

Citizens' Curriculum

Phase 2 project report

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*In January 2016, NIACE and the Centre for Economic and Social Inclusion
merged to form Learning and Work Institute*

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Learning and Work Institute (L&W) is an independent policy and research organisation dedicated to promoting lifelong learning, full employment and inclusion. We strive for a fair society in which learning and work helps people realise their ambitions and potential throughout life. We do this by researching what works, influencing policy and implementing new ways to improve people's experiences of learning and employment. We believe a better skilled workforce, in better paid jobs, is good for business, good for the economy, and good for society.

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FOREWORD

Some 9 million adults have low literacy, numeracy or both, a longstanding Achilles' Heel for our economy and society. This shocking shortfall holds back life chances, social inclusion and economic prosperity. It is linked to shortfalls in other core capabilities needed for life and work in the 21st century: managing money, active citizenship, health literacy, and digital skills. Behind the statistics lie millions of stories.

This often seems an intractable challenge, its profile raised at regular intervals by new reports showing our poor international performance. Yet the example of other countries shows that our position is not inevitable, that it is possible for a much higher proportion of adults to have the core skills they need.

The Citizens' Curriculum is one of Learning and Work Institute's contributions to making a difference to this challenge. It takes a different approach to helping adults gain these crucial skills: integrating them together into a programme-of-study approach; contextualising them into real life situations; and working with learners to co-design provision.

We've been working with a number of organisations over recent years to develop this approach. This report sets out the findings from our latest set of 13 pilots. Overall the results are extremely positive. The pilots saw improvements in employability with 8% finding a new job and 20% starting to apply for jobs. Some of the biggest outcomes were increases in social and civic engagement, with 73% making new friends, and self-efficacy, with 65% reporting greater satisfaction with their life.

All of this brought savings to public services too. Rochdale Borough Council found that for every £1 spent, £3.68 was saved (half by the council, one third by the DWP, 10% by the NHS, and the rest by various other services such as criminal justice).

We think the evidence shows the Citizens' Curriculum makes a real difference. We want to see if taken up by awarding bodies, providers and commissioners. For example, areas where the Adult Education Budget is being devolved have a real opportunity to commission a Citizens' Curriculum approach.

It is shameful that so many adults lack the essential skills they need in the 21st century. But it is not inevitable. The Citizens' Curriculum shows a pathway to an approach that makes a real difference.



Stephen Evans

Chief Executive, Learning and Work Institute

EXECUTIVE SUMMARY

Learning and Work Institute (L&W) is an independent policy and research organisation dedicated to promoting lifelong learning, full employment and inclusion. In 2015/16, the Department for Business, Innovation and Skills (BIS) supported L&W to further develop the Citizens' Curriculum. This model promotes learning which is locally-led, 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.

L&W supported 13 pilots to establish the added value of the Citizens' Curriculum in contexts not included within the scope of the first piloting phase, such as English and maths provision for unemployed adults and in the workplace. In addition, L&W aimed to support effective practice in the use of the Citizens' Curriculum by developing health and civic capability frameworks or reference tools for provider and practitioner use.

This report presents the findings of the evaluation carried out during and at the immediate end of the Phase 2 piloting activity. This report also presents the process through which the Citizens' Curriculum capability frameworks were developed and validated.

Findings

The evaluation found that the Citizens' Curriculum resulted in statistically significant outcomes for learners, including:

- Changes in their **employability**, with 8% finding a new job, 20% starting to apply for jobs, 33% starting to look for work, 49% improving their work-related skills, and 14% starting to volunteer on a regular basis.
- Improvements in their **attitudes towards learning**, with 94% feeling more motivated to learn and 42% signing up for another course.
- Increased **social and civic engagement**, with 73% making new friends, 59% reporting an improved social life, 28% improving their relationships with their family and 16% joining a community group.
- Improved **self-efficacy**, with 67% improving their self-confidence, 65% reporting a greater satisfaction with their life, and 31% reporting improved physical health.

It can be calculated that Phase 2 Citizens' Curriculum pilots created a public value of at least £1,443,390. However, the actual value of the pilots will be far greater than this total, as only a small number of the outcomes achieved by the pilots have been allocated a monetary value. Data on the costs of the pilots were not collected, so it is not possible to do a full cost-benefit analysis of the Citizens' Curriculum. However, Rochdale Borough Council's cost-benefit analysis suggests that for every £1 the council spent, they achieved a £3.68 financial return and generated a public value of £19.65.

In addition to the outcomes for learners, the pilots achieved a range of outcomes for practitioners and providers. These included:

- Increased confidence in adopting a learner-led approach;
- Enhanced capability to adopt interlinked and contextualised approaches to teaching Citizens' Curriculum capabilities;
- Improved understanding of their impact on learners;
- Improved practitioner morale through greater autonomy and involvement in curriculum

design and development;

- Improved organisational ways of working, including the sharing and adoption of good practice and expertise across curriculum teams;
- More effective planning and interlinking of provision through adoption of a recognised and evidence-based framework; and
- Increased number of learners returning as volunteers.

Conclusions and recommendations

The findings from the Phase 2 pilots extend our learning from the initial 2014/15 pilots in a number of ways. In particular, the new pilots:

- demonstrated the feasibility of implementing a Citizens' Curriculum model in new contexts;
- assembled an enhanced evidence base for learner, provider and practitioner outcomes as a result of implementing the Citizens' Curriculum;
- laid the foundations for further follow up work to assess the longer term impact of implementing the Citizens' Curriculum¹; and
- developed indicative Citizens' Curriculum capabilities frameworks which have the broad support of practitioners and subject specialists.

In the light of the above findings, and in recognition of recent policy developments and current priorities, we recommend that further work on the Citizens' Curriculum focuses on implementing the model through:

- Engagement activity across the adult learning, skills and employment sector to achieve buy-in from providers and more widely amongst sector representative organisations, executive agencies and other sector bodies.
- Further activity, and the development of supporting resources, to help commissioners and providers use the Citizens' Curriculum model to ensure that devolved adult learning and skills includes a focus on Entry Level and basic skills learning which supports progression and meets local needs.
- The development and identification of further resources to support practitioners (including the use of peer volunteers and mentors) to adopt and implement the Citizens' Curriculum in their teaching, learning and support activities, particularly in alignment with current workforce development priorities for English and maths practitioners.
- Further piloting including settings not covered in depth by previous Citizens' Curriculum pilots, including English and maths in the secure estate (complementing our current Language for Change project which will pilot the Citizens' Curriculum for ESOL learning in prisons²), workplace English and maths, and 'place-based' pilots and development work.

This interim report therefore sets a clear direction for L&W's continuing programme of work on the Citizens' Curriculum, to be delivered in 2016/17 and beyond.

¹ Follow up research activity will be carried out and reported on as part of our programme of work as UK National Co-ordinator for the European Agenda for Adult Learning 2015–17.

² <http://www.learningandwork.org.uk/our-work/life-and-society/citizens-curriculum/language-change-project>

1. INTRODUCTION

Learning and Work Institute (L&W) is an independent policy and research organisation dedicated to promoting lifelong learning, full employment and inclusion. We strive for a fair society in which learning and work helps people realise their ambitions and potential throughout life. We do this by researching what works, influencing policy and implementing new ways to improve people's experiences of learning and employment. We believe a better skilled workforce, in better paid jobs, is good for business, good for the economy, and good for society.

In 2014/15, L&W (then the National Institute of Adult Continuing Education) was supported by the Department of Business, Innovation and Skills (BIS) to run a series of pilots to test a 'Citizens' Curriculum'. This model promotes learning which is locally-led, 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. The evaluation of the Phase 1 piloting activity broadly confirmed the feasibility of the Citizens' Curriculum approach in a range of delivery contexts across the adult learning and skills sector, and resulted in a multitude of benefits for learners, practitioners and providers.

In 2015/16, BIS supported L&W to develop its work on the Citizens' Curriculum by carrying out further piloting activity in contexts not included within the scope of the first piloting phase. This activity aimed to establish the added value of the model 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. In addition, L&W supported some Phase 1 pilots to deliver a second programme which built on their work from last year.

Alongside the piloting activity, L&W aimed to support effective practice in the use of the Citizens' Curriculum by developing health and civic capability frameworks or reference tools for provider and practitioner use. As the project progressed, it was apparent that having frameworks for each of the seven Citizens' Curriculum capabilities would be beneficial for providers.

This report presents the findings of the evaluation activities carried out during and at the immediate end of the Phase 2 piloting activity. The longer term impacts and outcomes of the pilots will continue to be tracked over the next 24 months as part of L&W's role as the UK National Coordinator for the European Agenda for Adult Learning. This report also presents the process through which the Citizens' Capability frameworks were developed and validated.

1.1 Policy Context

Our report on the Phase 1 Citizens' Curriculum pilots *Towards a Citizens' Curriculum*³ set out the ways in which the Citizens' Curriculum is relevant, and can help support implementation, across a range of policy areas within adult learning, employment and skills and more widely across Government. These included policy on maths and English, qualifications and systems reform and wider agendas connected to digital skills, mental health and financial capability. All of these remain as priorities, but during Phase 2 of the

³ NIACE (2015) *Towards a Citizens' Curriculum: Project Report on the Phase 1 Pilots*.

Citizens' Curriculum pilots, there have been recent developments of particular relevance to the Citizens' Curriculum. These are briefly highlighted in the sections below.

1.1.1 Maths and English

Maths and English remain both a priority and a challenge within adult learning and skills, with the most recent OECD research findings highlighting that there are an estimated 9 million working aged adults in England (more than a quarter of adults aged 16 - 65) with low literacy or numeracy skills or both⁴. Whilst the report's 'priority of priorities' recommendation focused on addressing maths and English skills in initial education, sector discussions of the report's findings⁵ suggest that there are ways in which adult learning and skills provision could be developed to achieve better practice in adult English and maths, and therefore address the national challenge more effectively. These include supporting the development of the adult English and maths workforce, giving more prominence to a diversity of contextualised approaches to basic English and maths, a greater focus on intergenerational approaches. Such suggestions link well with the Citizens' Curriculum. The Phase 1 pilots, for example, have already demonstrated that it is possible to implement the model in family learning provision, leading to improved outcomes for learners and more effective delivery models.

