



Adult Literacy and Numeracy: Government Response to the House of Commons, Business, Innovation and Skills Select Committee Fifth Report of Session 2014-15

**Presented to Parliament
by the Secretary of State for Business, Innovation and Skills
by Command of Her Majesty**

December 2014

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Part One: Introduction

1. The Government is grateful for the opportunity to address the issues raised in this thoughtful and informative report on adult literacy and numeracy. We have considered the wide ranging and constructive recommendations contained within the report very carefully and our responses to the specific recommendations made by the Select Committee are set out below.
2. We are pleased that the Committee, through this Inquiry, has identified that literacy (that is, speaking, listening, reading and writing) is essential for learning and for operating in work and in everyday life. Similarly we are encouraged that the Committee understands numeracy to be the foundation for labour market success and has used this opportunity to highlight the importance of this in everyday problem solving. We agree with the Committee on these two fundamental points.
3. There is clear evidence of the benefits to the individual and to the wider economy and to society of improving people's literacy and numeracy levels. The NPV per pound spent on English and maths in adult learning is estimated to be around £28 and there are demonstrable positive effects on employment and earnings – in short adults who study these subjects subsequently improve their likelihood of being in work and/or increasing their wages and this plays back into a stronger economy and returns for the taxpayer. In addition, there are wider social and personal benefits associated with study such as improvements to self-confidence, personal efficacy, health, social mobility and family life.
4. We do not pretend that improving adult literacy and numeracy is an easy problem to tackle. It is not. The relationship between studying and positive outcomes is highly contingent on people's motivations and circumstances and these can change rapidly. Over the last fifteen years, successive administrations have made a considerable investment in both schools and adult education. Some of this has paid off in terms of improved rates of literacy in the adult population. However our numeracy levels remain largely static. This Government has put in place a major research programme on English and maths precisely because we need to understand the challenges in much greater detail than we do currently in order that future investment can be smarter and more focused than it has been in the past. This includes research into areas which, to date, have been relatively unexplored, through the new Behavioural Research Centre for Adult

Skills and Knowledge. Details of the full research programme are set out in this response.

5. Given the primacy of good literacy and numeracy to success in other learning and the labour market, the Government continues to prioritise English and maths for all adults who have not yet reached GCSE standard in these subjects. In the 2013/14 academic year 951,800 adults aged 19 or over participated in government funded English and maths further education training courses. Last year 16-18 year old students taking English GCSE increased by 53% (or 52,000) and maths GCSE by 36% (or 63,000).
6. We have a strong focus on enabling participation by those who would benefit most, especially the more disadvantaged and unemployed. A significant proportion of learners are working at the lowest levels; many are unemployed or inactive and are embarking on a journey to improve their and their family's prospects. We have increased the flexibility that providers have to tailor their programmes to meet the needs of their learners and, as a result, English and maths courses take many forms, from work-based learning to community classes. We support English and maths in prisons, in community centres and in colleges as stand-alone night classes or embedded in vocational programmes. We now plan to assess the role that Children's Centres can play in this area. We are also seeing a significant growth in online training and the widespread use of technology to enhance the curriculum and facilitate self-study.
7. Such diversity is essential if we are to support the wide range of needs in the population and foster innovation. But it should not become an excuse for compromising on quality. We have reformed the way in which the quality of further education is assured and we particularly welcome Ofsted's increasing focus on English and maths teaching and learning in schools and in further education. We have improved the quality and relevance of GCSEs in English and mathematics and now intend to do the same for other qualifications, including Functional Skills, which are also widely studied. We have an increased emphasis on raising the capacity and quality of the FE workforce, with a £30m investment over two years, and on identifying new ways of teaching English and maths that are more engaging for those adults who have not succeeded in more formal education.
8. Attitudes to English and maths run very deep and many people with low skills approach the subjects with a sense of failure. Our ambition, not just for the Government but for the country as a whole, must be to

create a culture of aspiration and expectation that achievement of English and maths at level 2 is the norm and to encourage people to recognise that they have simply not yet achieved. Our reforms to early years' education and schools place acquiring good literacy and numeracy at the heart of the curriculum, and this is now beginning to bear fruit. For example, in 2013, 85% of students at Key Stage 2 were national curriculum level 4 or above in maths compared with 80% in 2010.

9. Once people are out of full-time education and training, it is increasingly clear that labour market engagement, i.e. work, is the biggest driver of skills development. We have already embedded English and maths into our work-based training programmes, notably apprenticeships and traineeships.

10. In our response, we set out how our programme of work and reforms to the funding, quality and delivery of English and maths for adults helps to address the Committee's observations and recommendations. This subject is of critical importance to the whole country and one not wholly owned by Government but by all of us. We welcome the Select Committee's report as the opportunity to further this national debate.

Part Two: Response and Conclusions

1. Introduction

Good literacy and numeracy skills are vital if people are to fulfil their potential and to find and sustain employment. This Government welcomes the Business Innovation and Skills Select Committee's Inquiry report into adult literacy and numeracy. We recognise it as an important study into how both Government and other organisations are working to help adults improve their reading, writing and maths skills.

The Inquiry report highlights the excellent work already underway, but we know we cannot be complacent and will continue with our programme reforms to raise aspirations of learners and to improve the quality of English and maths teaching.

This document provides the Government's response to the recommendations set out in the Committee's Inquiry report.

2. The Current Situation

2.1 Understanding the problem

“There is still an alarmingly high proportion of adults with low literacy and numeracy skills, a situation which successive Governments have failed to address adequately. We welcome the Government's announcement that a Behavioural Insights Research Centre for maths and English is being set up to undertake scientific analysis of how adults best learn English and maths. This is such an important matter that the Government must produce an urgent update. We also welcome the further work commissioned by the Department, to investigate the reasons for the poor performance of England compared with other countries, with respect to adult literacy and numeracy”.

Recommendation 1: *In its response, the Government should set out a timetable for the work being completed, the findings being published, and when action will be taken as a result of those findings. (Paragraph 12)*

2.1.1 The Behavioural Research Centre for Adult Skills and Knowledge (ASK)

In April 2014 the Behavioural Insights Team (BIT) and the Department for Business, Innovation and Skills jointly announced that they had established the Behavioural Research Centre for Adult Skills and Knowledge (ASK). ASK works with a variety of partners across the adult further education and skills sector to embed the latest research in behavioural science within adult

learning settings. The results from this work will be used to make recommendations for policy that are both scalable and sustainable. Through a series of Randomised Controlled Trials (RCTs) and other types of evaluation, ASK aims to answer two critical questions:

- How can research on getting people to recognise they have a need, sign up to, stick at and complete effortful tasks be used to get people to improve their maths and English skills?
- Do improved maths and English skills lead to better outcomes in and of themselves or are there other factors and/or characteristics involved?

