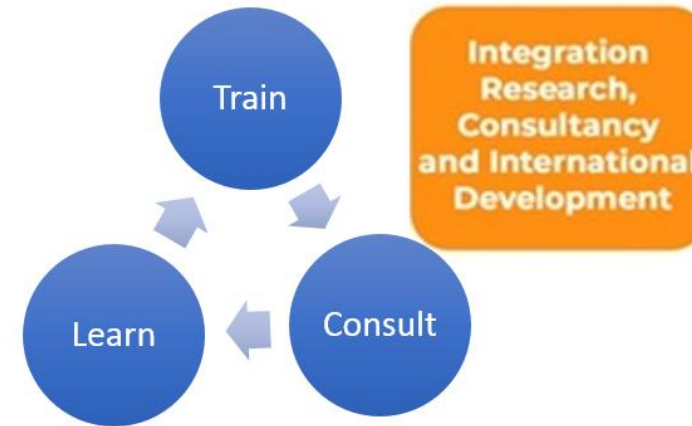
The Ignite service process guides and upskills individuals from an initial community referral through to placement and in-work support with one of our business partners. It creates employment pathways that are tailored to individual need and tracked using our specialist assessment tools

IGNITE SERVICE MODEL



Integration Research/ Consultancy and Overseas Development

Selling the knowledge that has accumulated within ACH provides significant opportunity for Himilo to develop its consultancy and research business. During 2018/19 the market for our services has been soft tested resulting in a number of successful outcomes.



“ Ultimately, the future we imagine for refugees is the one we are working hard to create at ACH. ”



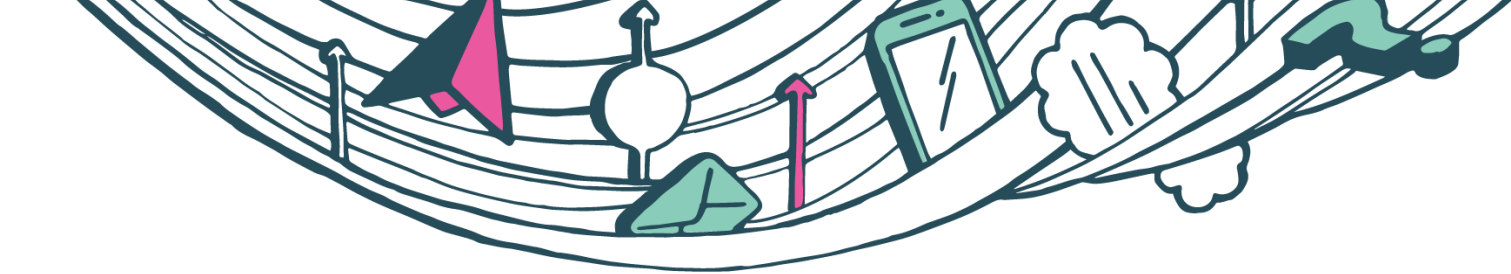
ACH



@ACHintegrates

ach.org.uk

[#rethinkingrefugee](https://twitter.com/ACHintegrates)



**Alex Stevenson, Hazel Klenk and
Connor Stevens**

Learning and Work Institute, England and Wales



***Creating pathways out of low
pay and designing in-work
progression support***

Introduction to Research

The aims of this project were to:

- Review evidence on the **level of low pay, rates of progression and skills gaps** in Northern Ireland
- Explore **contextual factors relevant to low pay, progression and skills**, and the **availability and effectiveness of upskilling and earnings initiatives** designed to tackle these challenges
- Gain a better understanding of the **current types of employment and skills provision** that can support upskilling and earnings progression among disadvantaged groups available in Northern Ireland
- Improve **awareness of tailored approaches to upskilling and in-work progression** among policy and practice stakeholders across Northern Ireland

Project Methods

The project was made up multiple strands of primary and secondary research, including:

- **Data review:** analysis of data on low pay, in-work progression and upskilling and retraining in Northern Ireland
- **Review of support landscape:** provision mapping exercise to identify relevant upskilling and progression initiatives in operation across Northern Ireland
- **Consultation with stakeholders:** engagement with senior policy and practice professionals to provide insight into a) barriers to upskilling and in-work progression and b) local challenges in developing effective support
- **Policy workshop:** explore findings, present support options and discuss possible barriers, enablers and recommendations

Output: Evidence-based recommendations to improve opportunities for upskilling and retraining initiatives for those in low-paid work in Northern Ireland

Northern Ireland: Low Pay, Progression and Skills

- Average weekly earnings in Northern Ireland were £410 - much lower than England (£454) and Scotland (£442)
- 28% of workers in Northern Ireland earn below Real Living Wage (£8.75) – lower than UK average 23%
- Gross disposable household income (GDHI) per head indices (UK = 100) in Northern Ireland is 80.9
- Career progression rates in Northern Ireland (2.5%) are substantially lower than the rest of the UK (6%).
- Skills gap: significant under-supply for Level 3-5 and work-based competencies
- Earnings gap: The higher the level of qualifications achieved, the higher the average earnings potential, with those below Level 4 earn less than the Northern Ireland average, whilst those at Level 4+ earn higher than the average

Northern Ireland: Impact of low pay, progression and skills

- Low pay is a major contributor to in-work poverty in Northern Ireland – whilst IWP is not the biggest challenge (e.g. worklessness and economic inactivity), it is a significant issue.
- Intergenerational disadvantage - big impact on living standards and social mobility
- Link to economic competitiveness - low pay linked to low skills and Northern Ireland productivity gap
- Significant fiscal costs for the exchequer – tax credits and housing benefit

Context for Low Pay and Progression



Northern Ireland: Support Landscape

Overall, the review found that employment and skills support pathways specifically designed to help those in low pay to progress are under-developed, with a real dearth of progression-focused provision.

The review did identify 45 relevant initiatives - however, the main objectives of the support identified was typically workforce development and business success – as opposed to supporting low paid workers to progress.

These ranged in size, scope & purpose, between:

- Localised, community focused projects and regional / national programmes
- Led by professional employment and skills services, voluntary and community sector providers and local and central government
- Delivery of sector-based workplace training, one-to-one coaching and jobs advice, skills provision and financial assistance, business support and careers-related resources and tools.

Support: What Next?

Good practice – but big gaps remain

Whilst these initiatives represent good practice in engaging workers and employers, and providing learning and support options which can improve participants skills and employment circumstances, they do not specifically focus on helping low paid workers to progress.

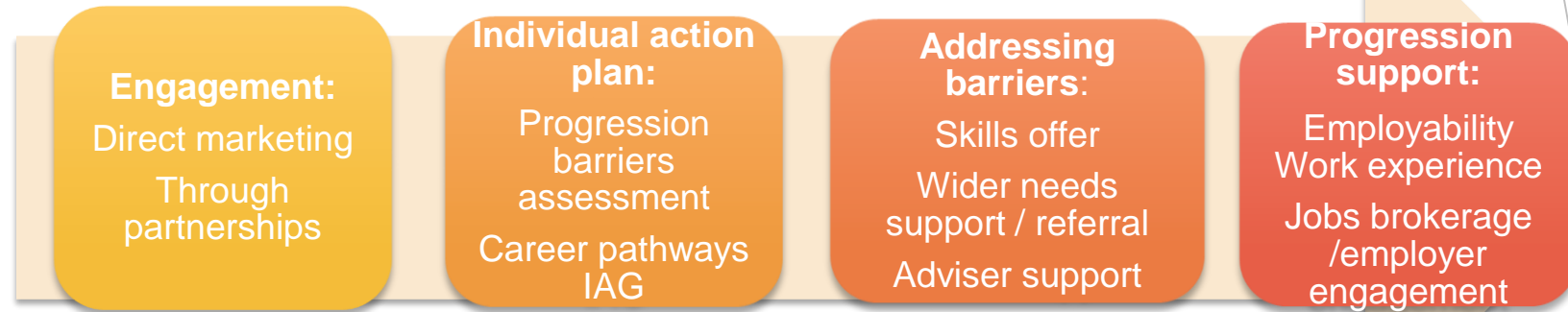
How to fill gap and provide progression support?