The importance of addressing the issue of poor English and maths skills in the workplace has also an emerging priority in the context of the OECD findings and recent BIS research⁶. A significant finding of this research is in the role that informal, peer-led approaches can have in addressing English and maths skills needs in the workplace. It is therefore timely that the Citizens' Curriculum Phase 2 pilots have included work to explore the Citizens' Curriculum's potential in this setting. More generally, the Functional Skills Reform Programme will provide opportunities to bring about better practice in adult English and maths through revised standards and qualifications, and in the longer term, supporting resources (such as updated curricula) and professional development opportunities. The development of a Citizens' Curriculum in adult English, maths and life skills provision, and the lessons learned from piloting, may suggest relevant content which can be incorporated into the Reform Programme.

1.1.2 Systems Reform

The way that adult and community learning is planned and funded is undergoing substantial change. The 2016-17 Skills Funding letter⁷ outlined significant reforms to the funding of adult further education, with the introduction of a new budget called the Adult Education Budget (AEB). The AEB replaces three funding lines: funding for adult further education outside of apprenticeships; community learning; and discretionary learner support. Its principal purpose will be to fund learning that engages adults and helps people to move towards work, an apprenticeship or further learning, or otherwise helps people who are furthest from learning and/ or the workplace. As the letter explains, this funding "has been protected in cash terms,

⁴ OECD (2016) *Building Skills for All: A Review of England. Policy Insights from the Survey of Adult Skills*.

⁵ L&W (2016) *European Agenda for Adult Learning England Impact Forum responses to the OECD report 'Building Skills for All: A Review of England. Policy insights from the survey of adult skills'*.

⁶ BIS (2016) *Impact of Poor Basic Literacy and Numeracy on Employers*.

⁷ www.gov.uk/government/publications/skills-funding-letter-april-2016-to-march-2017

in recognition of the contribution that adult education can make to both improving productivity and creating opportunities for socially excluded adults to turn their lives around.” The intention is that providers will have greater flexibility to develop a mix of provision that responds effectively to local needs.⁸

The Spending Review also announced that, from 2016/17, BIS will move towards a devolved system of skills funding. Subject to devolution deals being in place and “readiness conditions” being met, from 2018/19 control of the AEB will be devolved to local government areas, where funding decisions will rest with local skills commissioners. Since summer 2015, eight devolution deals have been agreed across England and more are in negotiation. It is currently unclear exactly who the skills commissioners will be, but early indications suggest that there will be local variation and they are likely to come from a range of backgrounds. Some – indeed many – may have little experience and limited understanding of the kinds of learning which may be delivered under the Citizens’ Curriculum, including non-regulated (non-accredited) learning, learning in communities, basic English, maths and language (ESOL) skills and other ‘life skills’.

In order to make the case for funding to local skills commissioners, providers will need to be able to describe the role and contribution of their provision – especially with regard to Citizens’ Curriculum skills and capabilities, and delivery approaches - in achieving local priorities. They will be required to have in place robust approaches to using data to demonstrate that they understand the patterns and levels of need in their area, are developing provision to respond to this, and can show impact and accountability. Through their ILR data returns, providers will have to evidence their performance against outcomes based success measures.

These reforms present both opportunities and challenges for current providers of adult learning and skills, and new commissioners. The evidence gathered through the Citizens’ Curriculum pilots shows how it can function as a simple yet powerful framework for thinking about the kinds of provision that are needed and offered locally. This has the potential to support both commissioners and providers in agreeing the kinds of learning offered and planning impact and outcomes.

1.2 About the Citizens’ Curriculum

The Citizens’ Curriculum is an innovative and flexible model for language, literacy and numeracy provision which places the needs of learners and communities at its core. Its aim is to develop new ways of offering learning which engages and motivates adults in all kinds of contexts to improve their English, maths and other ‘life skills’, resulting in better progression, outcomes and aspirations - into and at work, in learning and in personal, family and community life. The underpinning principles of the Citizens’ Curriculum are:

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

Evidence from our initial scoping work, the Phase 1 piloting activity, projects delivered under

⁸www.gov.uk/government/uploads/system/uploads/attachment_data/file/496195/Adult_Education_Budget_changing_context_and_arrangements_for_2016_to_2017.pdf

Community Learning Innovation Fund (CLIF)⁹ and *A New Curriculum for Difficult Times*¹⁰ and a body of research evidence in adult basic skills¹¹, 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’ models 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 a model 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 numeracy to be effective in motivating and engaging learners¹². 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.

When referring to the different capabilities within the Citizens’ Curriculum, we do so in the broad senses set out by Schuller and Watson¹³:

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.

⁹ http://www.learningandwork.org.uk/sites/niace_en/files/resources/CLIF%20-%20Full%20Report.pdf

¹⁰ Beer, S. (2013) *A New Curriculum for Difficult Times*. Leicester, NIACE.

¹¹ See, for example, the NIACE/NRDC (2007) *Developing Adult Teaching and Learning Practitioner Guides* series, and Auerbach, E R (1992) *Making Meaning, Making Change. Participatory Curriculum Development for Adult ESL Literacy*.

¹² 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.

¹³ Schuller, T. and Watson, D. (2009) *Learning Through Life: Inquiry into the Future for Lifelong Learning*. Leicester: NIACE.

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 community 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.

L&W believes that the Citizens’ Curriculum 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. This was supported by the findings of the Phase 1 piloting activity, which broadly confirmed the feasibility of the Citizens’ Curriculum in a range of delivery contexts across the adult learning and skills sector, and resulted in the following benefits:

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.
- 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 model 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.

2. PROJECT AIMS AND METHODOLOGY

The overall aim of the project was to develop L&W's work on the Citizens' Curriculum through three main strands:

1. by **developing reference tools or frameworks** for the health and civic capabilities included in the Citizens' Curriculum;
2. by carrying out **further piloting activity** in contexts not included within the scope of the first piloting phase; and
3. by **evaluating the Phase 2 pilots** and gathering further evidence that the Citizens' Curriculum can secure better outcomes for learners in a range of adult learning settings.

2.1 Capability frameworks

The first strand of the project aimed to support effective practice in the use of the Citizens' Curriculum by developing Citizens' Curriculum Health and Civic Capability reference tools for provider and practitioner use. The objectives of the first strand were to:

- **Identify health and civic capability content** available within awarding organisations' offers, and in other relevant frameworks
- **Consult with providers** on resources currently used in formal and non-formal delivery
- **Produce a synthesis of indicative range and coverage** within health and civic capability
- **Validate the indicative range and coverage with practitioners, providers and an subject expert reference group**
- **Produce a draft reference tool** for health and civic capabilities

In order to address the aims of this strand, the following methodology was employed:

- **A review of literature** was carried out to inform development of the reference tools. For the health capability this included cross-referencing themes with the Personal and Social Development framework compiled for trial in the female estate; identifying relevant curricula including government advice on the teaching of Personal, Social, Health and Economic education in schools and the ADEPIS drug awareness framework, and; targeted searching of the Ofqual Register of Regulated Qualifications. For the Civic Capability this included cross-referencing themes with existing citizenship curricula, including *Take Part*; identifying key methods of interacting with communities through, for example, volunteering (do-it.org.uk); synthesizing key information and services provided by community services including Citizens' Advice Bureau, and; targeted searching of the Ofqual Register of Regulated Qualifications. These documents were used to compile a spreadsheet of relevant themes, topics and learning aims which were stratified by level (Entry, Level 1 and Level 2) and cross referenced to existing qualifications offered in the UK.
- **A thematic analysis** was then performed to identify key themes in each of the capabilities. In order to produce a clear and useable document, a structure similar to the Adult Financial Capability Framework (2nd Edition, 2006) was adopted that featured three levels of development: consolidating, developing and extending.

- **Internal validation** was performed through informal and formal feedback sought from senior programme leads at Learning and Work. This focused particularly upon the breadth of themes included and the terminology used to ensure that both were inclusive and accessible.
- **External validation** was performed through two open calls. The first call was distributed to key contacts at the Phase 2 pilots with the aim of assessing the usability of the documents based upon their experiences of delivering the Citizens' Curriculum. The second call was distributed to leading subject specialists with knowledge of the further education practice and policy landscape.

2.2 Second phase piloting activity

The second strand of the project involved supporting a second phase of piloting activity in contexts not included in the scope of the first piloting phase. In total, eight new organisations developed and delivered a Phase 2 Citizens' Curriculum pilot. These organisations were engaged through a call for expressions of interest which was administered via L&W's online survey software. In total, 18 expressions of interest were received; the project team then scored these against the key criteria for running a Phase 2 pilot. The ten highest scoring organisations were then invited to develop a run a Phase 2 pilot; of these, eight successfully participated in the project (the other two could not commit to the required timescales). In addition, five Phase 1 pilots were invited to deliver a second programme which built on their work from last year, bringing the total number of Phase 2 pilots to 13.

Each pilot was required to deliver one or two Citizens' Curriculum programmes between October 2015 and February 2016. Some pilots chose to deliver two programmes (one during the autumn term and another with a different cohort of learners during the spring term) while others decided to deliver one longer programme with the same cohort of learners. Each pilot was allocated a key contact at L&W who supported them to plan, develop and deliver their Phase 2 Citizens' Curriculum pilot.

L&W also provided pilots with a range of other support throughout the project, including:

- A small grant of £1000 to support the development of their Citizens' Curriculum programme;
- Access to L&W expertise through an allocated key contact and regular keep in touch meetings;
- Membership of an online community of practice, providing access to a range of existing resources related to the Citizens' Curriculum and a forum to support the sharing of expertise, experiences and resources between pilots;
- Access to L&W training opportunities; and
- Signposting to a range of wider tools and resources to support pilot delivery.