By addressing these questions, ASK will provide insight to help policymakers improve literacy and numeracy in the adult population, and understand what learning programmes need to entail to be of value to employers and to translate into better long-term outcomes for those who acquire new skills. ASK will map the lower level elements of these two critical questions to the common journey that learners go through (irrespective of the setting in which they find themselves). In doing this we want to understand:

- How do we get people to recognise the need to improve their skills?
- How do we get people to sign up to training or courses?
- How do we get learners to attend and persist with training?
- How do we get learners to complete their courses/ training and subsequently reap the benefits?

Through understanding the stages of progression, the barriers that hinder them, and growing relationships with those educating adults across a variety of settings, ASK will be able to identify specific opportunities for behavioural interventions when key actions must be taken for the learner to progress. ASK has developed a programme of work through to April 2015 and this will focus on fact-finding and getting to know the sector. The programme includes, data analysis and implementation of fieldwork for example with the Lincolnshire Co-op, Unionlearn, the Prince's Trust, as well as colleges including Leicester College and Stoke on Trent College and other partners. Full details of the current and anticipated ASK programme of work is shown at Annex A.

2.1.2 BIS-led research on adult English and maths 2014 to 2016

In addition to Government's partnership in ASK, the Department for Business, Innovation and Skills has a programme of research exploring the impact of training and the most effective approaches to teaching and learning. The results from this programme of research will support policy thinking and

help inform and underpin the future direction for the Department's English and maths programme.

Details of the Department's key English and maths research work and anticipated outcomes are shown at Annex A.

2.1.3 Vocational Skills Research Centre

The Department for Business, Innovation and Skills is also proposing to commission an independent Vocational Skills Research Centre which will operate for 3-5 years and deliver a strategic research programme aimed at improving vocational education (VE) and policy more widely.

The Centre will bring an analytical and experimental capacity together for vocational education. We expect that the research centre will become internationally renowned for generating world class evidence in vocational education and experimentation. A key aim for us in setting up the Centre and making our administration data available is to encourage researchers from outside the current VE research community to work on VE and bring new ideas and skills.

2.2 Getting the message across

Recommendation 2: We recommend that the Government carry out a high-profile national campaign to promote robustly this initiative. This must be treated as a priority. The Government must publish a timetable of how and when the national campaign will be launched. Coupled with this national campaign, the Government should develop clear signposting routes, helping adults to find the most appropriate and nearest help (either voluntary schemes or more formal classes). The Government should report back in its response on the methods it will use to develop this initiative. (Paragraph 15)

The Government recognises that it is important that people understand the benefits arising from improving literacy and numeracy and that individuals, employers and parents know how to seek out training.

In the past, national campaigns have concentrated largely on raising awareness. We do not consider that these, on their own, were of sufficient value to warrant what would be a very significant Government investment. However, we do have evidence that locally focussed and delivered activity, capitalising on local knowledge and peer-to-peer communications can be very effective in bringing people into training. We will consider how we can provide support at a national level to local action such as this.

At this time any commitment of Government funding in communications and marketing activity over £100,000 would still be subject to agreement by the Cabinet Office.

3. Adult literacy and numeracy schemes

3.1 The design of adult literacy and numeracy provision

The Government agrees with the proposition that English and maths courses should be tailored to the capabilities, needs and level of confidence of the individual. We expect all publicly funded providers to develop and deliver courses which stretch learners but which do not put the subjects out of reach. Evidence shows that the best teaching and learning relates English or maths subject content to a context relevant to the learner and includes a range of support, including peer learning opportunities and assistance to overcome specific learning difficulties and/or disabilities. The role of teachers and curriculum designers is key. When institutions employ good quality teachers and place a consistent and relentless emphasis on quality, they get the best results, regardless of how low skilled and disadvantaged the learner.

Flexibility is essential, as learning is rarely the primary activity within an adult's life. The evidence on the impact of technology, such as e-learning programmes, is not conclusive, but these are nonetheless often popular with adults as they enable them to fit learning round work, caring responsibilities and other commitments. For many, technology can create a more engaging learning environment, for instance, through approaches such as those offered by the Tinder Foundation.

We are keen to build the evidence base on online learning for English and maths and examine in detail which learners under what circumstances benefit most. Jointly with the Department for Work and Pensions (DWP), we have launched a pilot to test new ways of helping 18-21 year-old jobseekers improve their English and maths. This '18-21 Work Skills pilot' started in November 2014 and will test, through a randomised controlled trial, two different interventions – 'blended' online and 'pure' online learning. In a separate initiative, we have developed an RCT covering a wider range of adult learners to compare purely classroom based training with blended learning.

We also plan to improve our understanding of the value of technology-rich approaches to English, maths and English for speakers of other languages (ESOL) through a series of demonstration projects and other work with partners. We are exploring the scope for a SBRI procurement through the

Technology Strategy Board for innovative technology-based approaches for English and maths training.

3.2 English and maths GCSE qualifications

Recommendation 3: English and maths programmes for adults have to be flexible if they are to be successful, which means that the Government should not be pre-occupied with GCSEs being the only measurement at Level 2 for all learners in all settings. The Government has successfully recognised that a more flexible approach to learning reaps success, and therefore the accompanying Government funding must move away from the traditional, linear approach to achieving qualifications. (Paragraph 24)

The Government has chosen to place an emphasis on GCSEs in English and mathematics for good reason. As Alison Wolf identified in her report - Review of Vocational Education¹, GCSEs are the English and maths qualifications with the strongest standards and with the greatest power to signal capabilities². GCSEs are widely used by employers in recruitment as a sifting device and are often required for entry into Higher Education and higher level Further Education. Attainment of GCSE provides a greater likelihood of increasing employment rates and earnings than other English and maths qualifications. In August 2012 we removed Adult Basic Skills Certificates in English and maths and Key Skills as they were too easy to achieve and had little labour market value.

