



# Towards a Citizens' Curriculum

Project Report on the Phase 1 Pilots

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## **NIACE PROJECT TEAM**

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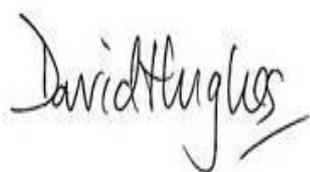
## FOREWORD

We live in a participative democracy, in a world in which technology is changing every aspect of our lives and the workplaces of today often barely resemble those of even 20 years ago. The pace of change is not slowing and millions of people lack the skills they need to respond to and adapt to the changes happening around them. Ten or fifteen years ago there was a strong focus on literacy and numeracy as the key basic skills; now, we need to add in digital skills, financial literacy, an awareness of health issues and also political understanding if we really want people to have the knowledge and skills needed to operate effectively in our society.

The work we have been leading on developing a Citizens' Curriculum is our attempt to help more adults to reach the levels of confidence, self-esteem, knowledge and skills which they need to make the most of their talents and to realise their ambitions in life. The aim is to provide more space for learning to be co-designed between the professionals and the learners in ways which both encourage innovation as well as being purposeful and leading onto further learning and other positive outcomes. This is, in part, a reaction to the very focus on qualifications as the critical output of publicly-funded learning, which we believe can get in the way of the outcomes we all want to see for learners. It is also a quest to properly motivate people into learning by supporting their interests and tapping into the things they want to achieve.

This report shows that the approach will work and that it will work in many different settings and for many different groups of people; perhaps it is an approach that is just simply the right thing to do. Our piloting suggests that it is. The challenge then is to understand what we need to change and what we need to do to allow this approach to work more universally. The three most important factors are around the funding system, qualifications and workforce development and the report sets out these as well other changes we believe are needed. We know that there will need to be the buy-in first before those changes are made and the plans put in place to make this an approach for adults across the country. Our pilots represent a compelling picture of what can be achieved with this approach and I am optimistic that politicians and policy-makers will recognise how powerful this is in helping more adults to become citizens in the fullest sense of the word.

Please enjoy reading the report and engage with us as we develop what is an exciting approach to engaging new learners.



David Hughes  
Chief Executive, NIACE

## EXECUTIVE SUMMARY

NIACE is the National Institute of Adult Continuing Education, the national voice for lifelong learning. We are a large, nationally respected development organisation and think-tank, working on issues central to the economic renewal of the UK, particularly in the political economy, education and learning, public policy and regeneration fields.

## Background

A key recommendation of *Learning through Life*, the report of the NIACE Inquiry into the Future for Lifelong Learning<sup>1</sup>, is the creation of a Citizens' Curriculum, the underpinning principles of which are:

- A holistic approach to provision for adult learners interpreted through the local context;
- Learner involvement in determining the curriculum to meet their needs and interests; and
- An interlinked combination of literacy, numeracy, ESOL, financial, health, digital and civic capabilities.

NIACE believes that this approach has great potential to engage adults, including the most disadvantaged, and motivate them to participate in learning provision which addresses English, maths and language needs whilst developing the wider skills and capabilities needed in today's society.

NIACE welcomed support from the Department for Business, Innovation and Skills in 2014/15 to run pilots of the Citizens' Curriculum approach, with the aim of engaging disadvantaged cohorts and supporting their progression to more formal learning such as Functional Skills English and maths. We recruited and supported 16 providers from across the adult learning and skills sector to work with us in piloting the Citizens' Curriculum approach for adult learners in settings such as ex-/offender learning, family learning, provision for homeless adults, provision for disadvantaged young adult learners and provision for migrants. The pilots were evaluated using a mixed methods approach which captured the impact of the activity for providers, practitioners and learners.

## Findings

Our piloting activity broadly confirms the feasibility of the adoption of such an approach in a range of delivery contexts across the adult learning and skills sector. Providers and practitioners used the Citizens' Curriculum approach to develop their provision by including new content and activities, involving learners in the design of

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<sup>1</sup> Schuller, T. and Watson, D. (2009) *Learning through Life: Inquiry into the Future for Lifelong Learning*. Leicester: NIACE

the curriculum and establishing new partnerships. These developments resulted in the following benefits for providers, practitioners and learners:

### **For providers:**

- Improved partnership working which supported the recruitment of learners into provision.
- Added value to the curriculum offer, which became more engaging through the interlinking of English, maths and language skills with other capabilities.
- An improved curriculum offer which, through greater learner involvement, was felt to be more responsive to the needs of learners.

### **For practitioners:**

- Improved ability to make learning relevant to adults' lives and articulate the wider benefits of participation in learning, through a focus on the interlinked capabilities of the Citizens' Curriculum approach.
- For practitioners with less experience in the creation and co-design of flexible provision tailored to the needs of individuals, a greater appreciation of the value and benefits of this approach and keenness to embed this further in their practice.

### **For learners:**

- Improved attitudes to learning, particularly with regard to English/language and maths, leading to progression into further learning opportunities.
- Improved skills and attitudes supporting employability, including increased motivation to seek work and/or participate in voluntary work, and for some learners, progression into employment or work placements.
- Improved engagement in the wider community and improved confidence and ability to use public services.
- Improved skills relating to particular capabilities within the Citizens' Curriculum, such as improved confidence to speak English or to use technology.

## **Conclusion and Next Steps**

Our research shows that not only is the adoption of a Citizens' Curriculum approach feasible, it clearly brings benefits for providers, practitioners and learners. This suggests clear potential to use the Citizens' Curriculum as the basis for the development of a 'study programme' for adult learners, particularly for those with skills at or below Level 1, in a range of contexts beyond the scope of the current pilots. However, a number of systemic barriers will need to be addressed to develop this further, and appropriate support for practitioners and providers put into place.

We recommend the following as next steps in the development of the Citizens' Curriculum:

- Further piloting activity in contexts not included within the scope of this project would help to establish the added value of the approach in a wide range of provision, such as in English and maths **provision for unemployed adults, and in-work learning opportunities for those in low-skilled, poorly-paid work**.
- To support the implementation of the Citizens' Curriculum approach in different types of provision, **exemplar learning materials** themed around the different capabilities should be developed and tailored to suit specific contexts and settings, with the input of stakeholders, practitioners and learners.
- The potential for the Citizens' Curriculum to form the basis of any proposed '**study programme**' for adult learners needs to be established. A 'technical consultation' with stakeholders in the funding and qualifications systems should be carried out to explore this possibility.
- The role of **personal and social development** learning and its alignment with the Citizens' Curriculum capabilities needs to be established, alongside more clearly defined **frameworks** for the health and civic capabilities. Further research and development work should be carried out to achieve this.
- Adult learning practitioners will need access to **professional development** opportunities in order to develop skills in the delivery of non-accredited provision through the use of Recognising and Recording Progress and Achievement (RARPA)<sup>2</sup>; adopt and embed approaches to the co-design with learners of curriculum content; and support the interlinking of Citizens' Curriculum capabilities through enhanced skills in embedding and contextualising, particularly of language (ESOL), literacy and numeracy learning.
- Additional measures to assess the effectiveness of a Citizens' Curriculum approach in **improving outcomes** such as employment, progression to further education, improved social engagement and greater self-efficacy are needed. Further evaluation of the impact of the Citizens' Curriculum approach could support the development of these measures.

The Citizens' Curriculum is a key part of NIACE's strategic plan, and was central to implementing *Skills for Prosperity: Building Sustainable Recovery for All*, our manifesto for the 2015 general election<sup>3</sup>. We look forward to working with a wide range of stakeholders – including policy makers, charitable trusts, sector representative organisations, awarding organisations, providers, practitioners and learners – to support the further development of the Citizens' Curriculum in 2015/16 and beyond.

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<sup>2</sup> <http://www.learningcurve.org.uk/courses/ladder4learning/resources/rarpatoolkit>

<sup>3</sup> <http://shop.niace.org.uk/manifesto-general-election-2015.html>

## 1. INTRODUCTION

NIACE is the National Institute of Adult Continuing Education, the national voice for lifelong learning. We are a large, nationally respected development organisation and think-tank, working on issues central to the economic renewal of the UK, particularly in the political economy, education and learning, public policy and regeneration fields.

We campaign for the personal, social and economic benefits from lifelong learning, work to improve peoples' experience of the adult learning and skills system, and fight for all adults to have opportunities throughout their lives to participate in and benefit from learning.

Learning benefits individuals, families, communities, employers, the economy and society as a whole. Those who participate in learning are likely to be healthier, happier and better paid than those who do not. Our research shows that there are many adults less likely to participate in learning for a variety of reasons, and our work tackles inequalities and empowers individuals from under-represented groups to take control of their lives and realise their potential.

We are a membership organisation, and our work is local, national and pan-European, across all types of learning including literacy and numeracy, digital, further/higher education, apprenticeships, workplace, community learning, leisure and citizenship. Our specialism is post-16 learning and skills, but we increasingly work across all age ranges from early years to later life.

Within NIACE's strategic theme of 'Life and Society', a longstanding focus of our research and development work has been to strengthen understanding amongst policy makers, learning providers, practitioners and key stakeholders that a 'Citizens' Curriculum' approach – learning which is locally-led, activity involves learners in shaping its contents, and interlinks basic skills in language (English for Speakers of Other Languages), literacy and numeracy with digital, financial, health and civic capabilities – will be beneficial in securing better outcomes for learners in a range of adult learning settings.

The evidence of need is compelling. According to the 2011 Skills for Life Survey<sup>4</sup>, one in four adults in England do not have the basic maths skills needed for everyday life, and one in six do not have the basic literacy skills required. 9.5 million people lack the basic digital skills to e-mail friends and family, apply for a job or search the internet<sup>5</sup>. Poor basic literacy, numeracy and digital skills are clearly linked to people's ability to access health, financial and public services effectively, particularly as the introduction of the 'Digital by Default' Government service standard means that these are increasingly delivered online. Low levels of skills

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4 Department for Business, Innovation and Skills (2012). *The 2011 Skills for Life Survey. A Survey of Literacy, Numeracy and ICT Levels in England*. BIS Research Paper 81

<sup>5</sup> See <http://www.go-on.co.uk>

affect people's ability and confidence to participate and join in across the range of civic and social activity in their communities.

At the same time, the public sector landscape has shifted dramatically in recent years. Local authorities' budgets are under unprecedented pressure, and the Skills Funding letter in March 2015 indicates a further 24% reduction in the Adult Skills Budget. Providers of public services – including adult learning, education and skills – recognise the need to rethink existing provision and 'do things differently'<sup>6</sup>. This can involve the joining up of different services, and the use of technology to provide services in new ways, which may be unfamiliar to some service users. A key consideration for learning and skills providers is not only to reconsider their existing delivery models in the light of reduced budgets: 'doing things differently' also means a reshaping of provision to support adults, particularly the most disadvantaged, meet their needs and enable them to take greater control over their lives in a context of changing, often challenging, circumstances and changing provision of services which can support them.

Accordingly, NIACE welcomed support from the Department for Business, Innovation and Skills (BIS) to run a series of Citizens' Curriculum pilots in 2014/15. This activity builds on our earlier scoping work funded by the Esmée Fairbairn Foundation<sup>7</sup> and a series of stakeholder engagement events supported by BIS in summer 2014. It is part of a wider programme of NIACE work which envisages further piloting, development and evaluation activity of the Citizens' Curriculum approach in the future. The pilot project detailed in this report – our first context for running such a pilot – aimed to:

- support providers, and community-based organisations in particular, to adopt and develop a Citizens' Curriculum approach with adults with multiple disadvantages, linked to accreditation where appropriate; and
- to support the creation of progression pathways to Functional Skills / GCSE English and maths qualifications, particularly for adults with multiple disadvantages and in Family Learning contexts

This report evaluates the extent to which the adoption of a Citizens' Curriculum approach in different adult learning contexts brought about improved outcomes for learners and positive developments in practice. On the basis of the evidence presented, we consider the lessons learned for providers and practitioners wishing to engage learners from disadvantaged groups, the implications for providers and stakeholders in the wider adult learning and skills arena, and suggest ways in which the Citizens' Curriculum approach can support current policy and shape its future development, both in learning and skills and more widely across other Government agendas.

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<sup>6</sup> Beer, S. (2013) *A New Curriculum for Difficult Times*. NIACE

<sup>7</sup> NIACE (2014) *Towards a Citizens' Curriculum: A NIACE Scoping Study*. Unpublished report to the Esmée Fairbairn Foundation.

## 2. BACKGROUND AND POLICY CONTEXT

NIACE's development of the Citizens' Curriculum has taken place in the context of significant change to the learning and skills landscape, as set out by Government in *Skills for Sustainable Growth*<sup>8</sup> and further developed in *Rigour and Responsiveness in Skills*<sup>9</sup>. The Citizens' Curriculum has multiple interfaces with current policy priorities, challenges and developments. These are briefly outlined below.

### 2.1 Maths and English

Good levels of language, literacy and numeracy skills are essential in enabling adults to enter the labour market, progress to better paid work and higher levels of study. They also assist with important personal and social outcomes, such as improved confidence and ability to cope in a wide range of everyday situations and support children's learning at school.

Improving adults' skills in maths and English is an urgent priority, as demonstrated by recent national and international research evidence. The 2011 Skills for Life Survey<sup>10</sup> revealed that around 1 in 6 adults have low levels of skills in literacy and 1 in 4 have low levels of numeracy skills. The OECD's Survey of Adult Skills confirms this picture. The findings show that 16.4 per cent of adults (5.8 million) in England and Northern Ireland score at the lowest level of proficiency in literacy (below Level 1) and 24.1 per cent of adults (8.5 million) score at that level in numeracy<sup>11</sup>. While the survey shows that adults score around the EU average, young people (aged 16-24) in England perform below the EU average and worse than the overall population<sup>12</sup>. The data also highlight other social inequalities that need addressing, for example the gap between the skill levels of employed people and unemployed people is particularly pronounced. Research has shown that basic skills needs among benefits claimants are 'more than double the national average'<sup>13</sup>. Other disadvantaged adults are more likely to be affected too. For example, an analysis of prisoners' skills found that 42% have skills below Level 1 in reading, 65% in numeracy and 82% in writing<sup>14</sup>.

Within this, English language skills for new migrants and settled migrant communities whose first language is not English are also an important consideration, as census data suggests that there are around 850,000 adults who are 'non-proficient' in English. Addressing the need for English for Speakers of Other Languages (ESOL)

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<sup>8</sup> BIS (2010) *Skills for Sustainable Growth: Strategy document*. London: BIS.

<sup>9</sup> BIS and the Department for Education (2013) *Rigour and Responsiveness in Skills*. London: BIS.

<sup>10</sup> BIS (2012) *The 2011 Skills for Life Survey: A Survey of Literacy, Numeracy and ICT Levels in England*. London: BIS.

<sup>11</sup> OECD (2013) *Survey of Adult Skills first results: England and Northern Ireland (UK) Country Note*.

<sup>12</sup> EU Commission (2014) *Education and Training Monitor 2014: United Kingdom*.

<sup>13</sup> CBI (2009) *Jobs for the Future*

<sup>14</sup> Social Exclusion Unit (2002) *Reducing Re-offending by Ex-prisoners*.

provision is an essential part of improving the national level of skills in English, as the Skills for Life Survey suggests that 42% of those who do not have English as a first language also experience poor literacy skills (compared to 12% of the population whose first language is English)<sup>15</sup>.