2.3 Evaluation methodology

In order to find out what difference the Citizens' Curriculum makes to learners, tutors and providers, L&W carried out evaluation activities throughout the piloting phase of the project and will continue to track longer term impacts and outcomes over the next 24 months. This interim evaluation report presents the findings of the evaluation activities carried out during and at the immediate end of the Phase 2 piloting activity.

The overall aim of the evaluation was to gather evidence of effective practice and measure the impact of the pilots on learners, practitioners and providers. In particular, the evaluation focused on the long-term impact that the Citizens' Curriculum may have on learners' self-efficacy, social and civic engagement, employability and attitudes towards learning. By doing this, we aimed to:

- describe the Phase 2 pilot approaches to delivering the Citizens' Curriculum;
- assess the effectiveness of the pilots in engaging learners from disadvantaged cohorts;
- assess the impact of the pilot programmes on key stakeholders, including learners, practitioners and providers; and
- identify the key success factors of the programmes.

The evaluation adopted a mixed methods approach, combining the collection of qualitative and quantitative data. These included:

- **'Health Check' interviews** with each pilot site. These interviews established pilots' current provision and identified ways in which the Citizens' Curriculum could be embedded into their learning offer. The interviews also explored pilots' motivations for getting involved, their local contexts and plans for delivery.
- **Pre- and post-programme questionnaires for learners.** These were designed to capture any change in learners' attitudes towards their self-efficacy, social and civic engagement, employability and attitudes towards learning. Pilots were asked to administer the questionnaires to their learners at the beginning and end of their learning in order to measure any 'distance travelled'.
- **Monitoring data** collected as part of L&W's ongoing support for the pilots. This included notes from keep in touch meetings, pilots' project plans and discussions on the Community of Practice. Providers were also asked to identify and provide data on a measure which gauged the impact of their pilot on their local community. These measures were drawn from New Economy Manchester's unit cost database¹⁴.
- **Follow-up telephone interviews** with the key contact(s) at each pilot. These were carried out towards the end of the pilot activity and explored the process and short-term impacts of pilots, including key achievements, critical success factors, lessons learned, main challenges encountered and how these were addressed.
- **Case study visits** were carried out with six pilot sites. Visits took place towards the end of the pilot activity and involved a series of face-to-face interviews with key stakeholders, including learners. The visits enabled L&W to gather rich information on the delivery and short-term impacts of these pilots from a range of perspectives.

In total, we received 213 pre-programme questionnaires and 177 post-programme questionnaires, 152 of which matched. 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. All quantitative

¹⁴ <http://neweconomymanchester.com/our-work/research-evaluation-cost-benefit-analysis/cost-benefit-analysis/unit-cost-database>

data were entered into SPSS, a statistical analysis software package, for analysis. 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. Significance testing was undertaken using the non-parametric Wilcoxon Signed Rank test and the significance level was set at 0.05. Statistically significant findings have been highlighted throughout the report. Frequency data was utilised for the binary data collected, and displayed where applicable. In this report, the quantitative data are reported alongside the qualitative data which were analysed thematically using the gridding method.

3. CAPABILITY FRAMEWORKS

Early work in the scoping and consultation for the health and civic capabilities, along with emerging evidence from the pilot programmes, highlighted the requirement for reference tools for all of the Citizens' Curriculum capabilities. As a result, reference tools were produced and validated internally and externally for the health; civic; financial; digital; numeracy; literacy and language capabilities.

The literature review identified relevant curricula, frameworks and offers from awarding organisations which could inform the development of the capability frameworks. These are included in Table 1 overleaf and were used to produce the initial drafts of the capability frameworks. Development work carried out by L&W and other subject and sector bodies working in further education was also considered in the development of the frameworks.

Following the literature review, the draft frameworks were shared with internal subject area experts in L&W for internal verification. This yielded valuable insight into the niche subject areas of civic and health capability and also identified existing curricula and frameworks which had been missed by the initial literature review. The internal verification process was particularly helpful in further developing the digital capability reference tools, as many informal frameworks – from the NESTA digital maker framework to the Go-on Basic Digital Skills framework – concentrate on subsets of skills which are broadly appropriate to this capability, but failed to contextualise these skills into everyday tasks and challenges that adult learners may face. As a result, the project team ensured that these skills were incorporated into the Citizens' Curriculum framework by contextualising them in themes and topics which are relevant to adult learners. The internal verification process also highlighted the need to ensure that the presentation and language of the frameworks were accessible to all, and the importance of retaining the flexibility of the Citizens' Curriculum whilst providing guidance and signposting for practitioners. All of this feedback was incorporated into the frameworks before they were sent for verification by external subject experts.

The external verification also yielded interesting results. As expected, the Phase 2 pilots who provided feedback were concerned with the usability of the documents. A number suggested making the documents into a partial toolkit that offered links to useful resources that practitioners could draw upon. Many pilots suggested other frameworks that they drew on in their work, which again broadened the scope of the themes included in the Citizens' Curriculum tools. These themes tended to focus on unaccredited or milestone learning on topics such as CV writing, communication skills and how to support family members.

The subject experts consulted as part of the external verification also discussed the need for unaccredited learning to be further incorporated into the documents. This was felt to be particularly crucial for the financial and health capabilities, as both of these included practical tasks that had tangible impacts on learners' lives. For financial capability, it was felt that family finances and skills around financial decision making were important topics to incorporate. For health, it was felt that caring responsibilities and financial assistance in times of ill-health should be included in the framework. Unaccredited learning and skills were also felt to be important to the numeracy and literacy and language frameworks. Although these were more closely aligned with Functional Skills curricula, it was felt that explicit recognition of milestone skills and learning should be made in order to preserve the flexibility of the Citizens' Curriculum.

The feedback from all parties was taken on board and incorporated into redrafted documents that were once again subject to internal verification through subject specialists. In order to offer continuing support to those who choose to use the frameworks, a dedicated email address was established: citizenscurriculum@learningandwork.org.uk. The final documents are available to download from <http://www.learningandwork.org.uk/citizenscurriculum>.

Table 1: Capability Mapping to Curricula and Awarding Organisations' Offers

Capability	Curricula/Frameworks ¹⁵	Awarding Organisations
Health	<ul style="list-style-type: none"> ▪ PSD for the Female Secure Estate ▪ ADEPIS Drug Awareness ▪ PSHE Key Stage 4 Curricula 	<ul style="list-style-type: none"> ▪ NOCN ▪ ABC Awards ▪ YMCA Awards ▪ Active IQ ▪ Pearson ▪ NCFE ▪ Ascentis ▪ RSPH
Civic	<ul style="list-style-type: none"> ▪ <i>Take Part</i> ▪ Active Citizenship ▪ Equalities Toolkit 	<ul style="list-style-type: none"> ▪ NOCN ▪ OCN ▪ City and Guilds ▪ Certa ▪ ASDAN ▪ Prince's Trust ▪ AIM Awards ▪ Pearson ▪ Skillsfirst ▪ CIH ▪ BIIAB
Financial	<ul style="list-style-type: none"> ▪ Adult Financial Capability Framework ▪ Financial Capability Strategy for the UK 	<ul style="list-style-type: none"> ▪ Ascentis ▪ OCN ▪ NCFE ▪ NOCN ▪ CCEA ▪ AIM Awards ▪ IFS ▪ Pearson ▪ City and Guilds

¹⁵ Please see the Appendix for links to the listed curricula and guidance documents. Links valid as of 15th April 2016.

Capability	Curricula/Frameworks	Awarding Organisations
Digital	<ul style="list-style-type: none"> ▪ Go-on Digital Skills Framework ▪ International Society for Technology in Education (ISTE) ▪ NESTA Digital Skills ▪ Tech Partnership IT User Standards ▪ JISC Digital Literacies ▪ iCurriculum 	<ul style="list-style-type: none"> ▪ OCR ▪ BCS ▪ E-Skills UK ▪ City and Guilds ▪ Open Awards ▪ NCFE
Numeracy	<ul style="list-style-type: none"> ▪ Functional Skills Criteria for Mathematics (2011) ▪ Adult Numeracy Core Curriculum ▪ National Adult Literacy and Numeracy Standards 	<ul style="list-style-type: none"> ▪ EFB ▪ OCN ▪ NCFE ▪ City and Guilds
Literacy and Language	<ul style="list-style-type: none"> ▪ Functional Skills Criteria for English (2011) ▪ Adult Literacy Core Curriculum ▪ National Adult Literacy and Numeracy Standards ▪ Adult ESOL Core Curriculum 	<ul style="list-style-type: none"> ▪ EFB ▪ OCN ▪ NCFE ▪ City and Guilds

4. PILOTING ACTIVITY

4.1 Descriptions of pilots

Derby Adult Learning Service used their Citizens' Curriculum pilot to enhance their ESOL provision with learners working at Entry Level. They brought together specialist ESOL, numeracy, IT and dedicated tutorial tutors to design a coherent programme of study for their learners. Focussing on topics such as managing money and using local public services, the pilot aimed to build language skills by embedding the core capabilities into everyday scenarios. Derby Adult Learning Service wanted this model to enable their learners to better support their children with schoolwork and support them in finding voluntary or paid employment.

English for Action (EFA) built on the success of their Phase 1 pilots and delivered two separate Phase 2 programmes. The first piloted the Citizens' Curriculum with a participatory ESOL class focussed on financial capability. This programme adopted the learner-led approach to design and delivery promoted by the Citizens' Curriculum and embedded numeracy, digital, civic and language capabilities into the overarching theme of financial capability. For their second Phase 2 programme, an EFA tutor worked with a group in Southwark who had concerns about the reductions in ESOL funding. They decided to run an event about the importance of ESOL, the organising and delivery of which developed learners' literacy, language, numeracy, digital, financial and civic capabilities.