There is a need for key stakeholders and practitioners to develop and refine employment and skills provision in line with the purpose of engaging low paid workers and/or employers, and providing specialist support purposely designed to help workers progress in work.

What should this look like?

The evidence base shows progression support can come in many shapes and sizes, with three main types of support; individual, employer and skills-provider focused models.

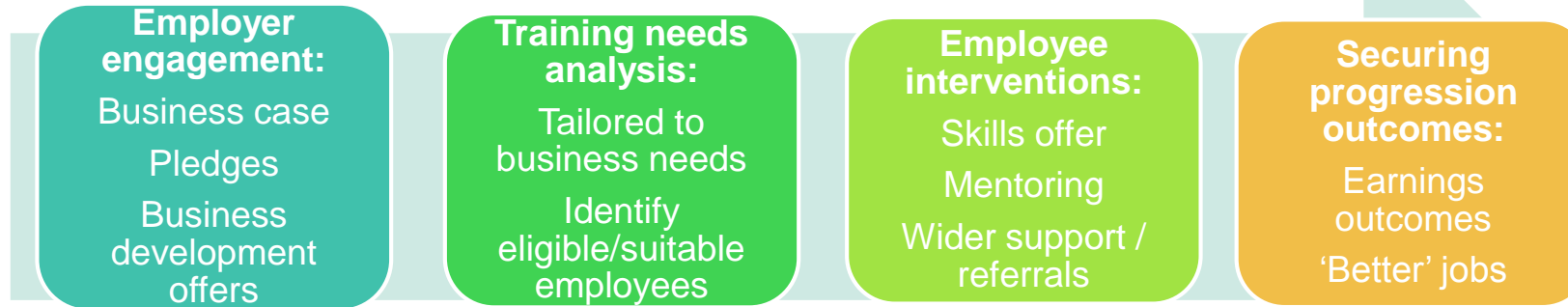
Individual-Focused



Important aspects in successful implementation:

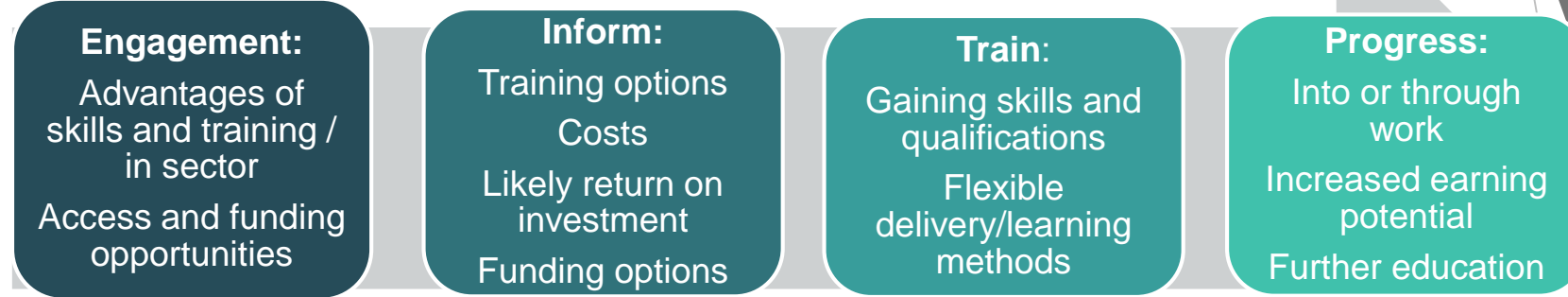
- **Personalised and flexible support** - tailored to individual aspirations, capabilities and needs.
- **Adviser skills and capacity** - knowledge of sectors and skills, partnership building, benefits guidance, coaching, sustaining engagement.
- **Effective partnership working** – co-ordinated with wider support and provision for referrals, to address career goals and meet wider needs
- **Achieving progressions:** individual job changing support and brokerage (marketing clients, recruitment agencies, matching and carving)