Amongst other measures, Government has responded by introducing new requirements for the study of English and maths in provision for 16 – 19 year olds, and introducing an ambition for reformed GCSE qualifications in English and maths to be the gold standard for adult learners by 2020, with Functional Skills English and maths and ESOL qualifications continuing to play a valuable role in supporting progression. However, the most recent data shows that from 12/13 to 13/14, adult (19+) participation in English, maths and ESOL provision has fallen by 7.6%, 10.7% and 4.8% respectively<sup>16</sup>.

In its 2014 report on adult literacy and numeracy, the BIS Select Committee considered, in a wide ranging set of recommendations, that greater flexibility and innovative practice should be promoted in engaging and supporting adults to improve their literacy and numeracy skills<sup>17</sup>. A recent consultation exercise on the implementation of GCSE reforms, conducted by NIACE on behalf of BIS and the Department for Education (DfE), found that the sector broadly welcomed the Government's ambition to increase the take up of GCSE English and maths by both adult and young adult learners<sup>18</sup>. However, respondents stressed the need for flexibility, and programmes which cater for the needs of those who are not yet ready for GCSE level study.

The Citizens' Curriculum is an innovative and flexible approach to language, literacy and numeracy provision which places the needs of learners and communities at its core. The evaluation of our Citizens' Curriculum pilot projects will assess its potential to help adult and young adult learners, particularly those facing the greatest disadvantage, to engage in learning which addresses these needs and supports progression.

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<sup>15</sup> BIS (2012) *The 2011 Skills for Life Survey: A Survey of Literacy, Numeracy and ICT Levels in England*. London: BIS.

<sup>16</sup> Skills Funding Agency and BIS (March 2015) *Statistical First Release: Further Education and Skills*. London: Skills Funding Agency.

<sup>17</sup> House of Commons BIS Committee (2014) *Adult Literacy and Numeracy: Fifth Report of Session 2014–15*.

<sup>18</sup> Robey, C. Jones, E. and Stevenson, A. (2014) *New Maths and English GCSEs in post-16 education and skills: Findings of the call for evidence undertaken on behalf of the Department for Business, Innovation and Skills, and the Department for Education*.

## 2.2 Qualifications and Systems Reform

*Rigour and Responsiveness in Skills* also signalled the introduction of a number of key reforms to systems and qualifications in adult learning and skills. *Getting the Job Done*<sup>19</sup> highlighted the complexities of the current qualifications system, and reforms have been made to achieve simplification and remove qualifications which are not valuable to employers or learners. This has been complemented by the removal by Ofqual of the Qualifications and Credit Framework rules. For learning which is valuable but does not necessarily require a qualification to be delivered, such as employability skills or personal and social development, the reforms have led to renewed interest in the provision of non-accredited learning. In full-time 16 – 19 Further Education provision, the introduction of Study Programmes, which are funded on a 'per learner' rather than a 'per qualification' basis, has supported the delivery of programme content which does not require a qualification alongside the main vocational qualification content.

The Government's current consultation, *A Dual Mandate for Adult Vocational Education*<sup>20</sup>, considers the benefits of increasing the proportion of provision which is delivered on a non-accredited basis, and suggests that programmes of study could be supported in the context of adult learning provision. Under the current system, most non-accredited provision (except to some extent in ESOL) takes place in provision supported through Community Learning funding. Here too, extensive reforms have been introduced, including the creation of Community Learning Trusts, which require enhanced partnership working, and the recent introduction of a Community Learning Mental Health pilots, which also require new delivery partnerships to be forged. Community Learning provision often caters for the most disadvantaged adults and communities who are the target beneficiaries of this phase of Citizens' Curriculum piloting activity.

Taking these developments together, it is clear that the Citizens' Curriculum has the potential to support a number of current and future reforms to qualifications, systems and community learning. Our Citizens' Curriculum scoping exercise indicated the possibility of combining elements of non-accredited learning with qualifications. The locally-led, holistic nature of the approach, which our scoping study showed often involved innovative partnership working to provide broader learning opportunities, and the interlinking of the different capabilities encourages the development of provision which is not simply a 'maths course' or an 'ESOL course'. The pilot projects described in this report will provide valuable evidence as to how the Citizens' Curriculum can support non-accredited learning and the development of programmes of study for adult learners in part-time and community learning settings.

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<sup>19</sup> BIS (2014) *Getting the Job Done: The Government's Reform Plan for Vocational Qualifications*. London: BIS.

<sup>20</sup> BIS (2015) *A Dual Mandate for Adult Vocational Education: A consultation paper*. London: BIS.

## 2.3 Wider Agendas

As the Citizens' Curriculum extends beyond basic language, literacy and numeracy skills into digital, health, financial and civic capabilities, there are a number of other reforms in learning and skills, and more widely across Government policy, which the approach may support. These are briefly surveyed below:

Digital capability is part of a broader policy agenda with the introduction of Digital by Default strategy, under which public services will increasingly be accessed online. In learning and skills settings, responding to the Further Education Learning Technology Action Group (FELTAG) recommendations<sup>21</sup> will mean that, in future, adults will need the appropriate digital capabilities to be able to access and participate in learning opportunities which, if not solely delivered online, will increasingly require a basic level of digital capabilities, for example in order to benefit from course components which use blended learning delivery models.

Whether face-to-face or online, many adults face barriers to accessing health services effectively. Such barriers often include poor digital, literacy and language skills which limit the impact of health service information and public health campaigns, and may mean that services are not used appropriately. Long waiting times for doctor's appointments and increased attendance at accident and emergency departments are commonly reported as issues facing the National Health Service. Supporting adults with the skills needed to navigate the system has a role to play in tackling challenges in the delivery of health services. Furthermore, the health benefits of participation in learning itself have been widely acknowledged<sup>22</sup> and suggest that learning provision has a key role to play in the reduction of health inequalities. The introduction of the Community Learning Mental Health pilot provides recognition of this in Community Learning policy.

In personal finance, the increasing prevalence of online financial services, the ready availability of 'payday loans,' and other forms of credit which may not serve the best interests of disadvantaged communities and adults who struggle to access mainstream financial services are examples of challenges which financial capability learning has the potential to address. The importance of doing so is further highlighted by the Government's introduction of pensions reform from April 2015, which will offer greater freedom to individuals in how they choose to invest their retirement funds. Ensuring the availability of financial capability learning opportunities, underpinned where necessary by learning relevant maths and digital capabilities, for adults at all stages and ages in life, has an important role to play in ensuring addressing personal finance challenges and supporting effective implementation of policy reforms.

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<sup>21</sup> <http://feltag.org.uk/wp-content/uploads/2012/01/FELTAG-REPORT-FINAL.pdf>

<sup>22</sup> See, for example, Chandola and Jenkins (2014) 'The Scope of Adult and Further Education for Reducing Health Inequalities' in *"If you could do one thing..." Nine local actions to reduce health inequalities*. London: British Academy.

Active citizenship and achieving greater community integration are long standing aims of Government policy. In 2014, the Department of Communities and Local Government (DCLG) invested £6m in community language learning projects. These are intended to provide innovative ways to engage adults whose first language is not English, particularly women from Pakistani, Bangladeshi and Somali communities and others who may not be able to access Skills Funding Agency ESOL provision, in non-formal language learning, with aims which included reducing isolation, increasing confidence and supporting greater integration in local communities. In mainstream learning and skills settings, FE providers will be required from July 2015 to comply with the Prevent Duty set out in the Counter Terrorism Act.

These developments suggest that a Citizens' Curriculum approach – learning which is locally-led, activity involves learners in shaping its contents, and interlinks basic skills in language (English for Speakers of Other Languages), literacy and numeracy with digital, financial, health and civic capabilities – in adult learning settings, perhaps delivered as a programme of study, may help in ensuring that Government investment in adult learning helps to address some of the wider societal changes and supports policy in areas which extend across the full remit of Government.

## 3. ABOUT THE CITIZENS' CURRICULUM

### 3.1 Underpinning principles

The following underpinning principles of the Citizens' Curriculum approach were developed on the basis of the model set out in *Learning through Life*, the report of the NIACE Inquiry into the Future for Lifelong Learning<sup>23</sup>. They were also informed by other NIACE research and development projects, including the Community Learning Innovation Fund (CLIF) impact reports<sup>24</sup> and *A New Curriculum for Difficult Times*<sup>25</sup>. The principles were validated by providers, practitioners and other stakeholders in consultations undertaken during the scoping phase<sup>26</sup>.

The underpinning principles of the Citizens' Curriculum approach are:

- **A holistic approach to provision for adult learners interpreted through the local context**

Evidence from our scoping work, the CLIF projects and *A New Curriculum for Difficult Times* supports the idea that learning opportunities are more likely to engage and motivate adult learners if they are related to local needs, circumstances or a particular context. This contrasts with 'top-down' or 'supply-side' approaches which simply offer adults a pre-determined range of learning opportunities.

- **Learner involvement in determining the curriculum to meet their needs and interests**

Evidence from our scoping work and *A New Curriculum for Difficult Times* stresses the value of co-design of the curriculum with learners. This further supports locally interpreted programmes with the engagement and motivation of learners, by increasing the relevance of the offer. Adopting such an approach may require providers and practitioners to move towards a more participatory approach to the design of the curriculum and establish new or more effective ways of gathering learner feedback.

- **An interlinked combination of literacy, numeracy, ESOL, financial, health, digital and civic capabilities**

Research shows the potential of embedded approaches to language, literacy and

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<sup>23</sup> Schuller, T. and Watson, D. (2009) *Learning Through Life: Inquiry into the Future for Lifelong Learning*. Leicester: NIACE.

<sup>24</sup>

<http://shop.niace.org.uk/catalogsearch/advanced/result/?name=clif&author=&subject=&type=&year=&search.x=0&search.y=0>

<sup>25</sup> Beer, S. (2013) *A New Curriculum for Difficult Times*. Leicester, NIACE.

<sup>26</sup> NIACE (2014) *Towards a Citizens' Curriculum: A NIACE Scoping Study*. Unpublished report to the Esmée Fairbairn Foundation.

numeracy to be effective in motivating and engaging learners<sup>27</sup>. The Citizens' Curriculum extends this to suggest that as many of the capabilities as are relevant in the context, and to the needs of learners, should be interlinked in the provision of learning opportunities. However, the way in which this is achieved may vary across different contexts.

### 3.2 Terminology

In this report, the terminology associated with the Citizens' Curriculum is used as follows:

**Citizens** is used in a general sense to refer to adults living in the country. The term is not intended to suggest that learning provision based on a citizens' curriculum approach should only be available to those with formal British citizenship status, nor that it is solely for those in the process of applying for naturalization or settlement in the UK. It is not connected with 'ESOL for Citizenship' courses, although ESOL and /or citizenship learning may feature in provision using the Citizens' Curriculum approach.

The term **curriculum** is used in a broad sense to describe the subject areas which are offered to learners within a provision of learning opportunities. It is not part of the piloting activity to develop detailed curricula for financial, digital, civic and health capability along the lines of the adult core curricula which already exist for literacy, numeracy and ESOL. Our scoping study found that, for most of the skills and capabilities which comprise the Citizens' Curriculum, core curricula, frameworks or usable proxies for these are already in place to support practitioners and providers in determining course contents<sup>28</sup>. We do not set out to specify different levels at which these capabilities may be developed (see **capability** below).

Often, **capability** is used in preference to 'skills' or 'literacy' (as in 'health literacy') as there is an implication that capability 'enables agency and action as well as understanding'. This avoids the negative connotations of something basic, elementary or remedial sometimes implied by other terms<sup>29</sup>. It is likely that, in the context of working with disadvantaged adults, capabilities may need to be developed at the lower levels to begin with, particularly in ESOL, literacy and numeracy. The level of these underpinning capabilities may determine the extent to which other capabilities can be developed, but they, and digital, financial, health and civic capabilities can all be developed to high levels. As Schuller and Watson

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<sup>27</sup> See Casey, H. *et al* (2006) *The Impact of Embedding on Learning and Achievement*; Eldred, J. (2005) *Developing Embedded Literacy, Language and Numeracy: Supporting Achievement* Leicester, NIACE; Roberts, C. *et al.* (2005) *Embedded Teaching and Learning of Adult Literacy, Numeracy and ESOL. Seven Case Studies*. London: NRDC.

<sup>28</sup> NIACE (2014) *Towards a Citizens' Curriculum: A NIACE Scoping Study*. Unpublished report to the Esmée Fairbairn Foundation.

<sup>29</sup> Schuller, T. and Watson, D. (2009) *Learning Through Life: Inquiry into the Future for Lifelong Learning*. Leicester: NIACE.

point out, 'however competent you may be in them, there is always the challenge to develop further'<sup>30</sup>.

When referring to the different capabilities within the Citizens' Curriculum, we do so in the broad senses set out by Schuller and Watson<sup>31</sup>:

**Digital capability** refers to the digital skills needed for employment and beyond, and the ability to use, create and understand digital media and communications. Digital inclusion (having access to new technologies) is a necessary pre-condition for this.

**Health capability** comprises: the ability to understand one's own physical and mental health, and take action to maintain and improve it; the ability to make effective use of health services; and the ability to understand the circumstances which lead to good and poor health.

**Financial capability** 'stresses an active, skills based approach to personal finances rather than the importance of knowledge on its own' and therefore goes beyond earlier conceptions of financial literacy, which focused on the ability to make effective decisions about money management.

**Civic capability** is a broad category, concerning an individual's ability to participate in cultural activity in any form. It may include formal citizenship learning and active participation, for example through volunteering, but also less formal participation as an 'active spectator'. Informal learning and engagement with cultural institutions can play an important role here.

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<sup>30</sup> *Ibid*, p.168.

<sup>31</sup> *Ibid*.

## 4. PROJECT AIMS AND METHODOLOGY

This project aimed to develop and pilot the Citizens' Curriculum approach primarily in the context of community-based provision addressing the needs of adults with multiple disadvantages. Accordingly, our pilot sites were drawn from four such contexts: provision for offenders and ex-offenders, provision for recent migrants, provision for disadvantaged young adults including care leavers and young adult carers and provision for homeless or vulnerably-housed adults. A fifth strand looked at Family Learning provision in disadvantaged communities. Inevitably, most providers worked in contexts where multiple disadvantages overlap. For example, in several pilot provider contexts, adults in recovery from alcohol and or substance addiction were also represented in the learner cohort.

Pilot sites were engaged through our scoping consultations carried out in summer 2014 and through project publicity on our website and social media channels. In total, we recruited 16 providers to work with us on piloting activity.

### 4.1 Pilot descriptions

**Ashley Community Housing** used their Citizens' Curriculum pilot to expand their range of provision for tenants to include workshops on financial capability. These workshops then complemented the other provision they already offered which covered a range of Citizens' Curriculum capabilities.

**Birmingham City Council** used the Citizens' Curriculum in the context of their Family Employability offer. The course was hosted at a Children's Centre and, while the children were in the crèche, parents/carers were supported to develop their employability skills. The programme was contextualised to make it relevant to family life and it also involved visits from employers and local councillors, supporting the development of learners' civic capabilities.

**City of Bradford Metropolitan District Council** developed a Family Musical course based on the Disney hit 'Frozen'. The course took place during the February half term and offered families the opportunity to learn together during the school holidays. Learners had the opportunity to develop a range of capabilities (including literacy, digital capability and civic capability) as they prepared for and performed a community production of Frozen.

**English for Action** (EFA) delivered two participatory ESOL courses - one themed around health, and the other on financial capability. Both programmes embedded language, civic and digital capabilities into the overarching theme and adopted EFA's "making meaning – going deeper – broadening out" delivery model, which encourages learners to take ownership of sessions, and take action on issues which affect them.