Learn Devon used the Citizens' Curriculum to engage disadvantaged adult learners, both in Exeter and in rural Devon communities. Working with housing associations and other local

partners, the pilot used a community cookery course to develop a range of skills and capabilities, including everyday maths, budgeting and healthy eating. Learners shared recipes through blogs and social media, supporting the development of literacy and digital skills. Learn Devon aimed to build learners' confidence and support them to progress to further learning.

Learndirect piloted the Citizens' Curriculum with two groups of learners referred by Jobcentre Plus. Following an initial discussion, Learndirect supported learners to select goal-appropriate modules that were delivered via a blended learning model. These included courses exploring Universal Credit, the Universal Jobs Match online service, BSC Digital Skills qualifications and community engagement and wellbeing topics. Learndirect aimed to improve learners' motivation to learn, encourage them to achieve English and maths qualifications and support them in finding permanent employment.

Leicester College delivered a successful Phase 1 pilot which developed ESOL learners' civic capability through research into Leicester's rich cultural history. For their Phase 2 pilot, Leicester College chose to focus on developing the digital capabilities of their ESOL learners. Tutors at the College facilitated an initial discussion with the group designed to identify a shared experience or interest that will form the theme for the course. This theme was then explored through group discussions, local fieldtrips and Internet research that developed a range of Citizens' Curriculum capabilities. Learners were encouraged to produce a short film or Prezi presentation to showcase their findings and this formed the basis of their ESOL Speaking and Listening assessment.

Nottinghamshire Community Learning and Skills Service worked closely with the county council's Library Service to pilot the Citizens' Curriculum in nine work clubs. The aim of their pilot was to support learners who are unemployed or under-employed to develop their skills and confidence in order to access sustainable employment. Sessions were principally learner-led and focused upon developing learners' confidence using digital technology. Learners accessed Universal Jobs Match services, used computers to develop literacy skills including writing or re-writing CVs and finding information from job sites on the internet. Topics including health and safety at work and staying safe online were covered as and when they arose in class.

Rochdale Council built on their Phase 1 Citizens' Curriculum pilot by extending their work to focus on older men, particularly those living alone in social isolation. They worked with an integrated team of local services to engage groups they had previously found difficult to reach, identifying their learning needs, especially around the digital, health and numeracy capabilities, and addressing them through learning. By engaging learners in a series of informal and unaccredited programmes or services, Rochdale aimed to support learners to stay engaged in learning, move into employment and progress onto formal and accredited courses. Their contribution to and use of the Cost Benefit Analysis Tool meant they could not only demonstrate learning and personal outcomes, but also the wider economic benefits of community learning.

St Mungo's Broadway built on their Phase 1 pilot by implementing the Citizens' Curriculum in their part-time day college for adults who are homeless. In particular, they aimed to make their delivery even more learner-led and responsive and to improve their learners' health and

civic capability by introducing a weekly walking day which encouraged them to engage with their wider community.

The Manchester College embedded the Citizens' Curriculum's wider capabilities in a wrap-around tutorial programme for adult ESOL learners who participate in substantial part-time provision. The project, designed and delivered with learners, involved learners developing numeracy, financial and civic capabilities alongside language skills as they planned a market event, open to the college and the local community. The college aimed to enable their learners to recognise and develop their capabilities in different areas, and help them gain the confidence to progress to further learning and/or look for work.

Tomorrow's Women Wirral (TWW) delivered a highly successful Phase 1 pilot which explicitly addressed all of the core capabilities of the Citizens' Curriculum. For their Phase 2 pilot, TWW took a different approach and focussed on health as an overarching theme, embedding the other capabilities within this. The aim of their pilot was to support vulnerable women to develop new skills, improve their social relationships and increase their confidence to seek further education, volunteering or employment opportunities.

Unionlearn supported Prison Officers' Association (POA) Learning in delivering a Citizens' Curriculum programme to prison staff in the workplace. The programme developed learners' health capability by focusing upon healthy living, diet and nutrition with embedded literacy, language and numeracy skills. The aim of the pilot was to help learners to make informed choices about their health and lifestyle that could support them in their jobs.

Workplace Learning Advocates (WLAs) piloted the Citizens' Curriculum in three different workplaces: Cumbria Council for Voluntary Service (CVS); Lincolnshire Co-operative; and the Rum Story. In each workplace, the WLA supported their colleagues to identify their skills needs in relation to the core capabilities of the Citizens' Curriculum. In particular, WLAs introduced colleagues to training opportunities in maths and English.

York College aimed to refresh its adult literacy and numeracy curriculum offer to adult learners, and used its Citizens' Curriculum pilot to explore ways in which the provision could be made more relevant and engaging. Based on learner focus group feedback, the college revised current schemes of work to embed a wider range of capabilities alongside literacy and numeracy skills. The revised programme was then be piloted with learners, and the results informed curriculum planning for future courses.

4.2 Implementing the Citizens' Curriculum

The following table shows the ways in which each pilot adopted and embedded the principles of the Citizens' Curriculum into their piloting activity.

Table 2: Ways in which pilots embedded the Citizens' Curriculum principles

Pilot	Locally-led learning, responding to the needs of the local community, economy or specific cohorts of learners	Learner involvement in determining the curriculum	An interlinked combination of capabilities
Derby Adult Learning Service	<ul style="list-style-type: none"> Serves a population comprised of around 54% black and minority ethnic (BME) individuals. ESOL classes are delivered in a variety of community settings, including schools, in areas with high levels of socio-economic deprivation. Worked with children's centres, primary schools and voluntary organisations to establish local need and promote the course. 	<ul style="list-style-type: none"> Aimed to make their ESOL course more engaging by linking it directly to learners' 'real world experiences' and challenges. Held learner forums/focus groups to identify needs and interests and used this to develop the programme. First session incorporated initial and diagnostic assessments and in-depth conversations to decide on learning goals and plan the content of the course in detail. 	<p>Literacy/Language – Learners worked towards ESOL units/qualifications.</p> <p>Numeracy – Learners had the option of working towards Functional Skills Maths.</p> <p>Digital – Learners had the option of working towards Functional Skills ICT qualifications.</p> <p>Health, Civic and Financial – Embedded through healthy eating, volunteering, community awareness, equality and diversity and personal finance management topics.</p>
English for Action (EFA)	<ul style="list-style-type: none"> Based in Greater London with a high demand for English language learning and where learners with English as an 	<ul style="list-style-type: none"> Learner-led pedagogy involved learners in design and delivery of courses. 	<p>Literacy/Language – Developed through group discussions, speaking to external contacts and doing presentations.</p>

	<p>additional language often feel excluded from civic life.</p> <ul style="list-style-type: none"> ▪ Pilot aimed to develop learners' language skills and support them to take action in their local community. ▪ Location of lessons was sensitive to cultural barriers of learners. Were based in local venues such as schools which learners could easily access. 	<ul style="list-style-type: none"> ▪ Tutors adopted active listening approaches to address the interests and needs of learners and built these into the course. ▪ Tutors carried out short end of session evaluations to identify most valuable aspects of the lesson and how learners would like to build on these. Enabled learners to take ownership of their learning. 	<p>Civic – Learners organised and promoted an event, learned about funding streams and the parliamentary process, and contacted their local MP.</p> <p>Digital – Developed through a class blog which the tutor would update and learners would comment on.</p> <p>Financial – Learners considered the financial implications of the event and how they could keep costs down.</p>
Learn Devon	<ul style="list-style-type: none"> ▪ Delivered in an area of inner city deprivation with learners who were homeless or had insecure accommodation. ▪ Led by a Community Development Coordinator and an experienced tutor, both of whom had a good understanding of local context and strong links with local support organisations. This enabled them to develop a programme which was tailored to local needs and aimed to address many of the 	<ul style="list-style-type: none"> ▪ Consulted with learners at the beginning of the pilot to determine their learning needs. This informed the location, length and content of the programme. ▪ The tutor had a flexible lesson plan and aims for each session which could be adapted to the interests and needs of learners as they arose. ▪ The tutor provided opportunities for group and one-to-one feedback so the programme could be altered as needed. 	<p>Health - The pilot was a cookery course and taught learners how to make healthy, balanced meals from scratch.</p> <p>Literacy/Language and Numeracy – Embedded through reading recipes, talking in groups about the meaning of food, and weighing ingredients.</p> <p>Financial – Developed cost effective recipes to reduce shopping bills.</p> <p>Digital - Learners used tablets to video each other cooking and take photos of the meals they made.</p>

	challenges faced by the target group.		Civic – Learners were encouraged to visit museums, libraries and other public services.
Learndirect	<ul style="list-style-type: none"> ▪ Piloted the Citizens’ Curriculum in three locations, each with high unemployment levels but differing demographic needs. In all cases, learners were referred for English and/or Maths training with a view to moving towards employment. ▪ Aimed to take a holistic approach that involved high-quality IAG and capability development so learners could remain in learning for longer and gain higher quality employment. 	<ul style="list-style-type: none"> ▪ Initial assessments in English and maths and in-depth conversations with learners identified learning goals. ▪ Learners decided which qualifications to work towards first, and decided the subsequent course of their learning. ▪ Adopted a roll-on roll-off model – learners were retained through IAG and continuing support until they had achieved their learning goals and gained employment that suited their needs. 	<p>Digital – Learners could do a digital qualification, engaged with JCP online services and accessed Learndirect’s online learning portal.</p> <p>Financial – Learned how to make ‘better off’ calculations to compare employment opportunities.</p> <p>Civic, financial and health – Learners developed skills in personal budgeting and were provided with information on local volunteering and health services.</p> <p>Literacy/Language – Developed through CV and cover letter writing, interview skills etc.</p>
Leicester College	<ul style="list-style-type: none"> ▪ Based in a diverse city with a large migrant population and high demand for English language courses. ▪ Worked with ESOL learners and developed their language skills by supporting them to put 	<ul style="list-style-type: none"> ▪ Facilitated a discussion with learners at the beginning of the programme to identify a shared interest which formed the theme of the pilot. Learners were interested in learning more about Leicester’s history of migration. 	<p>Literacy/Language – Developed through interviews with local residents, reading about issues and giving presentations.</p> <p>Digital – Used the internet, computers and mobile devices, video interviewed local residents and developed short</p>