In July 2014, we affirmed that reformed English and maths GCSEs would be the preferred qualification for full-time students aged 16-18. At the same time we acknowledged that many adults and apprentices would also benefit from studying for GCSEs. As part of these reforms we announced a Call for Evidence³ on how to increase GCSE delivery in post-16 education. Many responded to this call and expressed general support for the policy⁴. We continue to work with the Further Education sector to extend GCSEs to all for whom they are appropriate. From August 2015 providers who teach English and maths GCSEs to adults aged 19 and over, outside of apprenticeships, will receive a higher rate of funding through the adult skills budget.

We do, however, agree with the Select Committee that GCSE level and type of study is not always appropriate for all young people and adults. Some learners will need to study for other qualifications as they progress towards GCSE and for some a shorter, vocationally orientated qualification will be the right choice. We have been clear that it remains possible to complete an apprenticeship or traineeship using Functional Skills qualifications. For adults

¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180504/DFE-00031-2011.pdf

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180504/DFE-00031-2011.pdf

³ <https://www.gov.uk/government/speeches/maths-and-english-provision-in-post-16-education>

⁴ Further information due to be published December 2014

our emphasis is on learner choice and suitability; what we should not do is exclude people from the opportunity to achieve GCSE where this would really benefit them.

It is important that Functional Skills provide consistent standards and enable robust assessment of English and maths. It is also vitally important that students who are not studying GCSEs study qualifications that are high quality, consistent, understood by parents and respected by employers. In November 2014 we asked the Education and Training Foundation to review of the best way to achieve and accredit maths and English skills, outside of GCSE, and how to ensure the qualifications understood by and meet the expectations of employers.

3.3 The type of English and maths provision

Recommendation 4: The Government needs to study the type of adult literacy and numeracy provision on offer. The Ofsted results on the provision of adult literacy and numeracy show a mixed bag of provision; some are excellent, but many need to improve. If the Government is successful in persuading adults to improve their maths and English skills, then those adults cannot be let down by inadequate provision. We support voluntary organisations, which do a tremendous amount in supporting adult learners. Such voluntary schemes are run in tandem with other provision involving qualified teachers. To support these teachers, post-graduate qualifications should be reintroduced, to reinforce the fact that adult learning is a specialist job and to ensure that the best teachers are helping adults to improve their English and maths. (Paragraph 27)

The Government agrees with the Select Committee that no learner should be let down by poor quality provision. For that reason, we have made significant reforms to the quality assurance arrangements in further education and we are investing significantly to bring highly qualified recruits into the workforce.

3.3.1 The Education and Training Foundation

A new independent body has been established to ensure standards are met in the sector. The Education and Training Foundation began operations in August 2013 and as the sector-led body, its core responsibility is the development of a well-qualified, effective and up-to-date professional workforce, supported by good leadership, management and governance.

The Foundation defines and promotes professionalism in the sector, maintains and develops occupational standards for the workforce, ensures the availability, scope and quality of initial teacher training and provides resources and support to improve teaching, learning and assessment. Working with the sector, the Foundation has established and published new standards for teachers and teaching in May this year and these are playing a fundamental

role for providers and Ofsted in determining the quality expected of teachers and teaching.

3.3.2 Standards and Quality of Provision

In line with our commitment to providing responsive and effective intervention in underperforming FE institutions, a strengthened intervention process, as described in 'Rigour and Responsiveness in Skills' (BIS 2013) has operated since August 2013. At the heart of this is the role of Ofsted and inspections; monitoring by the Skills Funding Agency; and intervention by the FE Commissioner.

Ofsted's risk based approach to inspection targets providers where evidence suggests that performance is poor or declining. Maths and English is a priority area for Ofsted inspections and this is a key feature in inspection reports. The Skills Funding Agency routinely monitors performance of providers and will issue 'Notices to Improve' where any provider is falling below minimum standards.

Ofsted provides support for providers that are judged to 'Require Improvement' following inspection, helping them to improve standards in advance of re-inspection. For those judged 'Inadequate', or where a provider falls to this level at a re-inspection, or where a provider receives a notice to improve from the Skills Funding Agency, the FE Commissioner, supported by a team of FE Advisers, intervenes, in order to secure a more robust recovery plan. We have a rapid and robust process for intervention and we are beginning to see positive results from those Colleges deemed as underperforming and we have recently enabled one college to move out of intervention.

Ultimately, failure to recover following a period of support, including improving standards of leadership teaching and achievement, could result in the loss of funding, termination of contract, or in the case of colleges, a requirement to make significant changes. Through these processes, Government is ensuring that learners and employers can have confidence in the quality of providers and assurance that action will be taken swiftly where standards decline.

3.3.3 Measuring Success in Further Education

For many years the measure of success in further education has been student achievement of qualifications. By this measure colleges and other providers perform very well, both relative to our international competitors and in absolute terms: averages in excess of 80% are common. But we know that qualification achievement provides only a limited view of 'success'; it is a

proxy for the real value of vocational education and training. That should be whether learners make progress into, or within, employment or further learning. That is why we are developing new measures of success based on learner outcomes to complement the measures we already use for qualification achievement: destinations; progression and earnings.

We recently consulted on how these measures could be used in the future and further information will be published in December 2014.

3.3.4 Professionalisation and qualification of the Further Education Workforce

We recognise that delivering high standards is reliant on the quality of leaders and teachers. Since the Select Committee took evidence, we have published our Further Education Workforce Strategy (July 2014) and are committing over £30m to improve standards of leadership and teaching, with a priority on maths and English. This money has been used to fund a number of initiatives announced within the Strategy, including grants for FE providers, to help them recruit high calibre maths graduates to teaching posts; bursaries to help train new maths and English teachers and those who wish to support learners with special education needs; maths and English enhancement programmes, to raise the knowledge and skills of existing teachers so that they can teach maths and English GCSEs; and 'Golden Hellos' for maths teachers, to encourage them to remain in the sector. To date, over 400 bursaries have been approved by the National College of Teaching and Leadership.

The Education and Training Foundation is also playing a crucial role in supporting delivery of our Strategy. It has delivered the maths enhancement programme to over 2,200 teachers; and awarded over 120 recruitment grants to providers who are recruiting new maths teachers, many of who will be shared with other learner providers in an area (including third sector voluntary and charitable organisations), helping to drive up standards in the teaching of maths in that locality. We will continue these initiatives in 2015-16 and Government is funding an evaluation of the Workforce Strategy and will use the outcome of this to influence the focus of further investment and efforts to improve standards in maths and English

We do not accept that post graduate qualifications should be a requirement imposed on all FE teachers. In 2012, Lord's Lingfield's independent review of professionalism in FE concluded that requiring teachers to hold a qualification was unworkable and not the best way to professionalise teachers in FE. We accepted his recommendations and instead made clear that it is for individual institutions to decide what teaching qualifications are appropriate for their business needs. We trust FE colleges and private providers to employ those

they believe to be best qualified for the job and expect that teachers will hold qualification fitting for their role, as agreed with their employers. However to support the sector, Government funded the design of a new suite of FE initial teacher training qualifications and these have been delivered to new teacher trainees since September 2013. Whilst Government expects these to become the standard for FE teaching in future, we expect the Education and Training Foundation, as the independent body responsible for standards of teachers in FE, to determine how best to ensure professionalism of teachers in the further education sector.