**HMP Blantyre** used their Citizens' Curriculum pilot to embed intensive Functional Skills maths into prison workshops, including those on the farms, gardens and laundry.

Maths tutors attended learners' place of work in the prison and worked with other prison staff to support reluctant learners to improve their engagement in learning and their maths skills. Support was tailored to meet individual learning and/or support needs and was delivered through a partnership with other services and provision available in the prison.

**HMP Deerbolt** embedded the Citizens' Curriculum approach into a short IT course for young offenders. The programme aimed to improve learners' English skills and digital capabilities by encouraging them to use the internet to locate relevant information about the NHS and other public services, reinforcing health and civic capabilities. Learners also used the information obtained to develop leaflets about different issues which were distributed throughout the prison.

**HMP New Hall** built their pilot into a Level 1 and 2 Business Admin NVQ programme. Their learners were encouraged to link their learning with the different Citizens' Curriculum capabilities; they reflected on this and recorded the wider impact in daily diaries.

**HMP Ranby** developed a mentoring course and trained 12 of their prisoners to become peer mentors. The language, literacy and digital capabilities were embedded into the course which aimed to give prisoners the civic capability needed to support their peers to access learning.

**Leicester College** embedded the Citizens' Curriculum approach into a 10 week section of their ESOL/Health and Social Care accredited course. The programme addressed language, civic, financial and health capabilities and encouraged learners to become active citizens in their local community by organising and running fundraising events for charities of their choosing.

**Manton Children's Centre** developed a Family ESOL course called 'Little Language Learners' for Polish families from the Manton estate in Worksop. The course aimed to support the children of these families to develop some knowledge of the English language before they started school. The pilot addressed the language, civic, financial and health capabilities of the Citizens' Curriculum.

**Outsource Training** developed an entirely new programme for their Citizens' Curriculum pilot, targeted at young adults. They adopted a hands-on 'learning through doing' approach to delivery and combined the health and wellbeing and civic capabilities through a range of activities. This was all embedded within a Traineeship programme.

**Rochdale Borough Council** took a three layered approach to their pilot. The 'general' strand of their work delivered training to intermediaries working with young people and their families. This was then put in practice through the 'intensive' level of their pilot, which adopted a multi agency approach to target families identified as being at risk of crisis and embedded the Citizens' Curriculum capabilities into

interventions based on each family's priorities. Rochdale also developed a 'targeted' approach which engaged lone young parents who had been or were at risk of becoming victims of domestic abuse or sexual violence. This programme delivered sessions addressing aspects of the Citizens' Curriculum capabilities such as literacy, language, numeracy, finances, digital, wellbeing and citizenship.

**St Mungo's Broadway** used the Citizens' Curriculum to develop the weekly programme of activities for their residential college, which supports homeless adults to be able to live independently. They delivered a weekly range of sessions and activities which addressed each of the capabilities of the Citizens' Curriculum approach.

**Timebank** embedded a Citizens' Curriculum approach into their volunteer-led Talking Groups, a community language learning initiative in Birmingham. In particular, they focussed on the developing the ways in which they involve learners in the curriculum design and delivery of their peer mentoring course.

**Tomorrow's Women Wirral** took an integrated approach to their Citizens' Curriculum pilot which they embedded into their programme of support for women ex-offenders. They engaged learners in the design of their own curriculum through their initial assessment processes. This informed the provision of a range of workshops which covered the majority of the Citizens' Curriculum capabilities.

**Women in Prisons** worked on a one-to-one basis with women offenders, supporting them to complete an in depth but gentle holistic assessment form which aimed to identify learners' current or past barriers to learning and progression. The form and accompanying conversations with a support worker covered all of the capabilities of the Citizens' Curriculum and was delivered in an entirely individualised way.

### 4.2 Support provided to pilots

All the pilot providers were invited to attend a project launch meeting, which included a briefing and discussion of the Citizens' Curriculum and its application across the range of contexts covered. Participants were encouraged to develop and share their emerging pilot plans with each other, and form a Citizens' Curriculum community of practice to provide mutual support as the project developed. The development of a community of practice was further supported by a NIACE Moodle course. This provided a platform for the exchange of resources to support the delivery of the Citizens' Curriculum, and for discussion of emerging issues.

Individual support to pilot sites was provided by a named NIACE pilot lead, responsible for supporting the development of the pilot plan by carrying out a 'health check' interview (see below) to identify pilot sites' existing strengths in relation to a Citizens' Curriculum approach, and areas for development within the pilot period. The 'health check' also included the identification of training needs, and each pilot site was eligible for support to attend training and other opportunities

which would help them to develop the Citizens' Curriculum approach within their provision. For example, one pilot provider received training in approaches to Recognising and Recording Progress and Achievement (RARPA). Another was brought in to a concurrent NIACE project on Bring Your Own Device (BYOD) approaches to the use of technology in the classroom, as a means of developing the provider's capacity to interlink digital capabilities with the other capabilities being addressed in the Citizens' Curriculum pilot.

### 4.3 Evaluation methodology

The evaluation of the Citizens' Curriculum project adopted a mixed methods approach, combining the collection of both qualitative and quantitative data. All research tools can be found in the Appendix.

Qualitative data were collected through initial and final interviews with all 16 pilot providers, notes from Keep In Touch (KIT) meetings between pilots and their NIACE support contact, and case study visits to six pilots at the end of the project. All 16 pilots took part in an initial face-to-face interview with their NIACE support contact. The aim of the initial interview was to carry out a 'health check' of providers' current provision and to identify areas which could be developed or adapted for the Citizens' Curriculum pilot. The interview also explored the ways in which providers would develop their Citizens' Curriculum model and their plans for delivery. NIACE support contacts then held regular Keep In Touch meetings throughout the course of the pilots. The notes from these were shared with the evaluation team.

At the end of the project, case study visits were conducted with six pilots, one from each strand. Visits took place towards the end of pilots' delivery and involved face-to-face interviews or focus groups with key stakeholders, including the key contacts from pilot providers, any community organisation partners, tutors and learners. The aim of the visits was to gain a more detailed insight into pilots' delivery models, successes, challenges and key lessons learnt. Final interviews were carried out with the 10 pilots who were not selected as case study sites. The interviews explored the process and short-term impacts of the pilot activity, including key achievements, critical success factors, lessons learned, main challenges encountered and how these were addressed.

Quantitative data were collected through paper-based questionnaires completed by learners at the beginning and end of their pilot programmes. The questions asked learners to rate themselves against a series of statements about learning, employability, involvement in the local community and engagement with local services. The initial questionnaire also collected information on personal characteristics such as gender, age, ethnicity and employment status. In order to analyse the questionnaire data, each response to a statement was allocated a numerical score, with six indicating that a learner gave a very positive response and one indicating a very negative response. To evidence distance travelled and the

difference made by pilots, learners' mean scores at the beginning and end of the programme were compared. The difference between learners' mean scores at the beginning and end of their programme were also calculated, in order to determine the size of any changes reported. In total, complete beginning and end questionnaires were received from 111 learners.

## 5. FINDINGS

### 5.1 Implementing the Citizens' Curriculum approach

The way in which the Citizens' Curriculum approach was implemented varied across the pilots. In part, this was due to pilot providers' motivations for participating in the project. Over half of the pilots felt that the Citizens' Curriculum approach fitted in well with the ethos of their established provision, which often aimed to provide a holistic, learner-led experience which enabled learners to become active citizens in their local community. Some of these pilots saw the Citizens' Curriculum project as an opportunity to develop their approach into something more structured, while others were keen to have their holistic provision recognised as part of a national initiative.

*'Well our current provision, specifically the traineeship programme, has evolved to mirror elements of the citizens' curriculum as they currently stand. These elements are not specifically mandatory in a traineeship programme, so it would be good to have an opportunity to have those recognised by a well-known establishment.'* (Outsource Training pilot lead)

Other pilots were keen to be involved in the Citizens' Curriculum project as they felt it would enable them to address gaps which they had identified in their provision. For some of these pilots, these gaps related to one or more of the interlinked capabilities identified in the Citizens' Curriculum approach, and they were keen to use their pilot to embed this into their provision. Others felt that the Citizens' Curriculum project would help them to develop a more learner-led and consultative approach to their provision, encouraging co-design and delivery between learners and tutors.

*'We'd realised that the learners were coming back and their English was improving but in terms of their social inclusion and their civic responsibility and their accessing local services, nothing was changing at all... [So] what we're looking to do is to find as many opportunities as we can to take part in things where we can get people to look at themselves as citizens as well as meeting the family learning agenda.'* (Bradford Metropolitan District Council pilot lead)

*'I think primarily we want to work out a way that we can embed learners' requirements into how a programme rolls out... The difference will be a better outcome that accurately reflects where they want to get to, rather than a fixed and set outcome that we drop on to them.'* (Timebank pilot lead)

In general, pilots took one of three approaches to the implementation of the Citizens' Curriculum. Half of the pilots embedded the Citizens' Curriculum into their existing provision. This was done in one of two ways: some pilots **embedded the approach into one term or set of lessons within a longer learning programme** which they had already started delivering; while others **adapted one of their existing**

**programmes** and re-ran this with a new cohort of learners. In contrast, the other half of the pilots **developed an entirely new programme** which incorporated the three main principles of the Citizens' Curriculum approach.

Each of the pilots was given a small grant of £1,000 to support the additional development time required to develop their Citizens' Curriculum programmes. However, the delivery of the pilots was supported by their main funding streams. These included Skills Funding Agency Adult Skills Budget and Community Learning funding. The prisons involved in the pilot embedded the Citizens' Curriculum in their existing provision and drew down OLASS funding to support their delivery.

The majority of pilots did not deliver accredited programmes for the Citizens' Curriculum project. However, those pilots who embedded the approach into a longer term tended to be delivering accredited courses, and so their learners were working towards Entry Level 3, Level 1 or Level 2 qualifications in subjects such as Functional Skills, ESOL, mentoring, business administration and health and social care.

### 5.2 A holistic approach interpreted through the local context

One of the core principles of the Citizens' Curriculum is to develop a holistic approach to provision for adult learners which is interpreted through the local context. This should be applied at all stages of provision, from learner recruitment to progression.

#### 5.2.1 Learner engagement and recruitment

Pilots used a variety of approaches to recruit learners onto their Citizens' Curriculum programme. These included **paper-based recruitment materials**, such as posters and leaflets, as well as **direct contact with target communities** through recruitment events, coffee mornings, text messages and phone calls. One pilot found that **social media** was a highly effective way to engage families onto their provision. This was the first time they had used this approach and it was so successful they had to screen the families who were interested in the programme to select those who could be involved.

*'...we actually set up a Facebook group, like an event, and then put it on all community sites on Facebook, so selling sites, forums and things like that. We posted it on there and absolutely got inundated then... This was a new one for us and it was very, very effective.'* (Bradford Metropolitan District Council pilot lead)

Many pilots **worked with partner organisations and intermediaries** to engage with their target learners. For example, the Family Learning pilots tended to have strong relationships with local schools, children's centre and other community venues which families attended on a regular basis. They worked with these partner organisations to promote the programme and engage learners onto their provision.

One pilot also used **volunteers from the target group** to speak directly with potential learners about the programme.

### **Case study: Manton Children's Centre**

For their Citizens' Curriculum pilot, Manton Children's Centre delivered a Family Learning language programme to Polish families from the Manton estate in Worksop. To recruit families onto the programme, the pilot lead spoke to the personnel departments at two local companies and also asked if they would notify them when they hired new migrant workers so they could offer them the opportunity of engaging with the programme. They also designed posters and put them up around the workplaces. In addition to this, the Centre worked closely with the two coordinators of the local language café, which has been very successful at engaging parents from Polish families. The coordinators advertised the pilot programme by speaking directly with learners, putting up posters and promoting it through their Facebook page. One of the coordinators of the café also pulled together a database of the Polish families in the local area, which enabled the Centre to contact families directly. As a result, the Centre fully recruited for their pilot programme.

Pilots working with vulnerably housed learners tended to **work closely with housing associations and other support services** to identify learners who would benefit from their Citizens' Curriculum programme. Similarly, those working with young adults **engaged with a range of support services**, including probation officers, youth centres and housing associations, to promote their programme to their target group.

In contrast, the majority of the pilots running in prisons **worked with existing cohorts** who were already engaged onto accredited courses. However, the pilot leads were sure to make learners aware that they were participating in a national pilot and briefed them on the Citizens' Curriculum prior to starting the pilot sessions. This encouraged learners to engage with the wider activities they were hoping to deliver as part of their pilots.

*'We actually spoke to them as a cohort at the time and just explained to them what we were doing and what we were trying to achieve and explained the concept of the Citizens' Curriculum to them.'* (HMP New Hall pilot lead)

Learner recruitment was a key challenge for around a quarter of the pilots. For one pilot, this was due to their organisation taking on a substantial delivery contract at the same time as engaging in the Citizens' Curriculum project, which meant their time to recruit and deliver their programme became extremely limited. The other pilots which struggled to recruit and retain learners were based in prisons. Again, these pilots faced external challenges as a result of the context in which they were

working; the restrictive nature of prisons and the transient nature of their populations mean that offender learning programmes generally have low attendance and retention rates. Nevertheless, these pilots did successfully support a small number of learners to complete their programmes and one pilot lead found that the relationships they had built up with partner organisations were starting to pay off in referrals towards the end of their pilot activity.

*'The main challenges on the programme were recruiting learners... However, I did contact a wider variety of referral options who have slowly started to make further referrals.'* (Outsource Training pilot lead)

### 5.2.2 Delivery methods and approaches

Once they had recruited their learners, pilots used a range of approaches and methods to deliver their programmes. The most common delivery method was via **face-to-face group sessions**, with learners being taught by an experienced tutor or support worker. However, a small number of pilots **worked intensively with individual learners** and tailored their programme entirely to those learners' needs. Only one pilot delivered their programme using a blended learning approach of online and face-to-face support.

As discussed above, the majority of the pilots took a **flexible approach** to the delivery of their programmes in order to take account of the emerging needs of their learners and to ensure these were met through the provision. A small number of pilots encouraged their learners to **co-design and co-deliver** the learning throughout the programme. Some pilots identified learners to take responsibility for certain aspects of the programme which encouraged them to take ownership over their own learning.

This flexibility in delivery was crucial for the success of pilots whose learners had external commitments which occasionally affected their attendance. For example, pilots working with single parents found that they struggled to attend sessions during school holidays due to childcare issues, while many pilots occasionally found that their sessions clashed with important appointments learners had with other services, such as Jobcentre Plus, probation or housing services.

*'...life gets in the way and the children might be sick or they might have had this gone on or whatever... It was still giving them the encouragement that "okay, we understand you've missed that one this week and try and get in for the next one. Don't forget you've got the other course".'* (Tomorrow's Women Wirral tutor)

In contrast, a small number of pilots found that a **consistent, structured programme** was important for their learners. This was particularly the case for pilots working with vulnerable groups who have had little structure in their recent lives.

*'The main thing we find is that because sometimes our clients are quite chaotic, or not even that they're chaotic they're just not used to routines and so on, is that what we provide has to be as absolutely rock solid as possible... It's just being aware of trying to keep everything as stable as we can because then the clients can rely on that and then that helps them be more stable as well.'* (St Mungo's Broadway pilot lead)

The frequency and duration of sessions varied across the pilots according to their target learner group and local context. Pilots were most likely to deliver their programme through **weekly sessions** lasting between one and two hours. On the whole, this worked well as the sessions were long and frequent enough to support learners to make good progress, but was not too intense for those with other commitments.