	<p>on an exhibition about a topic of their choosing.</p>	<ul style="list-style-type: none"> Learners led the programme, interviewing local people, deciding how to present findings and working together to develop the final exhibition. 	<p>Prezi presentations about their findings.</p> <p>Civic – Went on trips to museums and libraries to conduct research and interview local residents, contributing to an exhibition about their local area.</p>
<p>Nottinghamshire Community Learning and Skills Service (CLASS)</p>	<ul style="list-style-type: none"> Worked with partners to assess local need, including Nottinghamshire Economic Development Service, ATTFE Academy Transformation Trust, local colleges and the Nottinghamshire Library Service. Piloted the Citizens' Curriculum in nine Work Clubs held in county libraries with the aim of increasing learners' self-efficacy in job searching. 	<ul style="list-style-type: none"> Learners were engaged through community outreach activities and taster sessions. Learners who completed initial and diagnostic assessments that allowed tutors to tailor learning activities. Sessions were learner-led with continual formative feedback allowing the tutor to embed new topics and themes into the programme as they presented themselves during the sessions. 	<p>Literacy/Language – Developed through practising communication skills and discussing how to use these in different vocational contexts.</p> <p>Numeracy – Everyday numeracy was embedded into sessions. Learners accessed online maths tools and apps.</p> <p>Digital – Learners brought their own devices to sessions and linked to library learning programmes such as 'Try IT' and the 'Digital Champions' initiative.</p> <p>Financial – Some sessions focused on the new Universal Credit system.</p>
<p>Rochdale Borough Council</p>	<ul style="list-style-type: none"> Ran their Phase 2 pilot in Kirkholt, an estate with a high proportion of unemployed older men living in social isolation. This often led to individuals developing mental 	<ul style="list-style-type: none"> Tutors guided learners through a tailored programme which addressed their individual needs and interests. Learners could access provision when they wanted to, and could 	<p>Digital – Learners searched and applied for jobs online. Some developed digital activities which they showcased on the digital learning day.</p> <p>Civic – Learners developed social relationships, confidence to engage</p>

	<p>health problems or experiencing substance misuse.</p> <ul style="list-style-type: none"> Worked with an integrated team of local services to tailor the programme to the needs of the target group and address these through learning. 	<p>get the support they needed for their particular circumstances.</p> <ul style="list-style-type: none"> Gave learners confidence to direct their own learning, e.g. some learners developed their own digital learning project. 	<p>with their community, and started volunteering. Learners also learned how to use public services more effectively, reducing police callouts.</p> <p>Health – Learners improved their mental health and reduced their instances of substance misuse.</p>
St Mungo's Broadway	<ul style="list-style-type: none"> Worked with learners who were homeless and engaged in their part-time day college. Target group have particular issues with social isolation and can find it difficult to engage with their local community. Aimed to improve learners' civic capability by introducing a weekly walking day which encouraged them to learn more about their wider community. 	<ul style="list-style-type: none"> Every aspect of the provision was shaped and led by learners, e.g. learners chose local places of interest for the walking group. Learners were involved in the college's annual theatre performance and developed the story, wrote the script, managed the stage and performed at the local community theatre. Tutors ran drop-in sessions about basic skills and a wellbeing centre which provided tailored support to learners. 	<p>Civic – Learners gained knowledge of other local services, interacted with the local community, and planned trips to local places of interest.</p> <p>Literacy/Language, Numeracy and Digital – Developed through the basic skills drop-in sessions and were embedded into the walking group through navigating public transport, timings, bus timetables etc. Learners also participated in a reading group.</p> <p>Health – The tailored support at the wellbeing centre enabled learners to better manage their own health.</p>
The Manchester College	<ul style="list-style-type: none"> Embedded the Citizens' Curriculum into a wrap-around tutorial programme for adult ESOL learners. 	<ul style="list-style-type: none"> Learners designed and delivered a project of their choosing. This was decided 	<p>Literacy/Language and numeracy – Embedded throughout the programme as learners organised and ran their event.</p>

	<ul style="list-style-type: none"> The college's ESOL learners can feel isolated. Wanted to encourage learners to engage with their local communities, recognise and develop their capabilities and progress to further learning and/or work. 	<p>through an initial consultation meeting.</p> <ul style="list-style-type: none"> Learners were guided by a tutor, but each stage was driven and shaped by their ideas. Learners decided on dates, venues, made marketing materials and made food and goods to sell at the event. 	<p>Financial – Learners were given a small budget which they had to decide how to spend in order to make a profit which they could donate to charity.</p> <p>Civic – Learners engaged with each other and their local community in order to organise, promote and run the event.</p>
Tomorrow's Women Wirral (TWW)	<ul style="list-style-type: none"> Support local vulnerable women to regain confidence, reduce their social isolation and develop new skills. Have a strong understanding of challenges faced by their target group and the holistic support they need to overcome these. Their pilot was completely tailored to the identified needs of the women currently using their centre. 	<ul style="list-style-type: none"> Support workers spoke to women at the centre about their goals. Identified a strong interest in gaining employment and practical skills which could be applied to the world of work. This initial conversation shaped the programmes offered, which gave learners skills in sewing, cookery, goal setting and health management, and an accredited mentoring qualification which learners could use to volunteer. 	<p>Health – Learners developed their knowledge of healthy eating, sexual health, mental health and wellbeing, and how to support other to deal with health issues such as domestic violence.</p> <p>Civic – The second programme supported learners to become volunteers with the centre and other organisations.</p> <p>Literacy – This was required in order for learners to gain their mentoring qualification.</p>
Unionlearn	<ul style="list-style-type: none"> Piloted the Citizens' Curriculum with a cohort of prison staff. Unionlearn had identified an issue with health 	<ul style="list-style-type: none"> Learners completed an initial data capture form that helped to identify individual needs. 	<p>Literacy/Language – Embedded through understanding of technical terminology, research skills and ability to extract relevant information.</p>

	<p>management at work amongst this cohort.</p> <ul style="list-style-type: none"> Learners focused upon healthy living, nutrition and diet as their primary topic. The aim of the programme was to help learners make informed decisions regarding their personal health and dietary requirements. 	<ul style="list-style-type: none"> Ongoing information, advice and guidance was given throughout the course and reciprocal feedback from learners was incorporated into the course. One-to-one progress reviews were also used to monitor progress and gather learner feedback. 	<p>Numeracy – Embedded through understanding of numbers relating to health, including performing number operations, understanding data and using formulae.</p> <p>Health – Learners focused on healthy living, diet and nutrition and had the opportunity to work towards Level 2 certificates in Nutrition and Health.</p>
Workplace Learning Advocates (WLAs)	<ul style="list-style-type: none"> WLAs are employees who encourage formal and informal learning at work. Each WLA tailors their support and offer to the local context, the learning needs of their colleagues and their employer’s business needs. Piloted the Citizens’ Curriculum in three different workplaces where WLAs identified the need to develop the core set of capabilities. 	<ul style="list-style-type: none"> WLAs encourage and organise training that is self-identified by employees. As a result, learning is self-directed with the WLA providing guidance and signposting to learners. A Citizens’ Curriculum toolkit was developed and included initial assessment quizzes, formative self-assessment questionnaires and a summative evaluation questionnaire. Ongoing feedback from learners influenced how the pilot developed. 	<p>Literacy/Language and Numeracy – Basic skills were embedded throughout the training and support offered.</p> <p>Digital – Used digital technologies to explore topics and compile their own ‘toolkit’ of useful resources.</p> <p>Health – Learners researched health topics and compiled information to support in-house training.</p> <p>Civic – Learners were encouraged to support one another and others through mentoring and volunteering both in the workplace and outside of it.</p>
York College	<ul style="list-style-type: none"> Their close partnerships with local organisations, including 	<ul style="list-style-type: none"> Learners completed initial and diagnostic assessments and 	<p>Literacy/Language – Learners worked towards a Functional Skills English</p>

	<p>JCP, employers and the Local Enterprise Partnership allows them to tailor their learning offer to the needs of the local community and economy.</p> <ul style="list-style-type: none"> ▪ Piloted the Citizens' Curriculum with an established Functional English group of mixed level learners. Aimed to make the class more interesting, and help learners to be better able to cope with life in the college. 	<p>had one-to-one interviews to determine their learning needs.</p> <ul style="list-style-type: none"> ▪ Individual Learning Plans and feedback gathered through surveys, focus groups and termly reviews contributed to ongoing development of the course. ▪ Also introduced exit questionnaires to help provide a more structured approach to learners leaving provision. 	<p>qualification and some learners were also improving their language skills.</p> <p>Numeracy – Learners interpreted and interrogated statistics to explore topics for project-based activities.</p> <p>Digital – Learners used mobile devices and computers to conduct research and access resources on the Virtual Learning Environment.</p> <p>Health – Learners chose health topics to explore in class, such as the bias against carbonated soft-drinks.</p>
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4.3 Challenges encountered in implementing the Citizens' Curriculum

Whilst pilot providers felt that their programmes were successful in meeting the needs of learners in a range of contexts, there were a number of challenges in implementing the Citizens' Curriculum. These included: covering multiple capabilities within one programme; the timing and duration of the pilot; the terminology of the Citizens' Curriculum; the level of learners' digital skills; gaining learner buy-in; and evidencing the wider outcomes of their piloting activity.