3.4 Funding of adult literacy and numeracy provision

Recommendation 5: We recommend that the Government reassesses how it funds adult literacy and numeracy courses and charities, and gives those organisations the flexibility to adapt their own courses for the individual concerned, while still, of course, ensuring accountability of providers in the process. Peer-based learning is equally valuable and should be promoted. The system should be flexible enough to support voluntary organisations, as well as formal-based classes. (Paragraph 32)

We appreciate the Committee's comments on the funding of adult literacy and numeracy courses and agree that one of the key issues for Government is to be assured of accountability for the funding which it invests in the programmes. We also have to be able to understand the relative success of the different types of learning being delivered by different types of providers. But the way in which funding works should not inhibit providers from innovating, and designing programmes around the needs of the learners they serve, including using peer-to-peer approaches where they have been shown to work well for people.

In the past, funding from the Skills Funding Agency was open to the charge that it unduly constrained providers. We are now in the second academic year of a new approach to funding which is significantly simpler than its predecessor. Simplicity matters here: it reduces the need for providers to look to the requirements set by the funding body rather than the needs of their clients. As a general rule, our strong preference is to limit the frequency of radical changes to the funding system. But the Agency is always open to representations about requirements made of providers which get in the way of innovation and flexibility.

Recent developments in Adult and Community Learning show the value that voluntary organisations can bring to education. In 2015/16 we will be running pilot schemes in a number of local areas to test innovative approaches to support low-skilled, workless adults, including those with the most complex needs. The key aim of these pilots is to test alternative local commissioning mechanisms and how local partnerships, including voluntary-sector

organisation providers, can add value and deliver efficiencies to such approaches.

3.5 Maths provision

Recommendation 6: All too often, adult numeracy is considered the poor relation to adult literacy, and the Government should encourage initiatives that seek to reverse the perception among adults that it is acceptable not to have functional skills in maths. The Government should seek to change the culture in which low levels of numeracy are considered acceptable. This must start at school. (Paragraph 35)

The Government accepts this recommendation and has started to address the challenges it presents.

More clearly than any Government in the past, we are articulating the importance of good numeracy. Central to this is setting an expectation that young people and adults are clear about the importance of studying maths (and English) alongside their other choices and will continue to do so until they have achieved GCSE A*-C. This is particularly the case in 16-18 full-time provision where continued study of maths post-16 has been patchy and often too focussed on low level, low quality provision. We have embedded maths tuition in all our major programmes, including apprenticeships and traineeships, and within study programmes for 16-19 year olds to ensure people understand the significance of these subjects.

To raise standards, we have introduced a new national curriculum in schools from 2014 which sets expectations matching those in the highest-performing education jurisdictions in the world. Students should be fluent in the fundamentals of mathematics, be able to reason mathematically and solve problems by applying mathematical techniques well. To ensure the focus on written and mental arithmetic, we have removed the use of calculators from the end of Key Stage 2 tests.

Reforms to qualifications will further secure high standards. The new maths GCSEs are more rigorous and take account of real world contexts with a greater focus on problem solving and the essentials of numeracy. Redesigned 'A' Levels will provide a stronger basis for transition to higher education study. And we have taken the important step of introducing 'Core Maths' qualifications for post-16 students who achieve at least a C at GCSE maths, but do not progress to A level or AS level. The recently announced "Progress 8" measure gives double weighting to both mathematics in school performance tables for the first time, to give priority to these important subjects.

To support these changes Government have created a network of 'Maths Hubs' which are centres of excellence supported by funding of £11 million over the first two years.

We agree with the conclusion that low expectations of people's numeracy levels is a problem and we have supported and funded a range of initiatives which have focussed on improving numeracy through work with employers, in education and outreach settings and directly to individuals. For example, our grant award to Unionlearn, support for the development of the National Numeracy Challenge, and funding used by the National Institute of Adult Continuing Education (NIACE) to develop a maths app for online learning have all helped to support approaches which are designed to engage, change attitudes and encourage young people and adults to study.

The Government welcomes the formation of the All Party Parliamentary Group for Maths and Numeracy and we recognise the vital role this Group can play in raising awareness among parliamentarians and encouraging them to promote the value of numeracy (and everyday maths skills) in their constituencies or other spheres of influence.

4. People who are unemployed

4.1 Assessment of basic skills levels and referrals to adult training

Recommendation 7: It is crucial that when someone starts claiming unemployment benefit, there is a method of testing his or her English and maths skills. When this happens at the moment, it is neither systematic nor consistent. We agree with the Work and Pensions Committee that Jobcentres should have a more thorough and systematic initial, face-to-face assessment of claimants, to understand the skills support they need to get a job. Assessments should be regularly updated during longer claims, with the relevant data being passed on to the Work Programme and other contracted providers, if claimants are referred on. We recommend better co-ordination between the Department for Work and Pensions, the Department for Business, Innovation and Skills, Jobcentre Plus and skills providers, to ensure that there is consistent and thorough assessment of basic skills needs at the earliest possible stage of unemployment benefit claims. There also needs to be better information sharing between providers and referral onto courses which effectively address identified needs. For this to be effective, the Government must marry together the learning regime and the Department for Work and Pensions regime, to ensure that unemployed adults have the most flexible opportunities to develop their skills. If this is approached in a constructive, cross-Departmental way, there will be benefits both to the learners and to the public purse. (Paragraph 46)

We agree with the recommendation that there needs to be better co-ordination between the Department for Work and Pensions (DWP) and the Department for Business, Innovation and Skills (BIS), and between Jobcentres and providers locally, if those claimants who would benefit from

training are to be consistently identified and referred to appropriate provision. Good literacy and numeracy are increasingly essential for claimants to obtain sustainable work.