However, three pilots ran their programme **full-time over the duration of a week**, while one ran two **full-day workshops** for their learners. One of these pilots chose this approach as it was a Family Learning programme and they wanted to provide families with meaningful activities to engage in during the half-term break. Another pilot built their programme into the IT induction for offenders and so were constrained by the timeframe of this pre-established training programme.

Three pilots ran their programme **full-time for six weeks or more**. These tended to be organisations who were building the Citizens' Curriculum approach into an already existing, accredited programme. For example, Leicester College embedded their pilot into an existing accredited course which combined Health and Social Care with ESOL, and St Mungo's Broadway implemented their Citizens' Curriculum pilot in their residential College programme, which lasts for three to six months. Similarly, HMP New Hall embedded their Citizens' Curriculum pilot into their Business Administration NVQ programme, which runs on a roll-on, roll-off basis throughout the year to take account of the transient prison population.

### Case study: Leicester College

Leicester College has traditionally embedded several of the capabilities of the Citizens' Curriculum approach into their ESOL provision. However, they saw an opportunity in the Citizens' Curriculum pilot to place more emphasis on the civic capability within some of their mainstream provision. They delivered their pilot in 10 weeks of an existing course which combined Health and Social Care with ESOL and developed a "Citizens' Curriculum Passport" which supported learners to think about the skills they were gaining as enabling them to become active citizens in their community. For the first few sessions, learners considered topics such as homelessness, recycling and refugees and asylum seekers and considered how they could make a contribution to these issues. They then organised and ran a fundraising event for a local charity of their choosing, using the interlinked capabilities of the Citizens' Curriculum to plan, promote and deliver the event. As a result, learners felt more confident to access local services and engage in their community, with the majority signing up to volunteer with various local initiatives.

The delivery settings of the pilots were chosen to make the programmes as accessible as possible to the target learner groups. Consequently, many of the pilots were **delivered in informal settings**, such as children's centres, churches or other community venues, which learners were already familiar with. One pilot delivered their programme in the school the majority of their learners sent their children to, while another ran their programme in their own centre which was where their learners accessed a range of support services on a regular basis. St Mungo's Broadway took this a step further and ran their programme in their residential college, where learners live and learn together.

### Case Study: St. Mungo's Broadway

St. Mungo's Broadway residential college aims to support clients who are vulnerably housed to improve their basic and independent living skills. The college can accommodate up to 10 residents at a time who usually stay for between three and six months. Residents live and learn together, attending a full time educational programme which covers a range of capabilities identified through the Citizens' Curriculum approach, including literacy, numeracy, health, digital, financial and civic. The communal environment of the residential college enabled learners to develop their social skills, support one another in their learning and feel that they belonged to a community.

*'I think that living here and being able to almost create a little small community with the positives and negatives of that, helps them feel like they can participate in the world and that they can be part of something.'*  
(Pilot lead)

### 5.2.3 Content of the pilots

In the same way that the delivery took account of learners' contexts and wider needs, the content of the pilots was developed to ensure that it would be appropriate and relevant to learners' aims and goals. As discussed below, **learners were heavily involved in the development of the Citizens' Curriculum pilots** at every stage of the programme. Consequently, the activities learners were engaged in throughout the pilots were often practical or interactive. Those engaged in Family Learning programmes in particular took part in games, singing, cooking and, in one pilot, put on a performance of a musical. Pilots working with migrants encouraged their learners to take part in discussions and role plays, as well as writing and listening activities, in order to practise their English.

Pilots working with offenders tended to encourage their learners to work towards a common goal, for example, developing a leaflet, putting on an event, or becoming a mentor. Over half of the pilots engaged their learners in activities which used digital technology such as iPads, interactive whiteboards and desktop computers.

As well as the activities related directly to the programme, some pilots provided access to a range of other activities and services which provided a **holistic approach to meeting learners' needs**. For example, Women in Prison discussed a huge range of issues with their learners in one-to-one advice sessions, including substance misuse, healthy living, housing, personal development, children, finance and money matters, IT, relationships, community living, language, accessing services in and out of prison, basic skills and domestic and sexual violence. Similarly, Tomorrow's Women Wirral based their pilot in their probation centre which hosts a range of services that their learners could access, from relaxation therapies and a cafe, to nurses and support workers.

#### Case Study: Tomorrow's Women Wirral

Tomorrow's Women Wirral offers a wide variety of different courses for women ex-offenders, including English, maths, cookery, massage, financial advice and access to health services. Many of these are provided through partnerships with a local college. For the Citizens' Curriculum pilot, the learners undertook a suite of different courses (in varying intensity and length) which addressed the Citizens' Curriculum capabilities. At the end of the course, learners received a certificate.

### 5.3 Learner involvement in determining the curriculum

The second principle of the Citizens' Curriculum approach is ensuring that learners are actively involved in designing the curriculum to meet their needs and interests. Pilots were encouraged to **consult their learners and involve them in the development of their programme at each stage**: prior to joining the provision; at the start of their provision; during the provision; and on completing provision.

### 5.3.1 Prior to joining

The providers involved in the Citizens' Curriculum project were all experienced at working with their target learners and therefore had a strong idea of learner needs and the barriers they face in relationship to work and learning. The pilots worked with learners drawn from six different contexts: homeless and vulnerably housed adults; migrants; families; ex-offenders; offenders; and young adults. In general, pilots worked in areas with high levels of worklessness and deprivation and were sure to reflect these needs in the design of their programme. Five of the pilots worked in areas with a high proportion of migrant families with ESOL needs and a further five pilots worked with offenders who were still in prison.

The majority of the pilots had methods for consulting with their local community in place prior to participating in the project. For over half of the pilots, **partnerships with local organisations** were crucial in enabling them to consult with the local community about their learning needs. For example, pilots working with vulnerably housed adults regularly consulted with local hostels and support services about the needs of their clients and how these can be met through learning programmes. Similarly, Family Learning providers worked closely with the head teachers, tutors and parental involvement workers from local schools to explore the learning needs of parents and families. Prisons tended to take a different approach and would instead consult with employers and employment brokers to find out what skills they would recognise and value in applicants with offending backgrounds.

Around a third of the pilots **consulted directly with their target groups and community members** prior to the start of their Citizens' Curriculum programme. The approaches taken by pilots included focus groups with potential learners; running taster sessions where tutors could speak to members of the community about their learning needs; having informal conversations with target groups in community venues such as children's centres, libraries or cafes; or running learner forums for community members to feed their ideas into the development of the programme. A small number of pilots developed their programmes on a one-to-one basis with particularly vulnerable learners, allowing them to tailor the provision to their individual needs.

*'It's that assertive engagement model that's really emerging as a theme in this project... the first thing you need to do is get people to buy in to what it is that you're offering. So the first thing [family workers] do is they go out to the house with a trusted crèche worker... the crèche worker plays with the child and gives the worker time to sit with the parent and understand what it is they want and need. So they're kind of developing the curriculum based on individual stories of what they need.'* (Rochdale Borough Council pilot lead)

### 5.3.2 At the start of provision

The majority of the pilots involved their learners in the development of their programme at the start of their provision. Two pilots gave learners an **Individual Learning Plan**, in which they could specify what they were hoping to get out of the programme. Other pilots conducted **initial or diagnostic assessments** with learners to identify skills gaps which needed to be addressed in the programme. These pilots then tailored their programmes accordingly. However, the most common way in which learners were involved in the co-design of the pilot at the start of the programme was through **conversations with tutors** at induction sessions. This enabled tutors to introduce the programme aims and outcomes and speak to learners about their learning needs and goals, which then shaped the programme delivery and content. For some pilots, this informed the logistical decisions around delivery, such as the location, timings and duration of the programme and ensured that their target learner group would be able to access their provision. For others, this initial consultation with learners helped to shape the content and structure of their programme as learners could specify topics they were interested in or skills they want to gain through their learning.

*'We actually set it up as a coffee morning... it meant that all the learners could meet the trainer, they could understand their expectations of the programme, and it also allowed them to explore and discuss any issues that they had around childcare, the timings of the programme, the duration of it.'* (Birmingham City Council pilot lead)

*'We give them an idea of what the course aims and outcomes are and at that stage learners are able to influence and to change that.'* (Ashley Community Housing pilot lead)

### 5.3.3 During provision

All of the pilots took a **flexible approach** to their provision. The majority of pilots ensured that learners had opportunities to give feedback throughout the programme, enabling tutors to **make changes and adjust their delivery** according to learners' developing needs. Much of this feedback was taken through **informal conversations or tutorials** with tutors, but some pilots used **surveys, focus groups or learner forum meetings** to gather learner views on the pilot as it progressed. English for Action developed their approach to gathering learner feedback by implementing an **'active listening' method** with their learners. This ensured that they heard the views of all learners, not just those with the loudest voices, and could develop and adapt their pilot on a week-to-week basis.

### Case Study: English for Action

Both the pilot lead and the tutor involved in delivering English for Action's pilot felt that the Citizens' Curriculum approach supported the development of their 'active listening' skills. In the past, tutors had found that if they explicitly ask the class what they would like to learn next, they only get feedback from the most confident learners. Consequently, to ensure that their Citizens' Curriculum pilot reflected the needs of all learners, tutors engaged the class in collaborative discussions at the end of each session to identify what they had really taken on board and what they would like to learn next. This was combined with tutors listening carefully to learners' conversations during their sessions, in order for them to identify topics which were important for all of the learners, not just those with the "loudest voices". This enabled tutors to develop more relevant classes and activities and to feedback to learners on their use of language.

However, some pilots found it challenging to be responsive to learners' changing needs. This was particularly the case for pilots with a large number of learners who had differing needs, or where the wider needs of the community did not match the learning goals of learners. These pilots attempted to overcome this issue by being flexible in their delivery and adapting the content of the programme to learners' needs wherever possible.

*'We have such large numbers so we can't prior plan in the curriculum all the learners who've been involved... Sometimes at the point of delivery, we've got differing needs. We've got the needs of the school and the needs of the learners and we're trying to match them up.'* (Timebank pilot lead)

### 5.3.4 On completing provision

The majority of pilots involved learners in the co-design of their programme at the end of the pilot. A range of methods were used to gather feedback from learners, including **feedback forms, interviews, Individual Learning Plans, focus groups and wider class discussions**. This enabled pilots to explore learners' experiences of the programme, what they had enjoyed and the difference it had made to them, as well as how the programme could be improved and what they would like to learn next. All of the pilots intended to use this information to **inform their future delivery and support learners to progress** onto relevant further learning.

*'At the end there's an opportunity - through their individual learning plans they always complete a review... about what went well, what didn't go so well, what their next steps are. It gives them a time to reflect on it themselves but it also gives them a time to reflect with their tutor about what worked for them and what didn't. Tutors then take that information about what they can do to improve their course and that's often fed into our course reviews and our self-assessment process that we have.'* (HMP Deerbolt pilot lead)

### 5.4 An interlinked combination of capabilities

The third main principle of the Citizens' Curriculum approach is to deliver an interlinked combination of literacy, numeracy, ESOL, financial, health, digital and civic capabilities. Overall, pilots used three main models to embed and interlink these capabilities into their Citizens' Curriculum programmes.

The first, and most common, model used by pilots was to **implicitly embed the capabilities into a broader learning programme**. Over a third of the pilots offered learners a programme which aimed to support them to develop skills or experience outside of the seven capabilities of the Citizens' Curriculum approach. They then embedded the interlinked capabilities within this. For example, HMP Ranby ran a mentor training programme for their learners. The programme embedded the English, language, digital and civic capabilities through note writing and discussions, use of computers and the prison intranet, and by training learners to support and provide advice to their peers.

#### Case study: HMP New Hall

Although HMP New Hall felt that their provision was already successful in embedding the interlinked capabilities of the Citizens' Curriculum, they did not feel that they made this explicit enough to their learners. Consequently, they found that very few learners recognised the wider benefits of the programmes they were undertaking in prison. For their pilot, HMP New Hall asked learners doing their NVQ Level 2 in Business Admin complete daily diaries about how their learning related to each of the Citizens' Curriculum capabilities. The pilot lead felt that this made the capabilities more explicit in their delivery and helped learners to think about the wider benefits and application of their learning.

The second approach which pilots took to interlinking a combination of capabilities was to develop a programme which aimed to **explicitly address one capability and then embed others within this**. This was the approach most often adopted by pilots which worked with ESOL learners, as the main aim for these programmes was to develop their language capability. However, HMP Deerbolt also took this approach as they aimed to improve their learners' digital capabilities through the use of the Virtual Campus but then embedded other capabilities, such as financial, civic and health, within this.

### Case Study: English for Action

English for Action ran two programmes for their pilot: one focused on finances and the other focused on health. They then embedded other capabilities, including language, digital and civic, within this. The language capability was embedded through the use of EFA's own "making meaning – going deeper – broadening out" delivery model. This is delivered in three stages throughout the programme: initial, exploratory sessions in which learners are encouraged to talk about their experiences to "make meaning" of the main theme; "going deeper" into two or three specific topics to develop more advanced vocabulary and critical understanding of issues; and then "broadening out" sessions in which learners are introduced to thematic texts and participate in language practice activities or role-plays. The programme culminates in learners taking an action to address a specific issue identified through the previous sessions, helping them to develop their civic capability and become active citizens. Throughout the pilot, learners also kept a class blog to record their activities, thereby developing their digital skills. In this way, EFA supported learners to develop their language, digital and civic capabilities while focusing explicitly on finances or health.

The third way in which pilots embedded an interlinked combination of capabilities was by developing **a modular approach to delivery**. This model was implemented in two different ways by around a third of pilots. Some pilots took a modular approach within their programme and spent one or two sessions on each capability to explicitly address each of these within their programme. In contrast, two pilots offered their learners a suite of programmes, each of which focussed on a different capability, and which together acted as a package of holistic support for learners.

### Case Study: St. Mungo's Broadway

St. Mungo's Broadway embedded their Citizens' Curriculum pilot into their full time education programme with learners at their Residential College. The programme involved a variety of activities and lessons spread across the five days which covered many of the interlinked capabilities: literacy, numeracy, health, digital, financial and civic. Some of these were covered explicitly in learners' weekly timetable. For example, literacy, numeracy and IT sessions were delivered once a week and learners also had a 'Wellbeing Day' each Tuesday where they could access a nearby health and wellbeing centre and take part in personal development activities. However, many activities covered multiple capabilities at once. For example, a chef volunteered to teach the residents to cook; this encouraged them to think about healthy meals and each week a resident was given the responsibility and a budget to go out and buy ingredients needed for breakfast, which they would then cook as group.

## 6. IMPACT AND OUTCOMES

### 6.1 For learners

A wide range of outcomes for learners were identified, both by pilots and by learners themselves through their responses to the beginning and end questionnaires. In particular, learners experienced positive changes in their progression onto further learning; employability; use of local services; and community involvement.

#### 6.1.1 Progression onto further learning

The majority of pilots had successfully encouraged their learners to progress onto further learning by the end of their programme. In half of the pilots, learners had **progressed into accredited courses**, such as Functional Skills maths and English, ESOL, health and social care, business administration, and first aid. Pilots also gave examples of learners who had signed up to **further non-accredited courses**, such as employability skills, domestic violence awareness, parenting and Family Learning programmes.