4.3.1 Multiple capabilities

Three providers found the multiple-capability structure of the Citizens' Curriculum challenging to implement with the co-design model. For one provider this was due to learners wanting to gain a fuller understanding of what was meant by the terminology of the Citizens' Curriculum. English for Action reported spending longer than anticipated discussing the terms 'citizen', 'civic capability' and 'health capability' with learners. These discussions resulted in two outcomes for learners. Firstly, they developed a greater understanding of the topics and themes included in each capability and this allowed them to self-select the content of the course according to their interests. Secondly, and as a result of this, each session acted as a standalone exploration of a different capability or theme. Although more reflective of learners' interests and needs, the programme lost some coherence as each session became disconnected from the previous and following one. In order to combat this, the pilot lead spent time in each session actively linking the language skills covered previously to the new topic and also set up a class blog, allowing learners to reflect on the learning each week and encouraging them to draw links between the sessions.

Learndirect's regular provision operates on a roll-on, roll-off basis to meet the needs of Jobcentre Plus partners that refer learners for short, effective interventions. In order to incorporate the different capabilities into their pilot they established set start and finish dates with the pilot lasting eight weeks. For some of their learners, however, this timescale was too demanding and tutors found it challenging to balance covering the capabilities with meeting learners' needs and preferences, which were often very clear and targeted towards qualifications or training that would lead to job outcomes. In this instance there was a conflict between the length of time learners felt necessary to spend developing their skills and the length of time it would reasonably take to cover all of the capabilities.

These findings suggest that identifying one or two capabilities as the main theme(s) for a programme and then embedding the rest within these themes is a more effective approach to covering multiple capabilities. This is demonstrated by the change in Tomorrow's Women Wirral's approach between their Phase 1 and Phase 2 pilots. For their Phase 1 pilot, TWW adopted a modular approach which addressed each capability in separate sessions or mini-programmes. Although their pilot was highly successful, learners found it difficult to commit to the amount of time required to complete each element of the programme and at times it felt quite disjointed. In contrast, their Phase 2 pilot used the health capability as the overarching theme and they embedded the other capabilities within this topic. This was far more effective at keeping learners engaged throughout the programme and resulted in some strong civic and employability outcomes for the women involved. Other pilots who adopted this embedding approach also found it easier to cover multiple capabilities within a short timeframe.

“When we did this [pilot] as our second one we had a much clearer picture of where we wanted to go... it wasn't ridiculous going ‘right, we're going to jam all these things in and basically cover every single thing in the curriculum’, [instead] we kept it to a set thing like it was more around health. That's why we did it that way and that made it so much easier for us.” (TWW pilot lead)

4.3.2 Timing and duration of the pilot

A small number of pilots found it challenging to embed the Citizens' Curriculum into their provision due to the length and timing of the pilot. This was particularly the case for more formal learning providers; for example, Leicester College reported a particular challenge concerning the duration of the pilot. As their pilot made use of the sensitive topic of immigration and learners' experiences of moving to the UK, the college found that creating coherence between the learners in a short period of time was challenging. In order to address this, tutors focused first upon the history of the city of Leicester and drew out historical events or figures that could be used to discuss around the topic of immigration. In this way, learners began to consider very personal experiences at a distance and were able to incorporate their own experiences as and when they felt comfortable to do so. As mentioned above, Learndirect also found it difficult to cover all of the capabilities of the Citizens' Curriculum within a short timeframe.

Similarly, two organisations found that the timing of the pilot, from mid-October to mid-February, presented challenges as it did not fit with the academic year. As a result, some pilots found it difficult to engage learners in their pilot as they were already involved in other programmes or courses.

4.3.3 Citizens' Curriculum terminology

The terminology of the Citizens' Curriculum was challenging for some learners to engage with. As discussed above, English for Action found that learners wanted to explore the vocabulary of the Citizens' Curriculum in order to gain a better understanding of the requirements of the course. Similarly, one of the Workplace Learning Advocates involved in the pilot noted that 'literacy' and 'ICT skills' can often put learners off from the outset. In this respect, they found that embedding these skills in wider health capability activities was a more productive approach that avoided learners disengaging immediately.

For some pilots, it was more productive to embed civic and health capability activities into the digital capability. These pilots had learners who identified a strong need to improve their digital skills, and so adopting digital vocabulary and activities for the other capabilities led to a higher level of engagement. This was particularly appropriate for the civic and health capabilities.

The Capability Frameworks developed as part of this project hope to address this particular challenge. They provide suggestions for providers on topics, activities or projects that could come under each of the capabilities, alongside examples of how skills might be progressed in real-life contexts.

4.3.4 Digital skills of learners

Providers that worked with some of the most disadvantaged adults noted some learners displayed a strong aversion towards ICT and digital skills. For these providers, the

incorporation of technology was very challenging for a number of reasons. Firstly, many of their learners did not have access to computers or mobile devices and so lacked experience in using them. This resulted in some learners finding it difficult to understand many of the concepts and the vocabulary of the digital capability.

In addition, some providers found that while learners may be working at Level 1 or 2 in literacy or the health capability, their ICT skills were considerably lower. As a result, providers often had to adapt their provision to enable learners to access the digital elements of the programme.

Some learners were also reluctant to use technology they were unfamiliar with as they had concerns regarding security, particularly in relation to posting information online. In response, providers often spent additional time discussing staying safe online and investigating the appropriateness of certain online service providers.

4.3.5 Learner buy-in

Another challenge reported by some providers was learner motivation. Whilst most learners responded to the co-design model very favourably and took ownership of their learning, others found the apparent lack of direction somewhat difficult to deal with. For these learners, it was challenging to choose topics or activities to focus on in the classes and interest in a particular topic was quickly lost. Some pilot leads reported that external factors sometimes contributed to this. To compensate for this, pilot leads incorporated more traditional teaching and learning methods into the programmes. Whilst these still addressed the capabilities and encouraged learner co-design, these methods were often more tutor-led.

One pilot provider noted that in order to ensure learner buy-in it is necessary to introduce the Citizens' Curriculum properly, and allow learners times to discuss the structure and content of the capabilities. This often allowed the tutor and learners to work collaboratively towards a mutual understanding of how the Citizens' Curriculum could benefit the learners, and what learners' role in the curriculum design would be.

4.3.6 Evidencing wider outcomes

As part of the evaluation, pilot providers were also asked to identify and provide data on a measure which gauged the impact of their pilot on their local community. Pilots were offered support through the L&W support contact to identify and collect the data needed to demonstrate these outcomes; however, it was apparent that many pilots did not have the resource or access to the type and level of data needed to measure these outcomes. Therefore, these outcomes are not included in this report. For the ongoing tracking of long-term outcomes arising from the Phase 2 pilots, L&W will work with the small sample of pilots who managed to gather wider outcomes data and will present these findings in future reports.

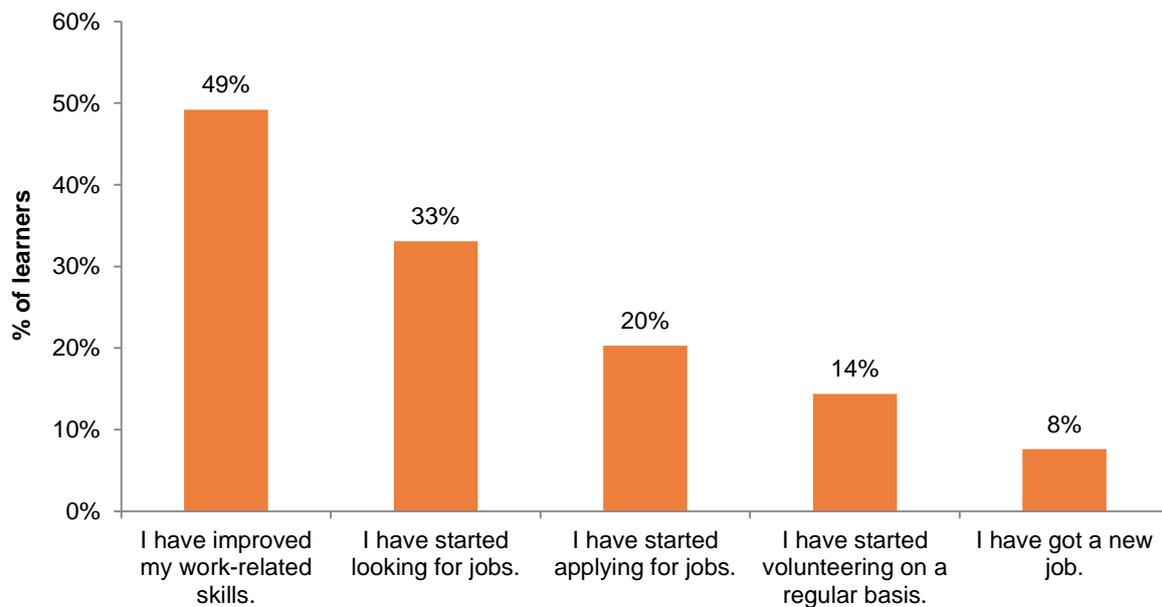
4.4 Outcomes and impact

This section describes the outcomes and impact experienced by the learners, tutors and providers who took part in the Phase 2 Citizens' Curriculum pilots. They are presented under four headings: employability; attitudes towards learning; social and civic engagement; and self-efficacy.

4.4.1 Employability

Learners experienced a range of outcomes related to employability. As Figure 1 below shows, almost one in ten learners (8%) said that they had got a job or a new job as a result of their involvement in their Phase 2 pilot. A further 20% of learners had started applying for jobs and a third (33%) had started looking for jobs. In addition, almost half of learners (49%) felt that their programme had improved their work-related skills, while 14% had started volunteering on a regular basis.