Effective local working arrangements are essential and there are many examples of partnerships which deliver positive results for claimants, often because individuals have invested considerable time and effort to develop agreements on referral arrangements, data sharing and course content. We are aware, however, that in some areas partnerships are still developing. In addition, evidence suggests that sometimes Jobcentre Work Coaches are not systematically identifying skill needs early in a claim and are therefore unable to refer the claimant to the appropriate training. The Department for Business, Innovation and Skills continues to work closely with the Department for Work and Pensions to improve skills screening and to identify how the benefits regime can support an investment in training, as opposed to creating barriers for people who would benefit.

4.1.1 Improved screening of claimants

When someone makes a new claim for Jobseekers Allowance (JSA) or returns from the Work Programme they are expected to attend Jobcentre Plus for an interview with a Work Coach. At this interview the claimant agrees a personal plan outlining what they will do as part of their Claimant Commitment to give themselves the best chance of finding work. The interview should include screening to identify potential skills needs - particularly a lack of a basic standard of English, maths or ICT - so that the claimant can be referred to appropriate training and other provision to overcome these needs. Work Coaches do this by discussing a claimant's skills and qualifications in the context of their job goals, as well as through observation and questioning (initial screening).

Where the initial screening indicates a potential basic skills need, Work Coaches can use a 10 minute paper-based Fast Track Tool for confirmation (in-depth screening). For some this is done at follow-up meetings as Jobcentres now have the flexibility to decide when to undertake interventions. While the Fast Track Tool can identify basic skills needs below Level 1 that are often 'hidden', it is not always suitable, for example for those with low/no basic skills who may not be literate in their native language, or for claimants with poor spoken English. With this in mind, the Department for Work and Pensions have been developing a more robust and systematic approach to screening that could improve the support tools available and define the skills needs and skills groups simply and clearly for Work Coaches, using digital technology to increase focus on those with low/no skills who need most help.

As part of this work, and in collaboration with the Department for Business, Innovation and skills and experts from the skills sector, the Department for Works and Pensions is developing a tool which could have digital functionality. When this digital screening tool is made available online, it will allow claimants to be better prepared for their diagnostic interview with their Work Coach by getting them to consider their skills, qualifications and work experience in relation to their job goals beforehand. This will help to identify skills needs that might otherwise have remained undiscovered until the claimant was failing to compete in the labour market.

As an interim measure, text has been added to the Jobseeker Allowance online information which outlines pre-claim requirements and includes a link, signposting claimants to the National Careers Service online offer and skills check.

4.1.2 English Language requirements screening tool

To identify those with very poor English speaking and listening skills (below entry level 2), the Government has developed a screening tool which has been in use in Jobcentres in England since May 2014. The screening tool helps work coaches to determine a person's level of English language.

A report by the National Research and Development Centre for the Association of Colleges on ESOL assessment for claimants found that providers and Jobcentres were positive about using this tool.

4.2 Screening tool for 18-21 year olds

Recommendation 8: We were told by the Government of current pilot schemes, offering English and maths training for 18 to 21-year-olds, which include the development of a specific style of assessment that will be used for young people making a claim who cannot already provide evidence of their Level 2 skills through certificates. We look forward to hearing the results of the pilot. If proved to be successful, we recommend that the Government extend this assessment to all claimants, regardless of their age, so that claimants who need further skills can be identified at the earliest possible stage, and action can then be taken. (Paragraph 48)

As set out in section 3.1 above we have launched the 18-21 Workskills Pilot jointly with the Department for Work and Pensions to test the impact on skills and employment outcomes of mandating new 18-21 year old Jobseeker's Allowance claimants with English and maths below Level 2 to English and maths training for up to 16 hours per week, alongside their jobsearch.

The pilot will run as a Randomised Controlled Trial and will see young jobseekers in selected areas of the country receiving online or blended provision to help them improve their English and maths and their future career

prospects. These trials will change how learning feels for these young people and give them a real sense of owning their learning journey as the training will be accessible and flexible to fit in with their circumstances. Following completion of the pilot, we will consider what the findings of the evaluation tell us for future policy in this area. We expect the Pilot 1 initial research report to be published at the end of 2016.

5. Workplace initiatives

5.1 Unionlearn

Recommendation 9: The Government is cutting £2.5 million from Unionlearn's budget, even though the Minister himself acknowledged the impressive work that the organisation does in adult skills training. This is short-sighted financial gain, which goes against the many positive interventions by the Government. It also sends out the wrong signal about the Government's commitment to adult learning. At a cost of under £100 per learner, and bringing in an extra £4 to £6 additional employer funding for every £1 of Government funding, Unionlearn is a cost-effective way of reaching large numbers of learners with the most acute English and maths needs. This is an area of high impact, which offers value for money, so we urge the Government to reverse its decision to cut Unionlearn's funding. (Paragraph 51)

The Government rejects this recommendation. We value the role of Unionlearn in reaching out to working adults to encourage them to engage in learning. *Skills for Sustainable Growth* sets out the Government's commitment to continue to provide financial support for Unionlearn⁵. The reduction of £2.5m in Unionlearn's budget in 2014-15 is expected to be achieved through efficiencies in its administration costs while protecting the amount of funding available to support individual learning activity. We believe that this is appropriate and proportionate at a time of considerable pressure on budgets for adult skills.

In line with all our partner bodies, the Department is removing Unionlearn's dependency on core funding to a contestable funding model and there will be further reductions to budgets in 2015-16, which may include Unionlearn. Support from BIS for 2014-15 enables a year of transition for Unionlearn as it adapts to the new funding model and to brief individual Union Learning Funded projects on how to present credible proposals for consideration for funding in 2015-16 in support of the Government's skills policies. The outcome of this process will dictate the level of funding union learning activity will receive from the Department in future.

⁵ <https://www.gov.uk/government/publications/investing-in-skills-for-sustainable-growth-strategy-document>

5.2 The Army

Recommendation 10: The Army's provision of literacy and numeracy is to be highly commended, and it has a good record of delivery. Although their military training might not always translate into other organisations, their approach to adult literacy and numeracy, embedded within functional skills, and contextualised to make it relevant to the learners' lives, has been shown to be extremely successful, with tangible benefits for Army personnel. The Government should acknowledge the fact that a significant part of this success is the fact that the Army delivers training under Central Skills Funding Agency-Army funding arrangements, which mean that the Army can organise its own contracted external literacy and numeracy provision. We recommend that the Government study the Army's methods, and promotes examples of best practice in other Government-funded initiatives. (Paragraph 54)

We accept this recommendation and agree with the Select Committee's assessment of the Army's provision for English and maths. As the Committee recognises, the nature of training for service personnel is one that is not easily transferable into mainstream settings but we will consider what aspects of the model might be applicable in mainstream education and training. The approach of contextualising English and maths and making it relevant is a key facet in the Army's success and mirrors the more generalised findings of the research on effective teaching and learning. As outlined below, intensive maths and English courses have been piloted in prisons, based on the Army's model, particularly to address the needs of prisoners serving short sentences. An evaluation of this approach found significant improvements in learners' attitudes towards the value of learning and levels of confidence in their ability to learn; this was particularly evident in relation to maths⁶.