*'I've just put myself down for Monday, which is Social and Health Welfare in The Quays. So that's a big achievement for me, to just go and say, you know what, I'll go and do that five-week course. Like I say, it helps you to move on into a job or voluntary work.'* (Tomorrow's Women Wirral learner)

Learners who had not yet signed up to a further course were nevertheless **more positive about their ability to learn and the value of learning**, and as a result were keen to progress onto further programmes. In fact, 92 per cent of learners said they felt **more motivated to learn** in their end questionnaires. As a result, many learners had **started to make enquiries about further opportunities to learn**, either at their pilot organisation or with other local providers.

*'Next Monday over at Rushworth Street, they've actually got an open day. That's with a view of anybody in this environment that would like to either volunteer or apprenticeships. That's the route that I want to take, an apprenticeship.'* (St Mungo's Broadway learner)

Other learners had not yet approached providers to enquire about learning programmes, but were adamant that they wanted to continue the learning they had started on their Citizens' Curriculum programme.

*'I would like to improve my reading and writing skills. To be able to do that I would have to attend more lessons and I like attending lessons.'* (English for Action learner)

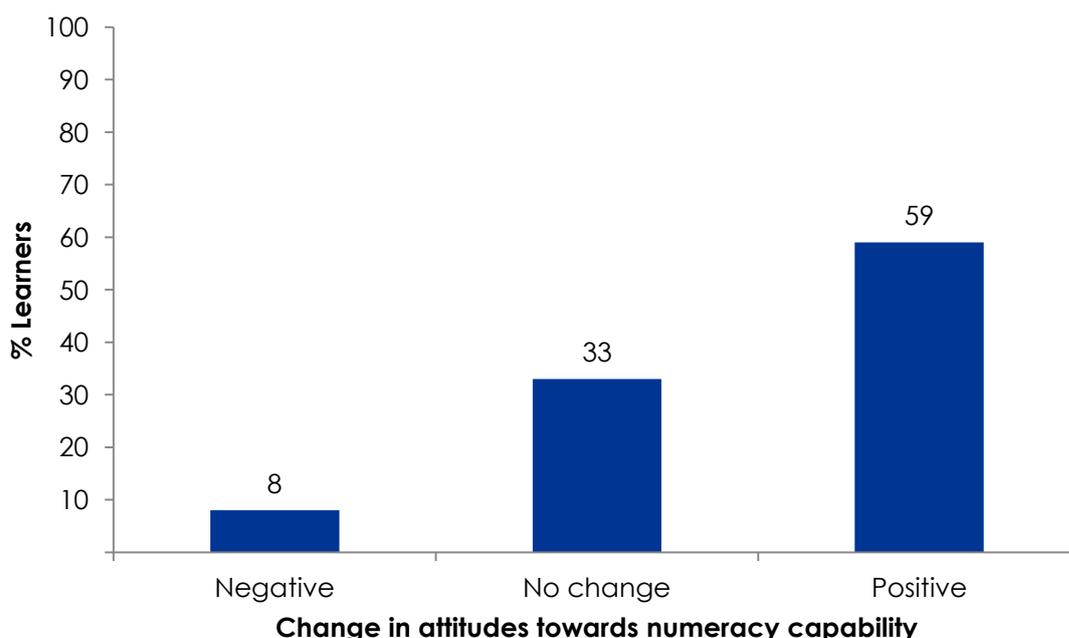
Learners in prisons faced a significant challenge in their ability to progress onto further learning, as prisons can only offer learners programmes up to Level 2 using SFA funding. Consequently, some learners on these pilots were in the process of **applying for distance learning courses or funding** for further learning programmes.

Pilots who embedded the Citizens' Curriculum into part of a longer, accredited programme were very positive about the **additional value and benefits the approach had had for learners' motivation and engagement** with learning. For example, one pilot felt that the explicit focus on the interlinked capabilities of the Citizens' Curriculum approach encouraged their learners to think about the wider benefits and value of learning. This helped their learners **to recognise the importance of lifelong learning** and the contribution this can make to all aspects of their lives. This had encouraged their learners to engage more positively with learning activities and to start thinking about what they would like to learn next.

*'It got them thinking differently because unfortunately, when someone comes on a course, they've got a habit of being tunnel-visioned. They think, "I am doing this and I am doing unit 3.1 today" and everything like that, when in fact, what they ought to be doing is think, "when I get out and I'm looking for a job I will need these skills to be able to do it".'* (HMP New Hall pilot lead)

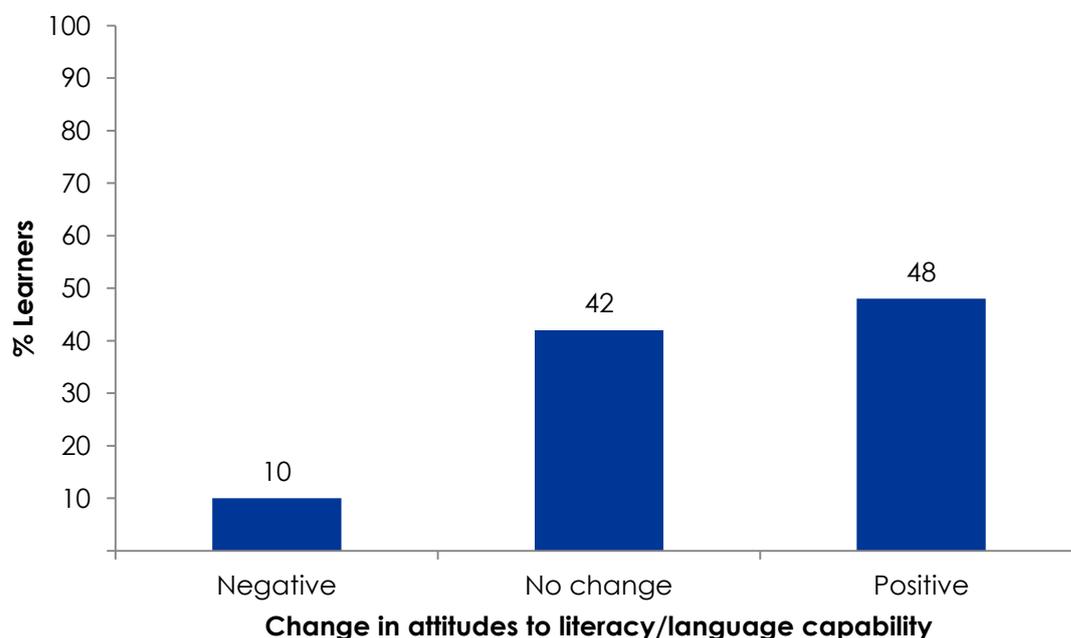
Underlying learners' increased motivation to progress onto further learning was a **positive change in their attitudes towards learning**. This outcome was identified by over four-fifths of pilots, who felt that involvement in the Citizens' Curriculum project improved many learners' confidence in their ability to learn. This was also demonstrated by learners' responses in their questionnaires: as Figure 1 below shows, 59 per cent of learners displayed more positive attitudes towards maths at the end of the pilot. Furthermore, 48 per cent of learners showed more positive attitudes towards literacy after completing the pilot (see Figure 2 below).

**Figure 1: Change in learners' mean scores against statements relating to numeracy**



Base: Respondents = 107

**Figure 2: Change in learners' mean scores against statements relating to literacy**



Base: Respondents = 111

The majority of learners involved in the project had negative experiences of learning at school, and therefore had low expectations of their own ability to achieve in a learning environment. However, their pilot programme had shown them that learning does not have to be in a formal setting and that they can succeed when the programme is tailored to their individual needs and interests. This encouraged them to progress onto further learning programmes.

*'So it was a case of I haven't done any training for years, so when like basic English come I thought I am a bit - I won't say thick, but lacked confidence in just simple - I haven't done any education for years, basic English I thought that would be good.'* (Tomorrow's Women Wirral learner)

*'All of the learners on the Citizens' Curriculum had had a negative experience of learning in school and as a result had been disengaged since leaving school, some even before completing school. The Citizens' Curriculum enables learners to redefine their relationship with learning and learning establishments/communities.'* (Outsource Training tutor)

## 6.1.2 Employability

Despite the fact that pilots were working with vulnerable learners who tended to be quite far from the labour market, by the end of their programme, learners from a quarter of the pilots had already **gained employment or moved onto work placements** with local employers. One pilot arranged a visit to a local employer as part of their Citizens' Curriculum programme, which enabled their learners to ask

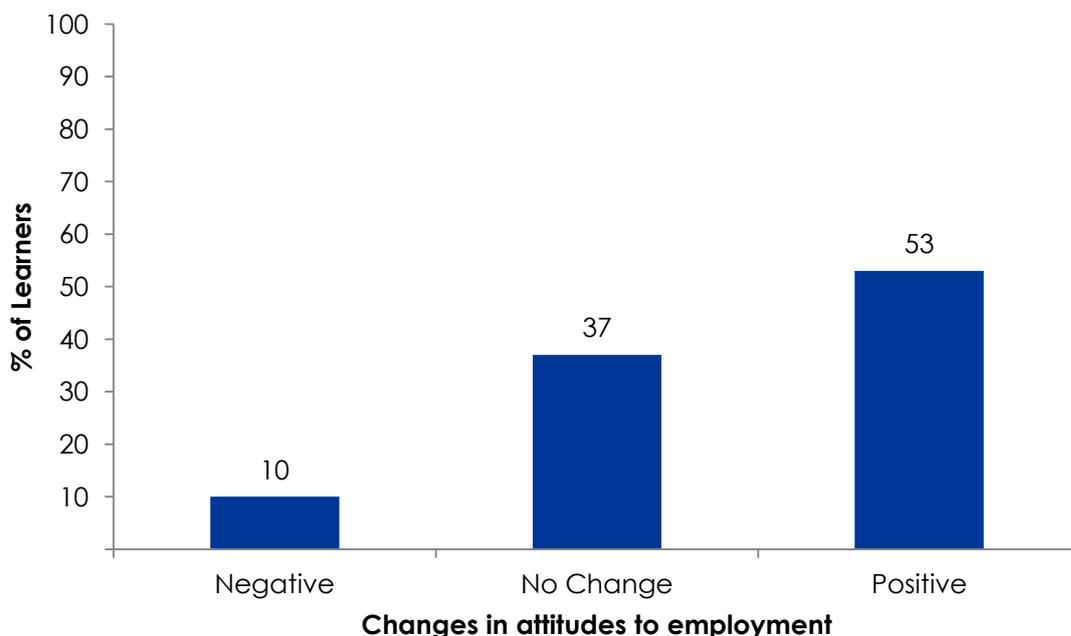
questions about the skills and competencies they look for in job applicants. As part of this arrangement, the employer agreed to guarantee interviews to any learners who applied for their current vacancies. In the same pilot, learners were exploring the possibility of setting up a social enterprise through which they could provide catering services to local community organisations.

Another pilot had arranged for each of their learners to progress onto a six week work placement with a local employer. This would act as the next stage of their Traineeship, which would hopefully then result in them progressing onto sustainable employment.

*'All learners are meeting with Outsource Placements officers who are discussing work placement options with them and will be placing them into work placements for a minimum of six weeks.'* (Outsource Training pilot lead)

Around half of the pilots identified **changes in their learners' employability** as a result of their participation in the Citizens' Curriculum project. Many learners said that they felt **more motivated to look for employment** and had **raised their aspirations** about the type of job they could get. By the end of the pilot, 53 per cent of learners had more positive attitudes towards finding employment, the type of job that they could find and where to seek information about jobs (see table 3).

**Figure 3: Change in learners' mean scores against statements relating to employment**



Base: Respondents = 105

Learners spoke about searching for jobs which would not only remove them from the unemployment figures, but would also give them job satisfaction and raise their self-esteem. This motivation often arose from learners **recognising their transferable skills** and what they could offer to employers, thereby raising their aspirations. For particularly vulnerable learners, having **positive role models** who had already moved onto employment acted as a strong incentive to start looking for work.

*'I think that obstacle of a CRB check just like puts me off ever applying for work. Yet there are people who have been in my situation ended, up in the prison system, and got jobs. I look and I go, yeah, I could do that, or maybe I could do that, but it's confidence building, I think.'* (Tomorrow' Women Wirral learner)

Other learners started to recognise the **wider benefits of employment**, including around health and wellbeing, which improved their motivation to find work.

*'I am really eager to find employment because I believe it helps with my well being. The employability course has been very helpful and it gave me the confidence that I can find work to improve my life and that of my family.'* (Birmingham City Council learner)

A quarter of the pilots felt that their learners had either developed or recognised their existing transferable skills which are valued by employers. For example, learners who participated in the St Mungo's Broadway pilot developed their team work and communication skills, while the Birmingham City Council pilot focussed on supporting learners to recognise the transferable skills they had developed while raising a family.

*'So certainly at the start of it we'd got lots of comments like, oh I've got nothing to write on a CV. I've achieved nothing in my life. That was a common thread that was going through. At the end of it they realised that they've got an awful lot that they can write on a CV... By the end of it they realise that actually there's an awful lot there that they can offer to an employer... They understand now how to market themselves through their transferable skills.'* (Birmingham City Council pilot lead)

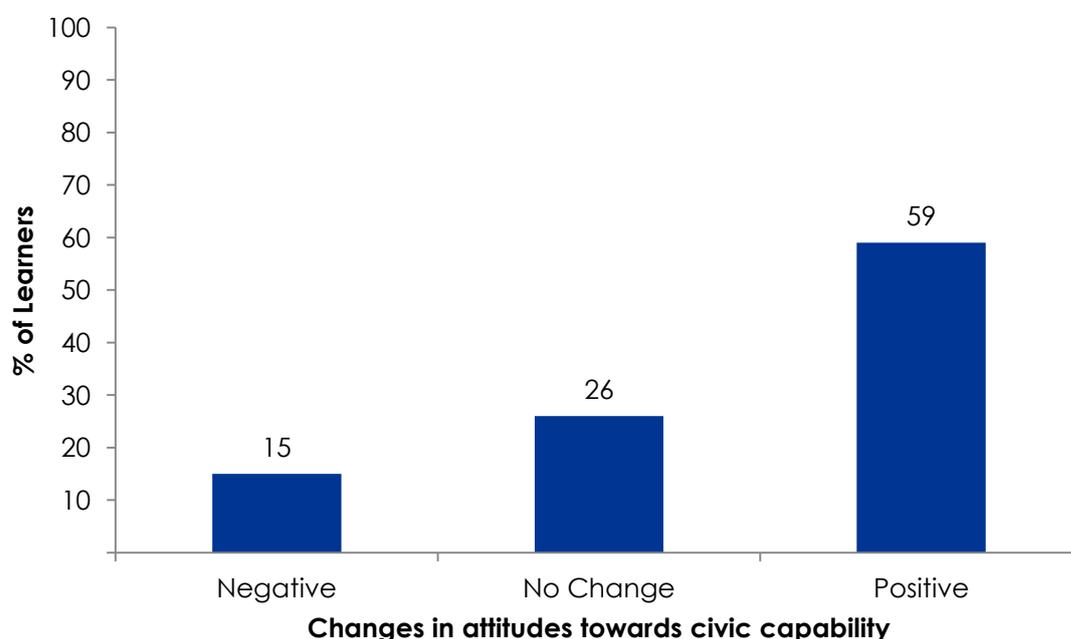
Although not all learners were in a position to consider moving into work, a quarter of the pilots found that their learners became **interested in volunteering**. This motivation was often attributed to learners wanting to give something back to their local community, or wanting to develop skills which would help them to find work. By the end of the project, some learners had already signed up for or started working in voluntary positions in local children's centres, schools or charity shops.