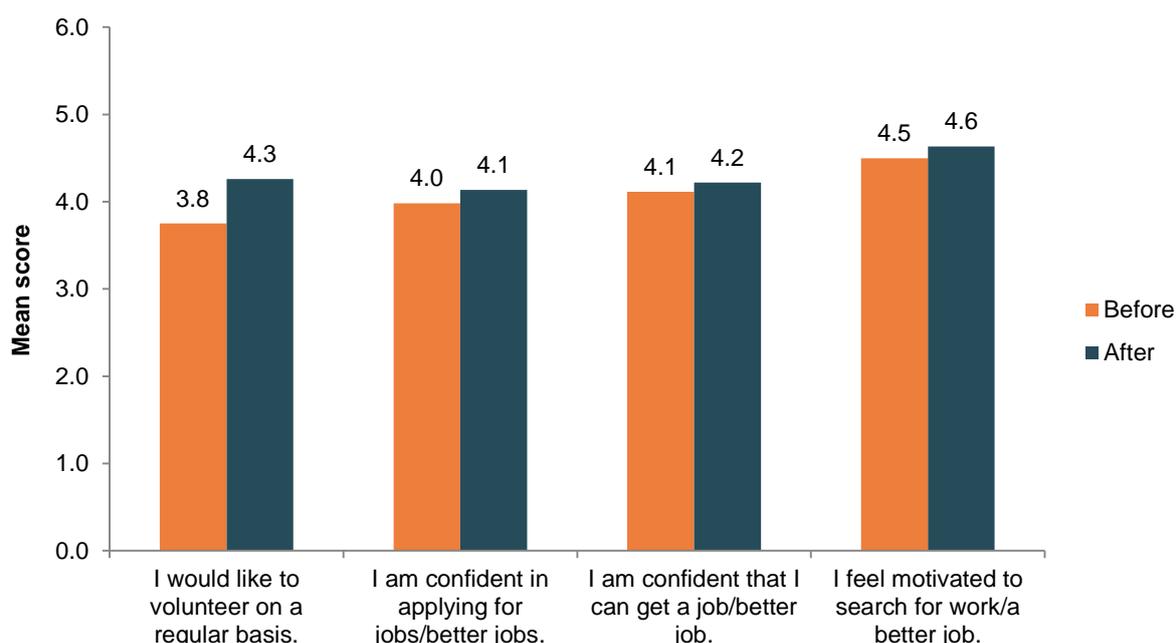
Figure 1: Employability outcomes experienced by learners



Base = 118

Learners' responses to the employability statements in their questionnaires also demonstrated a significant impact on their attitudes towards employment and their confidence in finding work. Figure 2 below shows learners' mean scores against each of these statements before and after participating in their Citizens' Curriculum programme. Although these changes appear small, they are all statistically significant and therefore suggest that the programmes were effective in improving learners' attitudes towards employment-related activities.

Figure 2: Learners' mean employability scores before and after their programme



Base: All matched questionnaires = 152

Changes in learners' attitudes towards employment and employability were key themes in the interviews with learners, tutors and pilot leads. The majority of pilots felt that their programmes had not only supported learners to develop confidence in their ability to find work, but also to raise their career aspirations and aim to gain sustainable, long-term employment. Some learners were using this newfound confidence to support others to improve their motivation to find work and raise their aspirations for the future.

“When they first came to us they were just like shells, just wouldn't even speak or look at anybody... Now they're the ones who come to do talks saying do you know what, I've achieved this, this and this. Though I did do that offence or that was what happened, I'm now doing all this other positive stuff and my life's got better, so I can get employment or volunteer work.” (TWW pilot lead)

Four of the pilots explicitly developed learners' capabilities in an employability context in their programmes. The tutors on these courses supported learners to improve their skills in writing CVs and covering letters, completing application forms (particularly online), and performing in interviews. They also brought in external speakers to help learners improve their knowledge about different career opportunities and how they can access these, or think about self-employment opportunities in the local area.

“I can get short-term employment, that's not the problem, but as a satisfying long-term career I've not really found that... [On the programme] some guys were there from the BBC, the iPlayer side of it, the technical side underneath, which I'd not really thought of. There's loads of jobs, get on the site, look at the career spec, see if it's the sort of thing you can do.... So having conversations with those people really helped.” (Rochdale learner)

Nottinghamshire Community Learning and Skills Service (CLASS)

Many of the learners involved in CLASS's pilot had been working in one particular industry for many years before they were made redundant, and needed support to update their job searching skills and qualifications. As a result, CLASS's pilot focussed on developing learners' confidence to use digital technology in their job search and application activities. Presentations from local employers also helped learners to recognise the transferable skills they had gained in their previous roles and learn about local career opportunities.

CLASS found that the learner-led nature of the approach was particularly effective in gaining learners' buy-in to the offer at the work clubs and helped them to feel valued, that they had a voice and that their opinions mattered to the organisation. By tailoring the programme to learners' needs, CLASS was also successful in boosting learners' confidence and motivation to find work, helping them to start looking and applying for jobs, and raising their career aspirations.

"It can help if you've been in one industry for a while... [employers] will tell you what sort of training you need, any skills that they're looking for. [My tutor] has helped me a lot with transferable skills, because I was in catering for a while and now I'm going into care. So a lot of my skills that I've got in catering, like my health and safety, my first aid and things, I can transfer over." (Learner)

Other pilots helped learners to recognise the range of capabilities that they were developing through their participation in the programme and how these could be transferred to the world of work. For example, learners at English for Action and The Manchester College organised events in their local communities and their tutors helped them to think about the different skills they were using when organising, promoting and running the events. This then enabled learners to think about how these skills and experiences could be used in job applications and in the workplace. Similarly, learners at York College recognised that their accredited English course had helped them to identify the key skills and competencies that employers are looking for and write a stronger covering letter which addresses these.

"A lot of it is around their employability... Students really understood the important aspects of deadlines and reliability... There was also how and what to collect goods appeal for, how to label and price goods, how to market and advertise, how to present goods, how to organise a till... a lot of the work that they've done they will use in their portfolios for employability." (The Manchester College pilot lead)

Two of the pilots were delivered in the workplace. Workplace Learning Advocates and Unionlearn supported their peer volunteers to deliver the Citizens' Curriculum to their colleagues. They found that the learner-led and tailored nature of the model fit well with their informal learning styles and enabled learners to achieve a range of work-related outcomes, particularly in managing their health at work, improving their morale and taking on additional work and voluntary responsibilities.

Workplace Learning Advocates (WLAs)

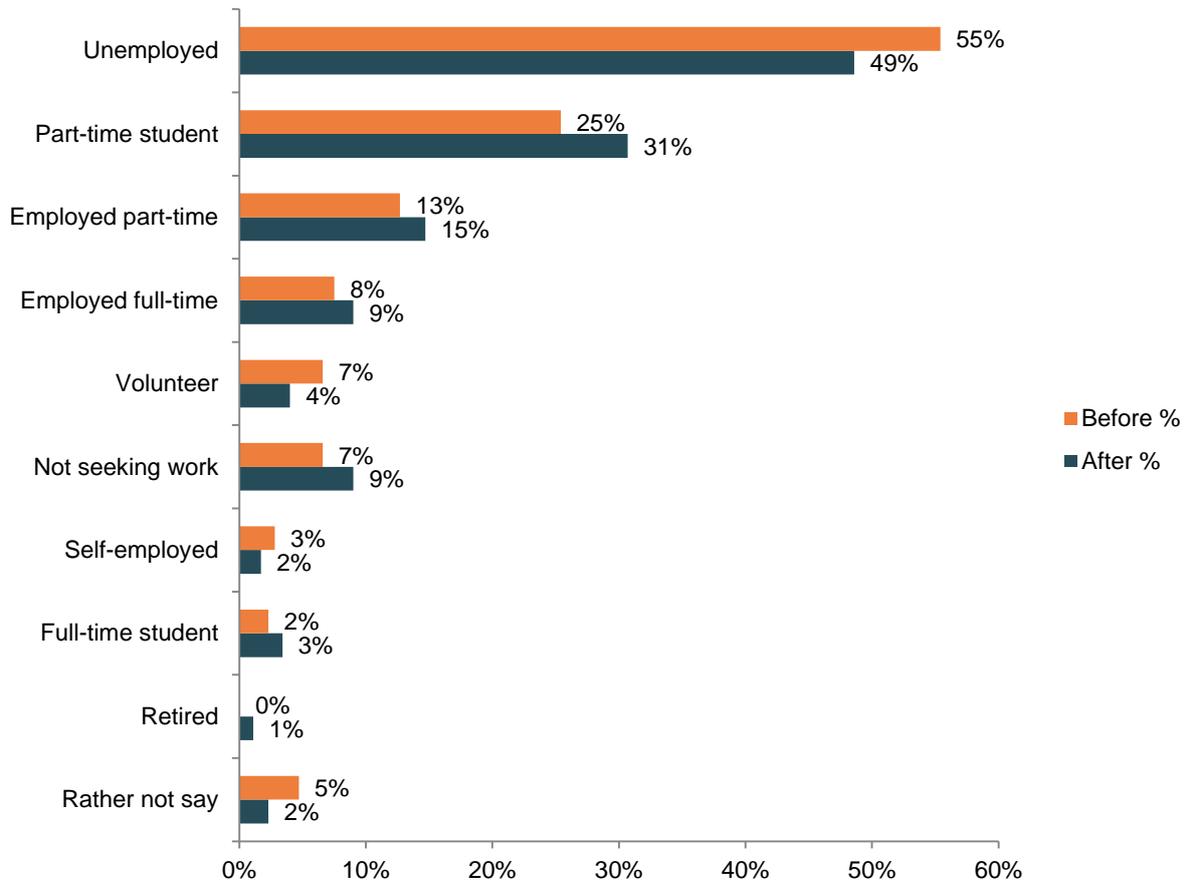
WLAs piloted the Citizens' Curriculum in three different workplaces across England. In each area, a WLA an initial session with their colleagues to explore the capabilities and skills they would like to improve. They then ran a number of sessions which were based on learners' feedback and supported by a toolkit put together by the manager of the WLA scheme. The toolkit included practical activities and resources which WLAs could use to combine the different capabilities and support learners to develop their skills.