One of the areas of interest for the Behavioural Research Centre for Adult Skills and Knowledge is to understand what the Army model can tell us about motivation and incentive structures and the role of employers in establishing these.

6. Other adult learners

6.1 Prisoners

Recommendation 11: Partnership working with prisoners, and the offering of more relevant, functional courses, in which English and maths skills are embedded, has a record of success. There is a problem with the separation of the education and training provision from the prison system itself. There is also a lack of clarity on the accountability for the quality of English and maths provision within the prison. This needs to be spelt out to providers and to Governors. (Paragraph 61)

The Government accepts this recommendation. The Committee has rightly highlighted the challenges of delivering education in a prison setting. None of

⁶ <http://www.niace.org.uk/news/armed-forces-effective-approach-to-literacy-and-numeracy>

us should downplay the difficulties, nor fail to give credit to the people who manage and deliver learning in custody. But there is a clear choice here: either responsibility for planning, funding and delivering education in custody sits with prisons and their managers, or prison education should be seen as part of the skills system and managed as part of that. Successive governments have taken the latter view since 2005 particularly in response to the significant criticism prior to that time that prison education was much poorer than mainstream provision and that provision in custody should mirror and be equivalent to that available in the community.

Prison education's place within the skills system has ensured that it has been included in the Government reforms that have improved education and employment related training - this is crucial to offender learning because employment on release is a key factor in helping to reduce re-offending. It has also: ensured consistency between the learning offers inside and outside of custody; meant that offenders study the same qualifications as their peers outside; and placed providers under the same tough regime of scrutiny and inspection requirements as their mainstream peers.

The Offender Learning and Skills Service (OLASS) providers are accountable for the quality of the teaching and learning they deliver, and of its leadership and management. The Skills Funding Agency assess and review data on provider performance including learner completion and achievement. Ofsted inspect prison education as part of inspections by Her Majesty's Inspectorate of Prisons.

The Skills Funding Agency would intervene only when local measures have been exhausted or as a result of triggers such as inadequate inspection outcomes. The FE Commissioner's remit includes OLASS provision, where delivered by FE colleges. Therefore where the criteria for referral to the FE Commissioner are met, a college will be subject to the published intervention process.

This provider accountability has to be seen alongside prison Governors' accountability for the broader leadership and management of the regime. The two go hand in hand, and the clear thrust towards localism in the Ministry of Justice /Business Innovation and Skills publication *Making Prisons Work: Skills for Rehabilitation* (May 2011) makes clear that the prison Governor has the local responsibility for day-to-day management (including contract management) of the arrangements.

The National Offender Management Service in conjunction with the Skills Funding Agency have established a National Quality Improvement Group. The group reports to the cross government Offender Skills and Employment Delivery Board and consists of broad representation from prisons and partner

organisations including OLASS providers. The group is working collaboratively towards the achievement of agreed objectives by developing a programme of work for improving quality in the delivery of learning and skills and employment services in prisons. Part of this work will address the learning needs of those staff in prisons who have responsibility for the management of learning and skills and a review of local governance and partnership working arrangements to ensure that responsibility and accountability are assumed where relevant.

Governance Board meetings based around the Unit of Procurement take place on a quarterly basis to review performance. Members of these Boards include Deputy Directors of Custody, prison cluster representatives, the Skills Funding Agency and the OLASS provider. The results of Ofsted's inspections of prison education arrangements will continue to provide a critical contribution to Governance Board discussions of OLASS performance. These interlocking accountabilities are, we think, clear. But we have listened to the Committee's criticism that this apparently remains unclear to some of those involved in learning and skills in custody. Alongside this response, we are publishing a joint letter from the Chief Executive of Skills Funding Agency and the Chief Executive of the National Offender Management Service further setting out a clear statement of accountabilities.

Recommendation 12: There may not be enough hours of literacy and numeracy classes to raise prisoners' reading, writing and maths to a reasonable standard, especially if those prisoners have short sentences. The courses need to be flexible enough to ensure that prisoners take their accredited hours of literacy and numeracy work with them, and, much like the pupil premium, the funding of the prisoner should be portable and should accompany the prisoner. (Paragraph 62)

We reject this recommendation but only on the basis that we consider recent innovations have effectively addressed the concerns raised by the Committee. Short sentences can create difficulties but short courses leading to the attainment of QCF English and maths Awards are now widely delivered throughout prisons across England, precisely to address the points the Committee raise.

As set out in section 5 above, intensive maths and English courses have also been piloted in prisons, based on the Army's model, particularly to address the needs of prisoners serving short sentences. They can be associated with significant improvements in learners' attitudes towards the value of learning and levels of confidence in their ability to learn, particularly in relation to maths. We expect Governors, who have local commissioning responsibility, to adopt this approach where appropriate and it is now available to learners in 8 out of 10 regions. East Midlands and London have yet to adopt it but there is a commitment to do so in the very near future.

Education contracts are currently organised to ensure the same provider delivers education to the prisoner as they move through the system, thereby

ensuring that the funding portability the Committee wants is in place. The Transforming Rehabilitation reforms shortly to be introduced will see far less prisoner movement, particularly for those with the shortest sentences, so we are confident that the problem the Committee identified, – while it has been ‘real’ in the recent past, can be expected to reduce significantly in importance.

Recommendation 13: All prison libraries should be open over the weekend, to ensure that prisoners have greater access to prison libraries. We would also like reassurance from the Government that improved literacy supports rehabilitation, and that the Government is doing as much as possible to encourage this. (Paragraph 63)

The Government rejects this recommendation as we believe that expressly stipulating that prison libraries should be open at weekends is not the best way to increase, nor better facilitate, access. Prison Service Instructions already require that prisoners should have access to the library for at least half an hour at least once a fortnight and Governors are responsible for determining the most appropriate arrangements in their prison. Our experience is that prisoners' priorities at weekends tend towards accessing the gym and sports facilities, association, making telephone calls and receiving visits from family and friends. Extending access to all amenities at the weekend may result in fewer prisoners being able to access them during the week, unless significant additional resources were available.