*'They did their volunteering, they did their assembly, the NHS came in, nearly every single one of them filled out a form to become a volunteer at the NHS at one of the hospitals.'* (Leicester College tutor)

## 6.1.3 Community involvement and use of local services

Overall, 59 per cent of learners reported more positive attitudes towards statements relating to the civic capability at the end of the pilot (see Figure 4 below). These included statements about learners' willingness to volunteer, use of local services and involvement with the local community. Data from the learner questionnaires also showed that the percentage of learners giving the most positive score nearly doubled over the course of the pilot, from 17 per cent to 30 per cent. This suggests that, in general, learners greatly **increased self-efficacy** through the development of improved civic capabilities.

**Figure 4: Change in learners' mean scores against statements relating to civic capability**



Base: Respondents = 107

Half of the Citizens' Curriculum pilots perceived a change in the way their learners used local services between the beginning and end of their programme. As a result of engaging in the pilot, learners gained a **greater awareness of the support services available to them** and also increased their **confidence to access this support**. This change was often attributed to the informal and non-threatening nature of the provision learners accessed on the pilots, which demonstrated the value of support services to learners. This not only resulted in learners accessing services more frequently, but also in **more appropriate use of services**. For example, one pilot spent some time discussing the difference between the 999 and 111 telephone services, and as a result learners were clearer on when to use each service in the future. Other services which learners felt more confident to access included debt and financial advice, public transport, local shops, drug and alcohol support, children's

centres, libraries, enterprise clubs, housing and mental health services. Some learners also felt more confident to access services and information online.

Over half of the pilots identified **increased involvement in their local community** as an outcome for their learners. The informal settings and venues of many of the pilots enabled learners to raise their awareness of community activities and initiatives in their local area. Furthermore, the pilots often supported learners to **build social relationships** with other residents of their local area, in some cases resulting in the development of strong social and support networks in the local community. Many of the learners involved in the project came from disadvantaged communities, in which they felt they could make little difference. However, by the end of the programme, learners felt more confident that they could **make a significant and positive contribution to their local community**, whether this be in their prison, hostel or neighbourhood. This realisation often had positive impacts on learners' self-esteem and motivation to engage with local groups and services. For some learners, this had a real impact on their sense of belonging, not only to their immediate community, but also to society as a whole.

*'You're in the routine that most other people are doing every day which actually makes you feel more part of the human race...'* (St. Mungo's Broadway learner)

### 6.1.4 Other changes

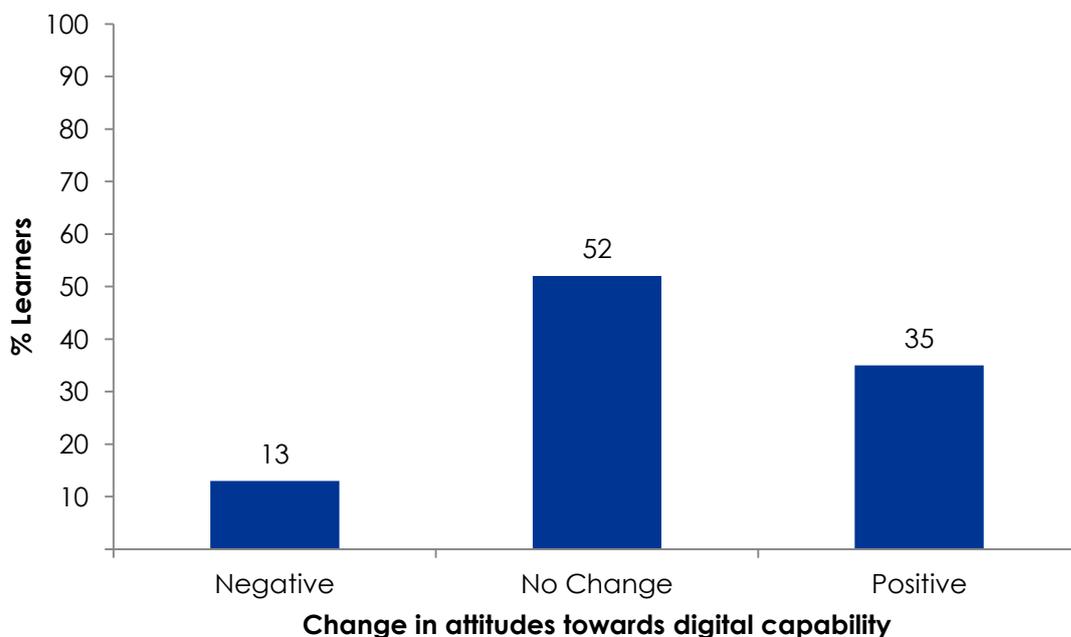
Pilots also identified a range of other changes experienced by learners throughout the course of the Citizens' Curriculum project. Often, these were related to the specific aims of the pilot programme. For example, Family Learning pilots reported that learners had **improved their family relationships** and their **confidence to support their children's learning**, while ESOL learners had increased their **confidence to speak and write in English**. However, some outcomes were common to learners across all of the pilot strands as a result of the interlinked capabilities of the Citizens' Curriculum. Many had improved their **digital skills and confidence to use technology** as a result of pilots embedding the digital capability within their provision. For example, HMP Deerbolt found that their learners were more confident to search for information using the approved websites available on their internet system.

*'Young offenders and learners are reluctant to use the internet in here because they can't get onto anything they want to. But it has been beneficial. They've gained an awareness of definitely the UK Gov site, of what information is available out there for them if they need any information and NHS Direct and other areas that they've researched.'* (HMP Deerbolt pilot lead)

Over a third (35 per cent) of learners reported more positive attitudes towards their digital capability by the end of the pilot (see Figure 5 below). This included responses

to statements about learners' confidence to access online public services; use mobile technology; and search for information on the internet.

**Figure 5: Change in learners' mean scores against statements relating to digital capability**



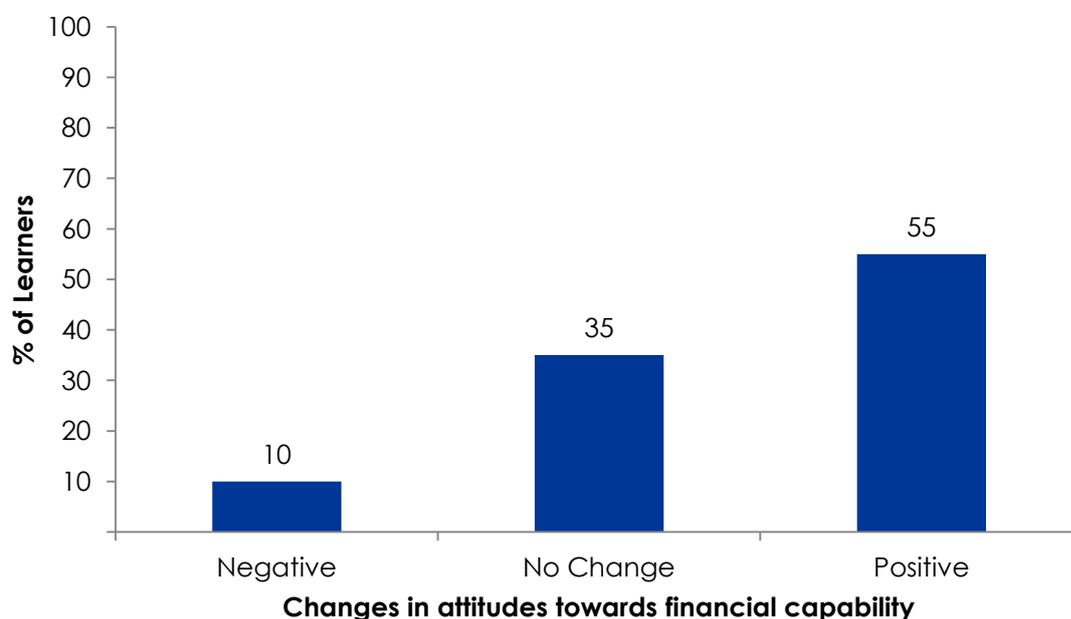
Base: Respondents = 110

Similarly, learners in a number of pilots had **improved their financial capability** as a result of looking at issues around money and budgeting as part of their wider programme. This was a key outcome for learners participating in the Ashley Community Housing pilot who learnt important vocabulary around finances, how to budget and managing payslips.

*'It introduced to them to key vocabulary around budgeting which they might not have had before... [and] for those whose level of English is higher it was the importance of understanding key financial documents such as payslips or P45s, P60s... The people who were working hadn't thought about their budgets if they weren't working. So I think that made them more conscious of how much money they had and how much they were spending on various things.'* (Ashley Community Housing pilot lead)

As Figure 6 below shows, 55 per cent of learners improved their attitudes towards their financial capability over the course of the pilot. The statements included in this section indicate that learners felt more confident to manage and budget their money; compare prices; and source information about finances.

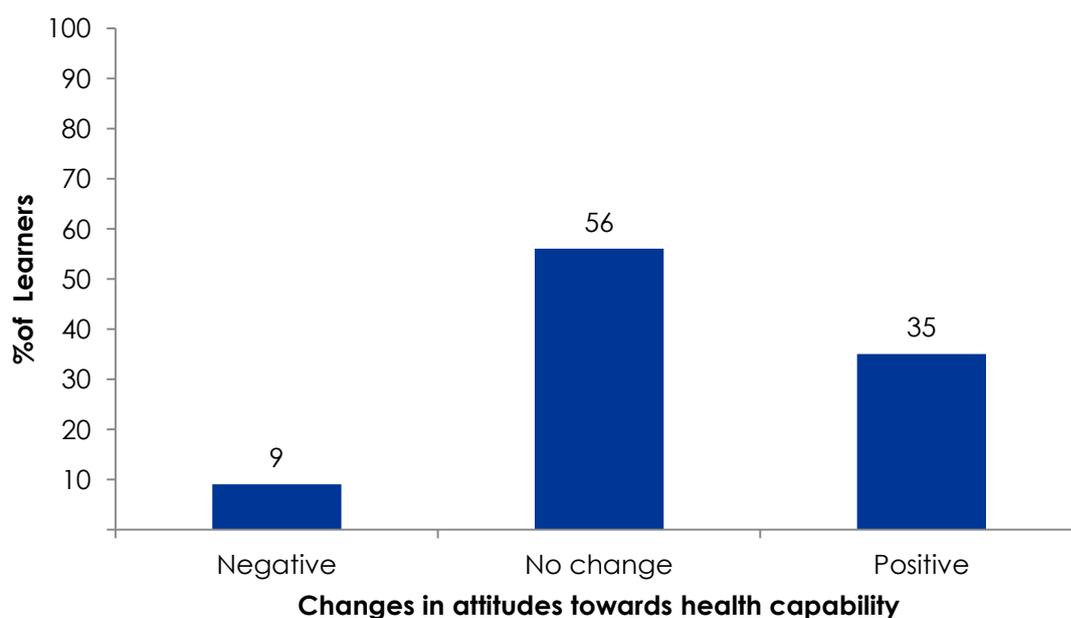
**Figure 6: Change in learners' mean scores against statements relating to financial capability**



Base: Respondents = 108

A focus on the health capability in some pilots resulted in learners reporting **improved confidence to manage their health** and to access information and support about their health. In their final questionnaires, 35 per cent of learners reported more positive attitudes towards the health capability (see Figure 7 below).

**Figure 7: Change in learners' mean scores against statements relating to health**



Base: Respondents = 106

Other wider outcomes experienced by learners are common to individuals participating in learning more generally. For example, in their final questionnaires, 83 per cent of learners reported that they had made new friends during and felt their **sense of isolation was reduced** as a result of participating in their programme. Similarly, **improved self-esteem and confidence** were strong outcomes for learners across the project, with 87 per cent of learners stating that their confidence had increased.

*'After suffering an emotional crisis and losing my job and becoming homeless I thought I had reached the road to nowhere (hopeless). I have since learnt, with the help and support of various organisations that you can turn your life around. Embrace opportunities and turn negative into positive.'* (St Mungo's Broadway learner)

### 6.2 For practitioners

Over half of the pilots felt that involvement in the Citizens' Curriculum project had enabled their staff to **develop their practice**. In some cases, the project helped tutors to articulate the wider benefits of learning to their learners through an explanation of the interlinked capabilities. The learner-led nature of the programmes also helped tutors to **make the learning more relevant** to learners, which supported their recruitment and retention of learners. However, in many cases tutors realised that they already embedded many of the capabilities of the Citizens' Curriculum into their provision, and the project helped them to make these more explicit to learners. In addition, tutors often found that it took little additional work to address any capabilities which were not already embedded within their programmes but this **added great value to their learners' overall experience**.

*'It just shows you that it's very, very easy actually in some cases to weave a lot of the other capabilities into your programme... it really took no effort at all, when I think back on it now, in trying to get an employer involved in this and getting the local councillor involved in it to raise awareness of what we're trying to do.'* (Birmingham City Council pilot lead)

The project also gave some tutors the opportunity to **work with new target groups or in new settings**. Some tutors delivered the pilot to a learner group which they had not worked with before and so had a learning curve in meeting their needs and addressing any challenges they faced. Others worked in community venues which they had not engaged with before and as a result **gained valuable contacts** and experience of working in a different setting. For some tutors, this had **improved their job satisfaction**.

*'It's been great for our staff as well... because it's a new area and you've had to find new trainers within the area and they've been out and done it again - everybody's dead excited, they're really glad to come to work... I never*

*thought I'd say it but I've enjoyed working somewhere different and meeting new contacts.'* (Rochdale tutor)

For some tutors, **designing and delivering the programme in partnership with learners** was a new experience, and at first it was difficult for them to let learners take the lead on the programme delivery. However, these tutors soon realised that ownership of the programme made learners more committed and keen to engage, and resulted in better outcomes than they would otherwise have gained from the pilot.

*'Nobody was leading it - this was what was very unusual about it being Citizens' Curriculum. I was very aware that I needed to put the onus on them. So, I stopped becoming a teacher. It was a bit of a learning curve for me. So, the process became very linear. It was great because everyone took equal ownership, which was fantastic.'* (Bradford Metropolitan District Council pilot lead)

Similarly, tutors who had not previously delivered a fully tailored and individualised programme for learners began to recognise the value and feasibility of this approach and were keen to embed this into their future work.

*'We don't necessarily have enough time to do this with every person we see... I think it's highlighted the ones who this would be useful for, I will then try and incorporate this way with them.'* (Women in Prison pilot lead)

### 6.3 For pilot organisations

Many of the pilot organisations **developed new or improved existing partnerships** through the delivery of their Citizens' Curriculum programme. Some pilots worked with different partners to deliver their programme or to recruit learners onto the provision and this had proved mutually beneficial to the pilot and partner organisations. For example, one pilot delivered their programme in a local church. This enabled them to access a cohort of learners they had previously struggled to engage onto their provision and simultaneously raised the profile of the church amongst members of the local community. These pilots were hoping to continue and build on these new working relationships, expanding their delivery into new geographical areas and engaging new groups of learners onto their provision in the future.

All of the pilots felt that the three main principles of the Citizens' Curriculum approach had **added value to their provision** and were intending to take this work forward in one way or another. Some pilots were looking at ways they could embed the interlinked capabilities into their other programmes, including Functional Skills and Traineeships. Others were working with their tutors to develop more tailored and individualised approaches to delivery and improve their consultation with their local community about their learning needs.