Employer-Focused



- **Focussed targeting** of sectors
- **Messaging:** clearly linked to business needs (skills shortages, recruitment/retention) cost savings, wider outcomes (productivity, motivation, satisfaction, wellbeing, CSR)
- **Providing a tangible and tailored offer:** funded skills provision in skills need area; Business Needs Analysis and interventions, Training Needs Analysis.
- **Close partnerships** with business support services beneficial: e.g. employer engagement teams, business support services, skills provisions.
 - Whole business approach can address key concerns about retention

Skills Provider-Focused



- Wage impact more likely if skills provision is **demand led** with **employer involvement** in design and/or delivery and **clearly links to progression routes**
- Range of barriers to overcome for low paid workers to access skills development:
 - **Cost**
 - **Awareness** and **Confidence**
 - **Flexibility**

Examples of Progression Support

Individual-focused

Timewise pilot

DWP: Supported low-income parents to progress their earnings

Skills Escalator

WLA: Supporting access to better paid and more stable employment through personalised advice and skills acquisition

Step-Up

Trust for London & Walcot Foundation: VCS pilots with different target groups and delivery models

Employer-focused

Glasgow In-Work Progression in the care sector

Glasgow City Deal: Employer facing business support provision to improve the skills and earnings potential of care sector employees.

GLA In Work Progression Programme

ESF/ESFA: Provision of skills support to employees to help them to progress in their roles. Employer-facing model.

Skills provider-focused

Ambition London

JP Morgan Chase Foundation:

Trialled interventions to increase individual (and employer) investment in skills with the support of Advanced Learner Loans

Career Learning Pilots

DfE: Designing and supporting pilots to increase take-up of economically valuable learning through innovative approaches to outreach/cost subsidies.

What Next?

There is a growing appetite to develop focused solutions in Northern Ireland. The range of barriers faced by workers and employers mean it is unlikely there will be a one-size-fits-all solution.

Rather, a variety of approaches should be developed and tested in order to tackle low pay and support in-work progression – ranging across the three main models of support.

Whilst existing models of provision offer a basis which can be refined and developed to tackle low pay, it is clear elements of the employment and skills system need to be re-designed in order to effectively address the issue of low pay.

In order to achieve this and expand the availability of progression-focused support key stakeholders must work together to explore, develop and test new approaches (or refine existing models).

What Next?

This includes:

- **Integration and collaboration.** Cross-departmental integration (Department for Economy, Communities and Health) and cross-employment and skills sector (including VCS, HE and FE sectors) will prevent siloed approaches to employment and skills provision, ensure support is coherent and scaled to the right level and utilise the skills, experience and technical capacity of key stakeholders.
- **Investment to trial new approaches.** The government and other key stakeholders must invest in expanding the capacity of stakeholders to develop and trial progression-focused employment and skills support.
- **Using existing evidence.** Testing evidence-based approaches to engage with and effectively support low paid workers and employers. Stakeholders must utilise the existing evidence base and consider local contextual factors to develop, refine and trial models of support which are effective at tackling low pay and supporting progression in Northern Ireland.
- **Evaluation and sharing best practice.** New approaches and policy solutions should be robustly evaluated in order to monitor success. Lessons learnt should be shared across the sector and used to inform the onward development of the employment and skills system.

Supporting people with an ESOL need to progress in work

A deep dive

What does the existing research and data tell us?