In terms of encouraging literacy, in addition to the professional services delivered through the OLASS contracts (including the introduction this summer of mandatory assessments of maths and English for all newly-received prisoners), all public sector prisons have as part of the benchmark introduced a prisoner peer-mentoring scheme to help prisoners with poor literacy skills to improve. This scheme, which the Shannon Trust provides through a network of volunteers, helps reach prisoners who would often shun traditional 'education'.

6.2 Homeless men and women

Recommendation 14: We recognise the fact that homeless people face huge challenges, and welcome the STRIVE pilot, proposed by St Mungo's Broadway and Crisis, and funded by the Government. This is a long-term project which should not be hindered by the political timetable of elections. We look to all three major political parties to commit publicly to the STRIVE programme so that long-term planning can take place beyond the 2015 General Election. Furthermore, if the pilot is shown to be successful, we recommend that the pilot is adopted nationwide. In its response, the Government should give an indication of how the pilot is progressing, and the timescale for extending the scheme to other parts of the country, as there is a clear need for adult literacy and numeracy schemes in homeless hostels throughout the country. (Paragraph 68)

We agree with the Select Committee that homeless people face huge challenges and the STRIVE pilot presents a real opportunity to support this group of people in accessing and achieving vital skills in English and maths.

The STRIVE programme is progressing well in terms of participation and the practical arrangements for delivering learning. Evaluators have been appointed and are working to develop an evaluation methodology that will produce convincing data on the pilot's effectiveness, given the relatively small number of participants. We recognise the importance of STRIVE in addressing the needs of homeless people but also as a model for meeting the needs of other disadvantaged learner groups.

6.3 Low skilled parents

We know there is more to do to enable parents, especially lone mothers, to get into work and contribute to the economy but poor literacy and numeracy skills are known to hold people back.

In December 2014 we announced that we will test different ways of motivating low skilled parents using Children's Centres to improve their English and maths. We will explore a range of incentives, including financial incentives, to encourage people to improve their skills. This will be one of the first pilots to be set up by the new Behavioural Research Centre for Adult Skills and Knowledge (ASK).

Details of the pilots are being finalised but they are likely to start in spring 2015 and complete by the end of 2016.

7. Community Learning initiatives

7.1 Community Learning and Family Learning

Recommendation 15: The Skills Funding Agency's bidding process means that demonstrably successful providers of courses have to go through the process of rebidding, which leads to insecurity of both the learners and staff providing those courses. BIS needs to re-examine this arrangement, to ensure that there is continuity for both providers with a proven record of success, and recipients of the adult learning courses. Schools do not have this insecurity; neither should providers of adult courses. (Paragraph 73)

The Government agrees with the Select Committee's observations that Community Learning plays a vital role in our communities - particularly for disadvantaged people - and that it should be widely available and easily accessible in schools and other community settings.

The Community Learning budget has been protected at £210m pa since 2006/7. Learning providers funded directly by the Skills Funding Agency do not have to re-bid for funding each year. However, as with other FE and Skills budgets, funding is allocated by the Agency on an annual basis, with indicative funding identified for the subsequent year.

We recognise the mix of sub-contractors may change from year to year as local needs are reviewed. Many directly-funded learning providers commission other organisations to deliver learning. These providers, not the Skills Funding Agency, make decisions about local learning priorities, working with local communities and stakeholder organisations. It may be this process that sub-contracted providers refer to as a 'bidding process'.

Recommendation 16: Family learning provision must be at the heart of schools and community centres, so that learning is rooted within communities, especially those that are disadvantaged. However, the evidence we received, including that from the Government, showed that despite overwhelming support for family-learning schemes, they are hampered by a lack of long-term, consistent funding. We recommend that the Government must commit to the long-term funding of family-learning schemes, and must set out in its response how this funding will be provided. (Paragraph 80)

Family Learning is funded through the Community Learning budget, which has been protected at £210m pa since 2006/7. As with other BIS FE and Skills budgets, funding is allocated on an annual basis, with indicative funding identified for the subsequent year. The Department is committed to supporting Family Learning and we recognise its positive impacts for both parents and children. Since August 2013, we have expected local authority adult education services to work with their education service colleagues and local Children's Centres to develop family learning courses that meet the specific needs and concerns of local families.

8. Collaboration between Departments

Recommendation 17: The personal commitment of the former Minister, Matthew Hancock MP, to addressing adult literacy and numeracy was commendable, and his Ministerial roles in both the Department for Business, Innovation and Skills (BIS) and the Department for Education (DfE) underpinned the close collaboration between the two Departments. We hope that the present Minister, Nick Boles MP, meets the high standards set by his predecessor, and continues the close collaboration in his role as Minister of State for Skills and Equalities, working jointly across BIS and DfE. The Department for Work and Pensions (DWP) and the Department for Communities and Local Government (DCLG), the Ministry of Justice, and indeed the Ministry of Defence, also have a crucial role to play in developing and implementing adult literacy and numeracy policies and programmes. However, those departments appear less able to collaborate on a suitable level. In its Response, we look to the Department to set out how it will achieve closer collaboration from these Departments. We recommend that a civil servant in each of the relevant Departments is chosen to act as a champion for adult literacy and numeracy. Should close collaboration between these Departments not be delivered, we recommend that the Minister be given more formal powers to intervene in those Departments on matters of adult literacy and numeracy. (Paragraph 83)

The Government accepts this recommendation in part. The Select Committee recognised the close collaboration between the Department for Business, Innovation and Skills and the Department for Education and our respective Ministers. Similar arrangements exist between the Department for Business, Innovation and Skills and the other departments listed on those specific issues where interests coincide, for example, with the Department for Work and Pensions in relation to the training of jobseekers and with the Ministry of Justice in relation to prisoner education. However, there is no cross-Government strategy for raising adult literacy and numeracy levels. This is something which we will consider as we believe it would address the Committee's substantive point.

9. Conclusion

This Inquiry has provided a good opportunity to reflect on the importance of addressing low levels of literacy and numeracy in the adult population. The Committee received evidence of many effective and innovative programmes that exist to help adults to improve their reading, writing and maths. It serves as a reminder of just how diverse people's needs are and how many organisations are involved in meeting these. Support for English and maths continues to be a high priority for the Government. We will continue to invest in this area and to work with the further education sector and others to identify how our investment can make the greatest difference for the individuals it is designed to serve.