*'I think that basic skills can often be a difficult sell because clients want to avoid it because they don't feel confident about it. Sometimes key workers want to avoid it because they don't feel confident about it either. I think that packaging it as a "Citizens' Curriculum" thing, these are all skills that you need. It's not just English and maths and IT, it's all this other stuff. These are all important for you just being a citizen involving yourself in the world, getting out there and doing the things you want to do. So I think that packaging it like that makes more sense and is more engaging.'* (St Mungo's Broadway pilot lead)

*'I think it's very, very important for people in our learning environment, because I think what we're trying to do is deal with the whole person rather than just that person the criminal, that person the prisoner... It's very much looking at getting them to see themselves differently.'* (HMP New Hall)

## 7. CONCLUSIONS AND NEXT STEPS

The piloting activity described in this report had two principle aims:

- to support providers, and community-based organisations in particular, to adopt and develop a Citizens' Curriculum approach with adults with multiple disadvantages, linked to accreditation where appropriate; and
- to support the creation of progression pathways to Functional Skills / GCSE English and maths qualifications, particularly for adults with multiple disadvantages and in Family Learning contexts

This concluding section summarises the findings in relation to each aim, and draws out the implications for further development of the Citizens' Curriculum approach, policy and practice.

### 7.1 Adopting a Citizens' Curriculum Approach

#### 7.1.1 Funding, Qualifications and Programmes of Study

Our findings show that **it is possible to adopt a Citizens' Curriculum approach in a variety of contexts and settings**, ranging from 'mainstream' FE provision to community learning. In most cases, this can be achieved by identifying existing practice in relation to a Citizens' Curriculum approach, and then adapting, extending and developing the learning offer accordingly. A Citizens' Curriculum approach can be delivered, using a range of delivery models, under different funding streams within the current system, but the greater flexibility of funding which is not solely linked to the achievement of qualifications is an enabler for many providers to be able to adopt a Citizens' Curriculum approach.

This provides support for the idea of a **'study programme'<sup>32</sup> approach in adult learning**, particularly for those adults who, as in these pilots, are facing the greatest disadvantage and have skills needs at or below Level 1. Piloting activities show that a study programme could be built around a main qualification or qualifications e.g. in ESOL, or English and maths, interlinked with embedded or additional non-accredited learning to support the development of the other capabilities. Equally, if desired the programme could be completely non-accredited and assured through RARPA processes, to support the needs of those with the very lowest levels of skills. Alternatively, the identification and possible development of Citizens' Curriculum 'themed' units and awards in Awarding Organisations' life skills, English and maths

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<sup>32</sup> Study programmes have been introduced in the context of full-time 16 – 19 provision by DfE. See, DfE (2014) *16 to 19 Study Programmes: Departmental Advice for Senior Leadership Teams, Curriculum Planners, Teachers, Trainers and Co-ordinators on the Planning or Delivery of 16 to 19 Study Programmes*.

and personal and social development qualifications could also support the adoption of a Citizens' Curriculum approach through unit delivery.

However, some providers may face challenges, particularly where the provision relating to different elements of the Citizens' Curriculum approach operates in 'silos' – for example, English provision and digital learning provision may be run by different curriculum teams, so greater interlinking of the curriculum offer would need to be brought about. The size of a study programme would also need careful consideration. Providers already report concerns that current funding systems offer some learners insufficient time to develop the skills needed to succeed in passing qualifications such as Functional Skills and GCSEs in English and maths<sup>33</sup>. Similar issues have been raised regarding the QCF ESOL qualifications introduced in January 2015<sup>34</sup>. The size of programme would also need to take into account the learner's circumstances and the amount of time they are able to commit to participation in learning.

Despite the current barriers to implementing the Citizens' Curriculum approach as a programme of study, the Citizens' Curriculum pilots suggest that **the approach can be applied across programmes of varying duration and intensity**. It may therefore be possible through further research, consultation and development work to establish workable 'study programme' models based upon a Citizens' Curriculum approach to suit a range of contexts.

### 7.1.2 Supporting Practitioners

Citizens' Curriculum pilot practitioners identified a number of benefits to their own practice through the adoption of a Citizens' Curriculum approach. They **developed new ways of engaging with disadvantaged learners and involving them in the design of provision**, with resulting benefits on engagement, recruitment and motivation. Depending on the context, not all practitioners in the pilot sites had previous experience of the freedom to work in this way, but reported positively on the value of doing so.

The Citizens' Curriculum approach does not rely on a set of pre-determined learning outcomes in which the learner demonstrates competence to complete the course. Instead, learning outcomes relevant to the needs of individuals or groups are determined with the active involvement of learners. To assure standards, skilled practitioners can map these to existing curricula and frameworks in the Citizens' Curriculum capabilities, such as the Core Curricula for Adult Literacy, Numeracy and ESOL, the Adult Financial Capability framework or the Functional Skills standards for ICT. Additionally, the outcomes and supported resources developed by Awarding Organisations – particularly those in their Personal and Social Development

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<sup>33</sup> Robey, C. Jones, E. and Stevenson, A. (2014) *New Maths and English GCSEs in post-16 education and skills: Findings of the call for evidence undertaken on behalf of the Department for Business, Innovation and Skills, and the Department for Education*.

<sup>34</sup> AoC/ NRDC (2014) *ESOL Qualifications and Funding in 2014: Issues for Consideration*

qualifications – can be used, where relevant, to structure the delivery of provision and support practitioners in the choice and development of suitable learning content. Providers found the process of developing their provision in such a way to be less restrictive, but also **appreciated training and support in the use of RARPA**, to be confident of the impact of their activities on learners' progress.

Practitioners also reported **increases in confidence to embed and contextualise learning content**. This is an important skill for practitioners to have, as research shows that embedded approaches lead to improved outcomes in literacy and numeracy, and embedded approaches play a key role in enabling learners to develop these skills in vocational contexts. In the further development of a Citizens' Curriculum approach, it will be necessary to ensure that all practitioners, across the adult learning sector, have **access to appropriate professional development opportunities** which enable them to tailor the learning better to the needs of individuals, and make the contents as relevant and engaging as possible. However, improved practice in making provision more engaging and with better links between the learning in different skills, emerges as a key benefit to providers who adopt a Citizens' Curriculum approach.

### 7.2 Supporting Progression

Our pilots reported key benefits to progression into further learning, towards employment and in everyday life. There were many examples of **better engagement with local services** – including specialist services such as debt and financial advice and drug and alcohol support but also more general services such as public transport, shops, libraries and children's centres. Many of the positive changes experienced by the learners participating in the pilot programmes related to **achieving the individual learning outcomes** which were determined with their involvement upon joining the provision.

#### 7.2.1 Progression into further learning

The evidence from the pilots clearly demonstrates the value of providers and practitioners adopting a Citizens' Curriculum approach to **establish progression routes** to more formal learning opportunities, and to Functional Skills qualifications in English and maths in particular. In over half of the pilots, learners progressed into further learning which was accredited, including Functional Skills provision and ESOL provision. Learners reported feeling **more positive about improving their English and maths skills**, and this encouraged further participation in provision which addressed these needs. In other pilots, learners **continued with non-accredited learning** which supported outcomes relevant to the learners, such as employability skills training and family learning provision which helped parents engage with their children's school and support their learning. Even where learners had not yet decided on a progression option, data from the pilots indicates improved attitudes to learning and **greater commitment to future participation in learning**. Pilots reported that the

interlinking of the skills and capabilities in the Citizens' Curriculum approach proved motivating and encouraged learners to see the relevance of learning to their lives.

### 7.2.2 Progression into or towards employment

Although the Citizens' Curriculum pilots' primary aims were to engage disadvantaged adults and support progression to more formal learning, data from the pilots also provided evidence that the Citizens' Curriculum approach can contribute to improved employment or employability outcomes for learners too.

Not only were some participants able to **move directly into work**, particularly in settings where work experience and other links with employers featured in the provision, there were other positive outcomes for other participants, including those whose circumstances meant that they would be considered to be some distance away from the labour market. Reported benefits included **increased motivation and confidence to look for work**, and improved ability to do so. For those learners not looking to progress into paid employment at present, pilots reported an impact on the number of learners who **took up or reported an interest in volunteering**.

This suggests that further piloting and development of the Citizens' Curriculum approach could be beneficial in **contexts such as welfare-to-work provision, pre-employment skills training, and English, maths and ESOL provision for unemployed adults** referred to by Jobcentre Plus.

### 7.3 Next Steps

The evidence presented in this report demonstrates that the Citizens' Curriculum concept can be realised in adult learning settings and brings significant benefits to providers, to practitioners and, most importantly, to learners. Despite this progress, it is also clear that further development is required to bring about more widespread adoption of the Citizens' Curriculum across the adult learning and skills landscape. The following suggestions for next steps will help to achieve this.

- This project demonstrated the value of using a Citizens' Curriculum approach in six different contexts and the resulting work-related benefits for learners. Further piloting activity in contexts not included within the scope of this project would help to establish the added value of the approach in a wide range of provision, such as in English and maths provision for unemployed adults, and in-work learning opportunities for those in low-skilled, poorly-paid work. This should encourage progression into workplace learning, which in turn leads to opportunities to move into more highly-skilled, better-paid work.
- To support the implementation of the Citizens' Curriculum approach in different types of provision, exemplar learning materials themed around the different capabilities should be developed and tailored to suit specific contexts and settings, with the input of stakeholders, practitioners and learners.

- The potential for the Citizens' Curriculum to form the basis of any proposed 'study programme' for adult learners needs to be established. A 'technical consultation' with stakeholders in the funding and qualifications systems should be carried out to explore this possibility.
- The role of personal and social development learning and its alignment with the Citizens' Curriculum capabilities needs to be established, alongside more clearly defined frameworks for the health and civic capabilities. Further research and development work should be carried out to achieve this.
- To support the implementation of a Citizens' Curriculum approach, adult learning practitioners will need access to professional development opportunities in order to develop skills in the delivery of non-accredited provision through the use of RARPA; adopt and embed approaches to the co-design with learners of curriculum content; and support the interlinking of Citizens' Curriculum capabilities through enhanced skills in embedding and contextualising, particularly of language (ESOL), literacy and numeracy learning.
- Additional measures to assess the effectiveness of a Citizens' Curriculum approach in improving outcomes such as employment, progression to further education, improved social engagement and greater self-efficacy are needed. Further evaluation of the impact of the Citizens' Curriculum approach could support the development of these measures.

## 8. APPENDIX: RESEARCH TOOLS

### 8.1 Initial interview questions and Health Check

#### **Part One: Reasons for getting involved in the project**

1. Why would your organisation like to be involved in the Citizens' Curriculum project? What are your motivations for running a Citizens' Curriculum pilot?
2. Are you currently implementing any changes or improvements to your provision which you feel a Citizens' Curriculum approach could support?
3. What are you hoping your organisation will gain from running a Citizens' Curriculum pilot?
4. What difference are you hoping to make to learners?

#### **Part Two: The setting and the local context**

5. What is the local context of your provision?
6. In what ways are members of the local community consulted on your provision?
7. In what ways are members of the local community engaged onto your provision?
8. What is the profile of your learners?
9. What partnerships does your organisation have which already support your provision?

#### **Part Three: Learner Involvement in Curriculum Design**

10. In what ways are learners currently involved in the co-design of learning with the provider/tutor/others **prior to joining your provision**?
11. In what ways are learners currently involved in the co-design of learning with the provider/tutor/others **at the start of your provision**?
12. In what ways are learners currently involved in the co-design of learning with the provider/tutor/others **during your provision**?
13. In what ways are learners currently involved in the co-design of learning with the provider/tutor/others **on leaving your provision**?

#### **Part Four: Interlinked Life Skills Capabilities**

*Go through each capability and ask the following questions (in the civic capability, be sure to discuss the providers' thoughts on embedding E&D into their provision):*

14. How is this capability currently included in the delivery of your provision?
15. Is this capability accredited or non-accredited within your provision?

16. In what ways, if any, do you feel this capability could be further developed within your provision? What support would you need to achieve this?

### **Part Five: Impact**

17. How do you currently evidence the learning outcomes of your provision?

18. How do you currently capture the wider outcomes of your provision for: learners; tutors; your organisation as a whole; and any other stakeholders?

### **Part Six: Citizens' Curriculum Pilot Plan**

*Note down actions for provider and NIACE in relation to each of the following:*

- *Consulting members of the local community*
- *Engaging members of the local community*
- *Engaging under-represented groups in learning*
- *Developing new or existing partnerships*
- *Involving learners in co-design of provision*
- *Embedding or interlinking life skills capabilities within provision*

### **8.2 Questionnaire for learners: beginning of learning**

NIACE (the National Institute of Adult Continuing Education) is a charity that works to ensure all adults can learn throughout their lives. NIACE is evaluating the learning that you have just started.

This questionnaire asks about your ideas and confidence around learning.

Please complete this at the start of your learning. We will ask you to complete it again at the end of your learning to see if anything has changed.

Please be as honest as possible. There are no right or wrong answers.

We won't include any of your personal details in our report. No one will know who you are or the answers you give to the questionnaire.

If you have any questions then please ask your tutor.

Thank you for helping us with our research.

# TOWARDS A CITIZENS' CURRICULUM: PROJECT REPORT ON THE PHASE 1 PILOTS

Name: \_\_\_\_\_

**Please read the statements below and indicate how much you agree or disagree with them.**

Please tick one box on each line.

	<b>Strongly agree</b>					<b>Strongly disagree</b>
Learning has helped me at home.	<input type="checkbox"/>					
Learning has helped me with work.	<input type="checkbox"/>					
It is important for me to learn.	<input type="checkbox"/>					
Learning has helped me manage my life (housing, benefits, etc).	<input type="checkbox"/>					
I feel confident to use online public services, e.g. NHS Direct.	<input type="checkbox"/>					
I feel confident to use mobile technology (e.g. smart phones).	<input type="checkbox"/>					
I feel confident to search for information on the Internet.	<input type="checkbox"/>					
I am confident when speaking to individual people.	<input type="checkbox"/>					
I am confident when speaking in a group.	<input type="checkbox"/>					
I can read and understand short pieces of writing (leaflets, signs etc).	<input type="checkbox"/>					
I can read and understand long pieces of writing (books, newspapers etc).	<input type="checkbox"/>					

## TOWARDS A CITIZENS' CURRICULUM: PROJECT REPORT ON THE PHASE 1 PILOTS

	<b>Strongly agree</b>					<b>Strongly disagree</b>
I can write short pieces of text or fill in short forms.	<input type="checkbox"/>					
I can write long pieces of text or fill in long forms.	<input type="checkbox"/>					
I understand percentages e.g. discounts in shops.	<input type="checkbox"/>					
I can use common units of measure (e.g. centimetres, inches, kilograms, litres).	<input type="checkbox"/>					
I am able to manage and budget my money.	<input type="checkbox"/>					
I know how to compare prices and get the best deals.	<input type="checkbox"/>					
I know where to go for information about finances.	<input type="checkbox"/>					
I take part in local events or activities.	<input type="checkbox"/>					
I feel able to make a difference in my local area.	<input type="checkbox"/>					
I feel involved in my local community.	<input type="checkbox"/>					
I feel motivated to search for work or look for a better job.	<input type="checkbox"/>					
I am confident that I can get a job or get a better job.	<input type="checkbox"/>					
I know where to go to find information about jobs.	<input type="checkbox"/>					
I know where to go for information about my health.	<input type="checkbox"/>					

# TOWARDS A CITIZENS' CURRICULUM: PROJECT REPORT ON THE PHASE 1 PILOTS

	<b>Strongly agree</b>					<b>Strongly disagree</b>
I know how to access support for my health.	<input type="checkbox"/>					
I am able to manage my health.	<input type="checkbox"/>					
I'm interested in volunteering.	<input type="checkbox"/>					

**Is there anything else you would like to tell us?**

### **8.3 Questionnaire for learners: end of learning**

NIACE (the National Institute of Adult Continuing Education) is a charity that works to ensure all adults can learn throughout their lives. NIACE is evaluating the learning that you have just completed.