- Lack of recent data about people with no or very little English who are engaged in the UK labour market.
- Individuals with ESOL needs who are in employment are overrepresented in the cohort lacking basic skills. Because of this skills gap, many individuals with ESOL needs occupy low-paid, low-skilled positions.
- Refugees are more likely to be in work below their formal education level than non-refugees and earn 59% less per hour than workers born in the UK.
- BAME people are disproportionately likely to be in low pay and one of the main barriers is English language needs. As evidenced in our work so far:
 - **Skills Escalator (2017)** – 64% of participants were BAME and 22% of participants listed ESOL need as main barrier
 - **Step Up (2018)** – just under 50% of participants were BAME and just over 25% reported ESOL need as barrier

What we know – policy context

- **Overall reduction** in public spending on ESOL since 2009
- Fully funded provision for those looking to move **into work**
- **Workplace-based provision withdrawn** in 2011
- **Co-funded ESOL** is available – but can be unaffordable
- **Funding disparity and policy gap: ESOL for IWP**
- Recognition that language learning can support **soft outcomes** (see Casey Review and Mayor of London's Integration Strategy)
- **The flexibility pilot** – AEB providers can fully fund provision for learners in low-paid employment
- **Mayor of London's Skills for Londoners strategy** – fully-fund provision for anyone below LLW
- **ESOL Plus pilot**
- The GLA's **Good Work Standard**

Effective practice

Engagement and initial assessment

Community outreach

Multilingual support

Partnership working

Thorough one-to-one needs assessment

Partnerships with employers: Engagement

Promote the benefits of work-place provision

Promote the benefits of recruiting people with an ESOL need, refugees and migrants

Job matching

Partnerships with employers: Delivery ESOL in the workplace

Share the responsibility

Provide employer specific training

Effective practice

ESOL provision for the in-work cohort

Shorter course structures

Flexible provision

Informal provision

Provision outside working hours

Blended provision

Vocational ESOL courses

In-work progression support for people with an ESOL need

A personalised approach

One-to-one support

Coaching and mentoring

Wraparound support

Better Work Network

The Better Work Network was established by L&W in collaboration with Trust for London

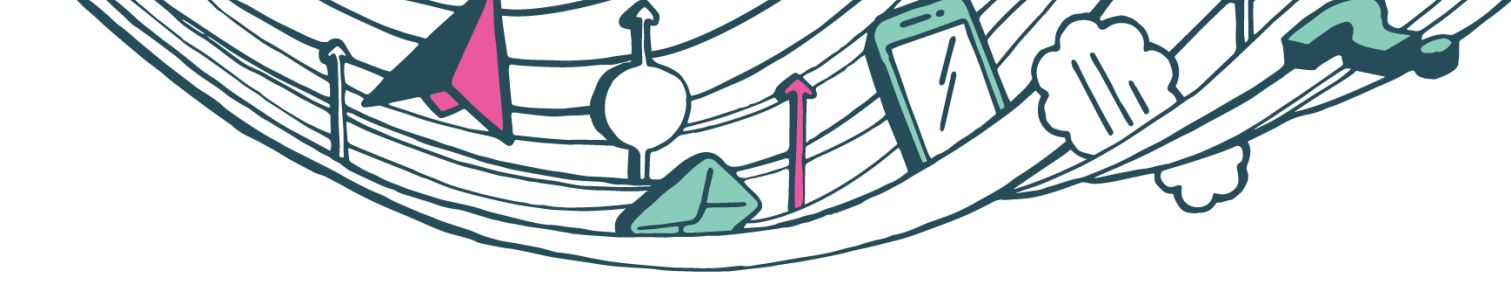
The network:

- identifies and promotes learning from supporting good work and in-work progression
- shares evidence on 'what works'
- promotes best practice to influence key stakeholders and influencers.



Contact: betterwork@learningandwork.org.uk

Website: www.learningandwork.org.uk/our-work/work-and-careers/better-work-network/



Thank you