**DEPARTMENT FOR BUSINESS INNOVATION AND SKILLS
DECEMBER 2014**

ANNEX A

Research and evidence of adult English and maths provision

Table 1: ASK programme of work October 2014 and April 2015

| Category of work | Piece of work | Start date | End date | Expected output by April 2015 |
|---|--|----------------|---------------------------------------|--|
| Fact-finding and getting to know the sector | Literature review on increasing participation | April 2014 | July 2014 | Easy to use guide to best practice, previous research and behavioural principles that can inform trials |
| | Literature review on non-cognitive skills | September 2014 | December 2014 | Easy to use guide on what we can expect to apply to our population, how to measure it and how to integrate into trials |
| | Literature review on the returns to skills | October 2014 | January 2015 | Easy to use guide to current evidence on returns to skills gained later in life and how we should measure our outcomes |
| | Relationship building, including conference | April 2014 | On-going | Strong relationships, knowledge of what has been done and where we can add value |
| Data analysis | National Numeracy Challenge online data | July 2014 | September 2014 | To evaluate the NN tool and feed into future developments |
| | Learndirect learner data | July 2014 | December 2014 | To learn lessons about when (and for whom) the Learndirect approach is most effective |
| | Matched data set (DWP/ BIS) | September 2014 | December 2014 *with follow on phases* | A way forward in terms of analysing results using the ILR for those in our trials |
| Phase 1 field trials | Adult Learner Education and Retention Trial (ALERT) (157 Group texting and Facebook trial) | July 2014 | September 2015 | Preliminary findings on whether simple prompts can improve learner persistence in Colleges |
| | Lincs Co-op trial in which we attach informational flyers about the benefits of learning maths to payslips | July 2014 | February 2015 | Gauge latent interest within an untapped population and whether different messages have different effects |
| | Unionlearn | June 2014 | On-going | TBC – may not get results by April |
| | FL | June 2014 | March 2015 | TBC – may not get results by April |
| | Prince's Trust | June 2014 | September | Initial understanding of |

| | | | | |
|-------------|---------------------|----------------|----------------|--|
| | | | 2015 | how the Team programme can be used to improve skills in the immediate term and prepare participants for further learning |
| | Children's Centres | September 2014 | April 2016 | Find new ways to engage parents in numeracy and literacy training |
| | Learndirect | July 2014 | September 2015 | TBC – may not get results by April |
| Lab studies | CV trial | September 2014 | December 2014 | Initial insights into the signalling value of different qualifications |
| | Funding structure | January 2015 | April 2015 | Initial hypotheses on how different funding structures drive decision making |
| | Choice presentation | January 2015 | April 2015 | Initial hypotheses on how people choose courses with limited information available |

Table 2: ASK programme of work April 2015 – April 2017

| |
|---|
| April 2015 – March 2016 |
| <ul style="list-style-type: none"> ○ Consideration that the objectives for ASK still relevant? ○ What have we learned so far and how can we build on it? ○ Larger policy-focused trials (including scale up of year one micro-trial interventions) |
| April 2016 – April 2017 (year 3) |
| <ul style="list-style-type: none"> ○ Further consider that the objectives for ASK still relevant? ○ Assess what have it has learned so far and how can it be built upon? ○ Trials that require structural changes e.g. alternative funding mechanisms or more flexible learner provision |

Table 3: BIS current programme of English and maths related research

| | |
|-----------|--|
| 1. | <p>Estimating the labour market returns to qualifications gained in English Further Education</p> <p>This will look at whether achieving an English and maths qualification leads to better labour market outcomes (likelihood of employment, increased earnings, and less benefit dependency)?</p> |
| 2. | <p>Examining the impact of poor basic skills (with a special focus on English and maths) on employers through a survey of employers that have provided basic skills training and survey of employers that have not.</p> <p>This research will determine what is the impact of employees with basic skills needs on employer competitiveness and productivity? Can provision of basic skills training be seen to</p> |

| | |
|------------------|--|
| | <p>impact on overall company performance under a range of criteria such as errors in work, customer complaints, additional supervision required, productivity, staff turnover, retention and recruitment etc.</p> |
| <p>3.</p> | <p>Additional thematic analyses of the OECD ISAS data</p> <p>To achieve a better understanding of the reasons why young people (aged 16-24) in England perform relatively poorly in literacy and numeracy compared to other OECD countries? What is the relationship between low skills levels, employment status and use of skills in work? And, how does it relate to productivity?</p> |
| <p>4.</p> | <p>International evidence review on basic skills: learning from high performing and improving countries</p> <p>Follow-up to OECD ISAS results. Looking at what lessons can we learn from improving and high-performing countries? Is high level or increased performance associated with increased use of technology?</p> |
| <p>5.</p> | <p>Evaluation Report on the Call for Evidence for post 16 English and maths GCSEs</p> <p>Collation of advice from stakeholders on how to reach the GCSE goal for young people, adults and apprenticeships, and how far the new GCSEs meet the functional skill requirements of all adults and apprentices. Stakeholders to help advise on how to ensure that all parts of the sector are ready to deliver against this new ambition.</p> |
| <p>6.</p> | <p>18-21 Work Skills English and maths pilot (pilot 1) evaluation</p> <p>Core questions for the pilot evaluation will include: How cost-effective are the interventions (blended online and pure online English and maths learning); what is the impact of mandation; are claimants attitudes towards learning and job-seeking behaviours affected?</p> |
| <p>7.</p> | <p>A longitudinal study on skills gain and loss over time testing learners at the start of their course, at the end of their course and again 1 year later.</p> <p>Research to understand how do skills gain from adult English and maths courses change over time (skills loss or retention)?</p> |
| <p>8.</p> | <p>An adult (19+) English and maths RCT which is comparing skill gain for traditional 'face to face' learning and 'blended learning' - where there is significant use of ICT.</p> <p>To identify if there is a difference in the amount of skill gain between these two methods of teaching? If so, what is the size and direction of the difference?</p> |
| <p>9.</p> | <p>Traineeships Stage 1: Process evaluation</p> <p>Among other outcomes for the traineeships programme we want to understand what level of English and maths training did trainees undertake? How intensive was this training? Did they complete their course/qualification? How did trainees view the English and maths provision – were they satisfied with the course, its length and content? How do providers view the English and maths aspect within traineeships?</p> |

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