This questionnaire asks about your ideas and confidence around learning.

Please complete this at the end of your learning. We will compare your answers with the questionnaire you completed at the beginning of your learning to see if anything has changed.

Please be as honest as possible. There are no right or wrong answers.

We won't include any of your personal details in our report. No one will know who you are or the answers you give to the questionnaire.

If you have any questions then please ask your tutor.

Thank you for helping us with our research.

# TOWARDS A CITIZENS' CURRICULUM: PROJECT REPORT ON THE PHASE 1 PILOTS

Name: \_\_\_\_\_

**Please read the statements below and indicate how much you agree or disagree with them.**

Please tick one box on each line.

	<b>Strongly agree</b>					<b>Strongly disagree</b>
Learning has helped me at home.	<input type="checkbox"/>					
Learning has helped me with work.	<input type="checkbox"/>					
It is important for me to learn.	<input type="checkbox"/>					
Learning has helped me manage my life (housing, benefits, etc).	<input type="checkbox"/>					
I feel confident to use online public services, e.g. NHS Direct.	<input type="checkbox"/>					
I feel confident to use mobile technology (e.g. smart phones).	<input type="checkbox"/>					
I feel confident to search for information on the Internet.	<input type="checkbox"/>					
I am confident when speaking to individual people.	<input type="checkbox"/>					
I am confident when speaking in a group.	<input type="checkbox"/>					
I can read and understand short pieces of writing (leaflets, signs etc).	<input type="checkbox"/>					
I can read and understand long pieces of writing (books, newspapers etc).	<input type="checkbox"/>					

## TOWARDS A CITIZENS' CURRICULUM: PROJECT REPORT ON THE PHASE 1 PILOTS

	<b>Strongly agree</b>					<b>Strongly disagree</b>
I can write short pieces of text or fill in short forms.	<input type="checkbox"/>					
I can write long pieces of text or fill in long forms.	<input type="checkbox"/>					
I understand percentages e.g. discounts in shops.	<input type="checkbox"/>					
I can use common units of measure (e.g. centimetres, inches, kilograms, litres).	<input type="checkbox"/>					
I am able to manage and budget my money.	<input type="checkbox"/>					
I know how to compare prices and get the best deals.	<input type="checkbox"/>					
I know where to go for information about finances.	<input type="checkbox"/>					
I take part in local events or activities.	<input type="checkbox"/>					
I feel able to make a difference in my local area.	<input type="checkbox"/>					
I feel involved in my local community.	<input type="checkbox"/>					
I feel motivated to search for work or look for a better job.	<input type="checkbox"/>					
I am confident that I can get a job or get a better job.	<input type="checkbox"/>					
I know where to go to find information about jobs.	<input type="checkbox"/>					
I know where to go for information about my health.	<input type="checkbox"/>					

## TOWARDS A CITIZENS' CURRICULUM: PROJECT REPORT ON THE PHASE 1 PILOTS

	Strongly agree					Strongly disagree
I know how to access support for my health.	<input type="checkbox"/>					
I am able to manage my health.	<input type="checkbox"/>					
I'm interested in volunteering.	<input type="checkbox"/>					

**Do you think any of the following changes have happened as a result of your learning?**

(Please tick all that apply.)

My self-confidence has increased.	<input type="checkbox"/>
My self-confidence has decreased.	<input type="checkbox"/>
I have developed my interests and hobbies.	<input type="checkbox"/>
I have lost interest in some of my interests or hobbies.	<input type="checkbox"/>
I have made new friends.	<input type="checkbox"/>
I have lost contact with friends.	<input type="checkbox"/>
I feel more motivated to learn.	<input type="checkbox"/>
I feel less motivated to learn.	<input type="checkbox"/>
I have not experienced any changes so far.	<input type="checkbox"/>

**Is there anything else you would like to tell us?**

A large, empty rectangular box with a thin black border, intended for the respondent to provide additional information or comments.

### **8.4 Questionnaire for ESOL learners: beginning of learning**

NIACE (the National Institute of Adult Continuing Education) is a charity that works to ensure all adults can learn throughout their lives. NIACE is evaluating the learning that you have just started.

This questionnaire asks about your ideas and confidence around learning.

Please complete this at the start of your learning. We will ask you to complete it again at the end of your learning to see if anything has changed.

Please be as honest as possible. There are no right or wrong answers.

We won't include any of your personal details in our report. No one will know who you are or the answers you give to the questionnaire.

If you have any questions then please ask your tutor.

Thank you for helping us with our research.

# TOWARDS A CITIZENS' CURRICULUM: PROJECT REPORT ON THE PHASE 1 PILOTS

Name: \_\_\_\_\_

**Please read the statements below and indicate how much you agree or disagree with them.**

Please tick one box on each line.

	<b>Strongly agree</b>					<b>Strongly disagree</b>
It is important for me to learn.	<input type="checkbox"/>					
I feel confident to use mobile technology (e.g. smart phones).	<input type="checkbox"/>					
I am confident when speaking to individual people.	<input type="checkbox"/>					
I am confident when speaking in a group.	<input type="checkbox"/>					
I can read and understand short pieces of writing (leaflets, signs etc).	<input type="checkbox"/>					
I can read and understand long pieces of writing (books, newspapers etc).	<input type="checkbox"/>					
I can write short things or fill in short forms.	<input type="checkbox"/>					
I can write long things or fill in long forms.	<input type="checkbox"/>					
I understand percentages e.g. discounts in shops.	<input type="checkbox"/>					
I can use measurements (e.g. centimetres, kilograms, litres).	<input type="checkbox"/>					

# TOWARDS A CITIZENS' CURRICULUM: PROJECT REPORT ON THE PHASE 1 PILOTS

	<b>Strongly agree</b>					<b>Strongly disagree</b>
I am able to budget.	<input type="checkbox"/>					
I know where to find information about finances.	<input type="checkbox"/>					
I take part in local events or activities.	<input type="checkbox"/>					
I feel involved in my local community.	<input type="checkbox"/>					
I am confident that I can get a job or get a better job.	<input type="checkbox"/>					
I know where to go to find information about jobs.	<input type="checkbox"/>					
I know how to get help for my health.	<input type="checkbox"/>					
I am able to look after my health.	<input type="checkbox"/>					
I'm interested in volunteering.	<input type="checkbox"/>					

**Is there anything else you would like to tell us?**

### **8.5 Questionnaire for ESOL learners: end of learning**

NIACE (the National Institute of Adult Continuing Education) is a charity that works to ensure all adults can learn throughout their lives. NIACE is evaluating the learning that you have just completed.

This questionnaire asks about your ideas and confidence around learning.

Please complete this at the end of your learning. We will compare your answers with the questionnaire you completed at the beginning of your learning to see if anything has changed.

Please be as honest as possible. There are no right or wrong answers.

We won't include any of your personal details in our report. No one will know who you are or the answers you give to the questionnaire.

If you have any questions then please ask your tutor.

Thank you for helping us with our research.

# TOWARDS A CITIZENS' CURRICULUM: PROJECT REPORT ON THE PHASE 1 PILOTS

Name: \_\_\_\_\_

**Please read the statements below and indicate how much you agree or disagree with them.**

Please tick one box on each line.

	Strongly agree					Strongly disagree
It is important for me to learn.	<input type="checkbox"/>					
I feel confident to use mobile technology (e.g. smart phones).	<input type="checkbox"/>					
I am confident when speaking to individual people.	<input type="checkbox"/>					
I am confident when speaking in a group.	<input type="checkbox"/>					
I can read and understand short pieces of writing (leaflets, signs etc).	<input type="checkbox"/>					
I can read and understand long pieces of writing (books, newspapers etc).	<input type="checkbox"/>					
I can write short things or fill in short forms.	<input type="checkbox"/>					
I can write long things or fill in long forms.	<input type="checkbox"/>					
I understand percentages e.g. discounts in shops.	<input type="checkbox"/>					
I can use measurements (e.g. centimetres, kilograms, litres).	<input type="checkbox"/>					

## TOWARDS A CITIZENS' CURRICULUM: PROJECT REPORT ON THE PHASE 1 PILOTS

	<b>Strongly agree</b>					<b>Strongly disagree</b>
I am able to budget.	<input type="checkbox"/>					
I know where to go for information about finances.	<input type="checkbox"/>					
I take part in local events or activities.	<input type="checkbox"/>					
I feel involved in my local community.	<input type="checkbox"/>					
I am confident that I can get a job or get a better job.	<input type="checkbox"/>					
I know where to go to find information about jobs.	<input type="checkbox"/>					
I know how to get help for my health.	<input type="checkbox"/>					
I am able to look after my health.	<input type="checkbox"/>					
I'm interested in volunteering.	<input type="checkbox"/>					

**Do you think any of the following changes have happened as a result of your learning?**

(Please tick all that apply.)

My self-confidence has increased.	<input type="checkbox"/>
My self-confidence has decreased.	<input type="checkbox"/>
I have developed my interests and hobbies.	<input type="checkbox"/>
I have lost interest in some of my interests or hobbies.	<input type="checkbox"/>
I have made new friends.	<input type="checkbox"/>
I have lost contact with friends.	<input type="checkbox"/>
I feel more motivated to learn.	<input type="checkbox"/>
I feel less motivated to learn.	<input type="checkbox"/>
I have not experienced any changes so far.	<input type="checkbox"/>

**Is there anything else you would like to tell us?**

## 8.6 Final interview questions for pilot lead

### Your pilot activity

1. Did your pilot activity develop and progress as you anticipated?
  - a. Did you make any significant changes to the approach you intended to use? Why? How was it different?
2. How would you rate the overall success of your pilot?

### Your learners

3. Did you recruit your target number of learners?
  - a. How did you recruit them onto the programme?
  - b. Were they of the demographic you were targeting?
  - c. What were the most effective recruitment methods for engaging your target learners?
  - d. Did they all complete the pilot programme?

### Delivery

4. How was your pilot delivered?
  - a. Who was involved in delivering your pilot?
  - b. How often did learners attend sessions?
  - c. How long did sessions run for?
  - d. In what setting was your pilot delivered?
5. What was the content of your pilot programme?
  - a. What activities did learners do?
6. Did you cover the capabilities you were intending to?
  - a. How were these embedded into your programme?
7. What were the main challenges you encountered in your pilot?
  - a. How did you overcome them?

### Impact and outcomes for learners

8. What difference has your pilot made to learners?
  - a. How has learners' use of local services/involvement in local community/employability/attitudes towards learning changed?
  - b. What aspects of your pilot do you think contributed to these changes?
  - c. How do you know that your pilot has had this impact?

9. Have learners progressed onto any further learning as a result of their participation in your pilot?
  - a. Did any of these learners progress onto Functional Skills/GCSE provision?
10. Have there been any negative outcomes for learners?

### **Impact and outcomes for other stakeholders**

11. What difference has your pilot made to your tutors?
12. What difference has your pilot made to your organisation?
  - a. Are you intending to use the Citizens' Curriculum approach in the future?
13. Have there been any negative outcomes for tutors or your organisation as a result of the pilot?

### **Critical success factors and lessons learned**

14. Overall, what do you think were the critical success factors for your pilot programme?
  - a. Do you feel that the Citizens' Curriculum approach made a greater difference to your learners than other learning programmes?
15. What were the key lessons learned from the pilot?

### **Further comments**

16. Is there anything else you would like to add?

## 8.7 Final interview questions for tutors

### Your role

1. Please can you briefly describe your specific role within your Citizens' Curriculum pilot?
  - a. Were you involved in the design of your Citizens' Curriculum approach?
  - b. Were you involved in learner recruitment?

### Your pilot activity

2. Did your pilot activity develop and progress as you anticipated?
  - a. Did you make any significant changes to the approach you intended to use? Why? How was it different?
3. How would you rate the overall success of your pilot?

### Delivery

4. How was your pilot delivered?
  - b. How often did learners attend sessions?
  - c. How long were sessions?
  - d. In what setting was your pilot delivered?
5. What was the content of your pilot programme?
  - e. What activities did learners do?
6. Did you cover the capabilities you were intending to?
  - f. How were these embedded into your programme?
7. What were the main challenges you encountered when delivering your pilot?
  - g. How did you overcome them?

### Impact and outcomes for learners

8. What difference has your pilot made to learners?
  - a. How has learners' use of local services/involvement in local community/employability/attitudes towards learning changed?
  - b. What aspects of your pilot do you think contributed to these changes?
  - c. How do you know that your pilot has had this impact?
9. Have learners progressed onto any further learning as a result of their participation in your pilot?

- a. Did any of these learners progress onto Functional Skills/GCSE provision?

10. Have there been any negative outcomes for learners?

### **Impact and outcomes for other stakeholders**

11. What difference has your pilot made to you as a tutor?

- a. Has it changed your practice in any way?
- b. Has it influenced the way you might design learning programmes in the future?
- c. What aspects of the pilot do you think contributed to these outcomes?

12. Did you experience any negative outcomes as a result of your involvement in your Citizens' Curriculum pilot?

13. What difference has your pilot made to your organisation?

- d. What aspects of the pilot do you think contributed to these outcomes?
- b. Is your organisation intending to use the Citizens' Curriculum approach in the future?

14. Have there been any negative outcomes for your organisation as a result of the pilot?

### **Critical success factors and lessons learned**

15. Overall, what do you think were the critical success factors for your pilot programme?

- b. Which recruitment strategies were particularly effective at engaging learners?
- c. Do you feel that the Citizens' Curriculum approach made a greater difference to your learners than other learning programmes?

16. What were the key lessons learned from the pilot?

### **Further comments**

17. Is there anything else you would like to add?

## 8.8 Agenda for focus groups with learners

### Session 1: Introductions

Ask participants to introduce themselves.

### Session 1: How and why learners got involved

1. How did you hear about this learning programme?
2. What made you decide to enrol onto it?

*What were you hoping to get out of it?*

### Session 2: About the learning programme

3. Where did you do your learning?
4. How often did you attend a session?
5. What did you learn?

*What activities did you do in your sessions with the tutor?*

*What did you enjoy most/least? Why?*

### Session 3: Benefits and impact

6. What difference, if any, has this learning has made to you?

*What activities or parts of your learning resulted in these changes?*

7. What difference, if any, has this programme has made to your views about learning?

*Do you feel more or less positive about learning? Why? What part of your programme made you feel more/less positive about learning?*

*Do you want to go on to further learning? Why/why not?*

*What kind of learning would you like to go on to?*

8. What difference, if any, do you think this learning has made to your employability?

*Do you feel like you have a better/worse chance at getting a (better) job?*

*What activities or parts of your learning resulted in these changes?*

9. What difference, if any, has this learning made to your involvement in your community?

*Do you feel more/less involved in your community? e.g. Do you do any community activities now which you didn't do before? Why?*

*Do you use local services (e.g. library, community centre) more/less? Why?*

*What activities or parts of your learning resulted in these changes?*

### **Session 4: Wrapping up (10 minutes)**

10. Thinking about all the changes we've just talked about, which is the most important to you?

*Which changes have made the biggest difference to your life?*

11. Do you think any of the changes we just talked about might have happened anyway, without the learning you took part in?

*Did the learning stop anything else from happening?*

*Did anyone/anything else help you to make these changes?*

*Did you experience any negative changes as a result of participating in this learning?*

12. Is there anything else you would like to say about the learning or the changes it has made for you?