Although each workplace focussed on different capabilities, the outcomes for learners were all contextualised to the workplace. For example, in one area learners improved their ability to manage their health at work and took up further learning and volunteering opportunities, while in another they improved their financial capability and felt more positive about job opportunities. One group also arranged a social outing which improved relationships and morale in the workplace.

"It's made me aware that we do need to embed all of these skills in any training that we're doing and not make people scared of literacy, numeracy. If you can put it in a different way through activities which are these that we're doing that will build people's confidence, then it's not quite so scary... They're developing something for themselves and I think that's given them the confidence to move forward." (WLA)

The improvements in learners' attitudes towards employment and employability were reflected by changes in their employment status between the beginning and end of their programme. As Figure 3 below shows, the proportion of learners who were unemployed decreased by six percentage points between the beginning and end of the piloting activity, while the proportion of those who were in full or part-time employment increased by three percentage points. Interestingly, even though all of the participants were engaged in learning, only a quarter of those at the beginning and 31% of those at the end identified themselves as part-time students. This may be a result of the informal, contextualised or work-based nature of many of the Phase 2 pilots.

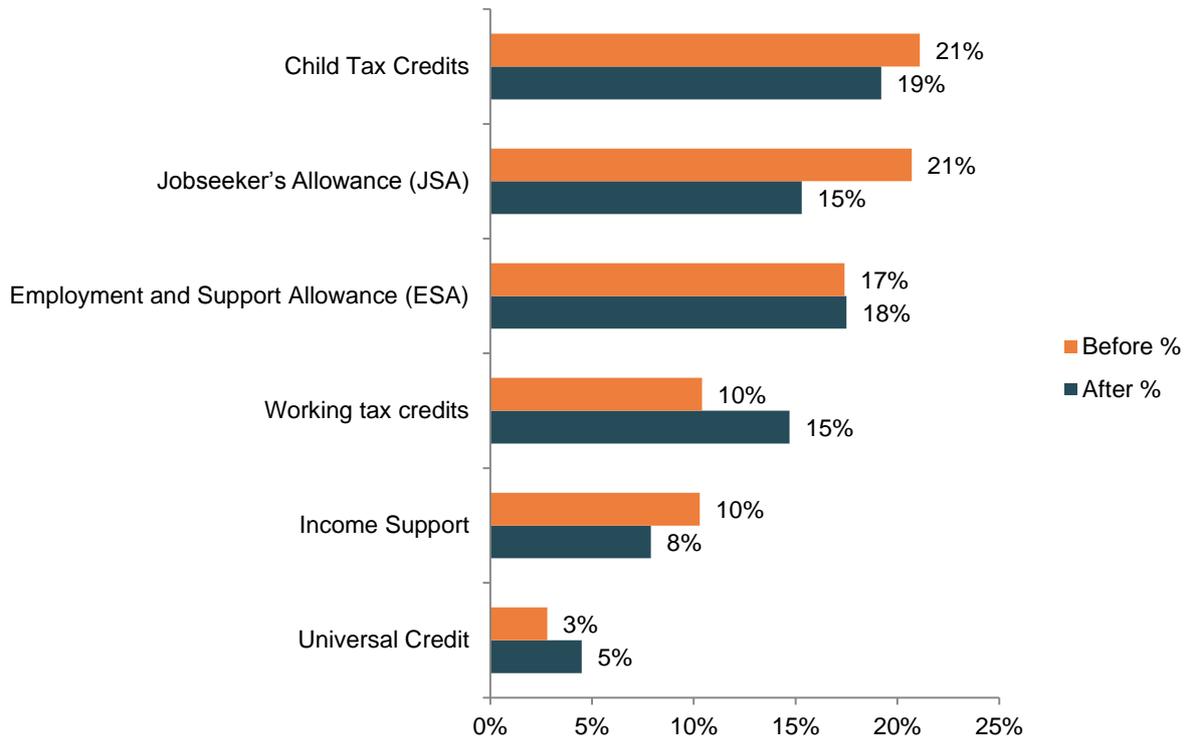
Figure 3: Employment status of learners at beginning and end of the programme



Base: beginning =213; after = 177

These changes in learners' employment status also resulted in some differences in the benefits that they claimed at the beginning and end of their programme. As Figure 4 below shows, the largest changes were in the proportion of learners who claimed Jobseekers' Allowance, which decreased by six percentage points, and those who claimed Working Tax Credits, which increased by five percentage points.

Figure 4: Benefits claimed by learners at beginning and end of the programme

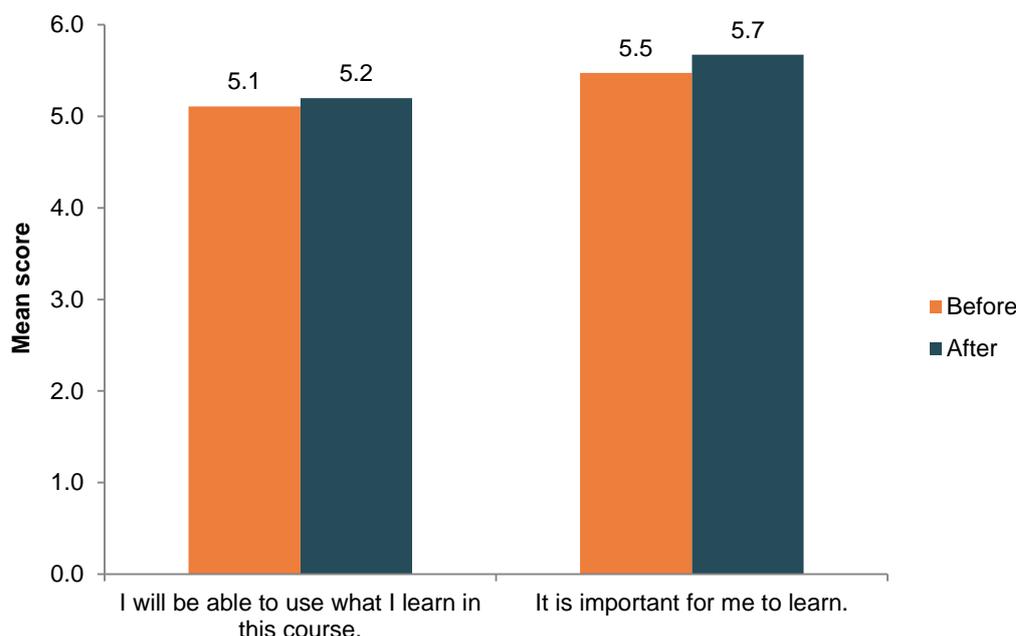


Base: beginning =213; after = 177

4.4.2 Attitudes towards learning

Learners' attitudes towards learning were measured through the pre- and post-programme questionnaires. Prior to completing the Citizens' Curriculum programmes, two-thirds of learners stated that they felt it was important for them to learn and around half felt that they would learn useful things on their Citizens' Curriculum programmes. This suggests that learners were generally optimistic about learning from the outset. However, as Figure 5 below shows, there was still a small but statistically significant increase in learners' mean scores against the attitudes towards learning statements in their pre- and post-programme questionnaires. This suggests that the Citizens' Curriculum is highly effective in improving adults' engagement with learning, even when they already have a positive view of the value of education.

Figure 5: Learners' mean attitudes towards learning scores before and after their programme



Base: All matched questionnaires = 152

These self-reported outcomes were also reflected in the qualitative data collected from learners, tutors and pilot leads. A number of pilot sites reported that learners achieved more than they had anticipated, both in terms of the level and amount of learning completed. Derby Adult Learning Service reported that nine of their learners completed a Functional Maths qualification and a Functional ICT qualification alongside their core ESOL qualification. This particular pilot programme was ESOL-focused but with embedded numeracy, ICT and civic capabilities, which helped to improve learners' confidence in using these skills in everyday contexts. Once the first ESOL unit was completed, learners began showing an interest in taking other exams and Derby ALS supported them to achieve full qualifications in both maths and ICT. This suggests that the Citizens' Curriculum was effective in supporting these learners to progress from bite-sized qualifications to more formal learning.

"[It] has been just phenomenal really, it's far surpassed our expectations. So although our 100% success rate on this course is what I've come to expect in ESOL, with the maths and IT I don't think we expected it, so no, it's surpassed our expectations really with the number of qualifications." (Derby ALS pilot lead)

Many of the pilots found that embedding the Citizens' Curriculum capabilities within their programmes enabled learners to develop more positive attitudes towards using these skills in everyday situations. For example, English for Action embedded numeracy and financial capability into their ESOL programme. Each of their weekly sessions focused on a different topic, and this approach encouraged learners to apply their numeracy skills in different settings. This improved learners' confidence in their skills, so that as the course progressed

learners began to pick out specific numeracy problems, such as converting imperial to metric measures, and directed the session towards solving these problems as a group. For these learners, the Citizens' Curriculum improved their confidence to engage with everyday numeracy and resulted in a more positive attitude towards this capability.

As demonstrated by the questionnaire data above, this improved attitude towards learning or different capabilities resulted in an increased motivation to progress and participate in further courses. In fact, 94% of learners said that they felt more motivated to learn in their post-programme questionnaires, making this the most commonly reported impact across all participants involved in the project. In addition, 4 in 10 learners reported that they had signed up for another course at the end of their programme. The further learning opportunities taken up by learners included:

- Further ESOL qualifications at higher levels;
- Functional Skills Maths – some learners are now studying maths for the first time;
- Functional Skills English – some learners are now study English for the first time;
- Vocational courses, including Engineering, at Community Colleges;
- Additional Community Learning courses; and
- Mentoring qualifications with a view to volunteering.

These findings suggest that the Citizens' Curriculum is able to engage with and encourage a range of learners, including those most disengaged from learning, to continue to develop skills throughout their lives.

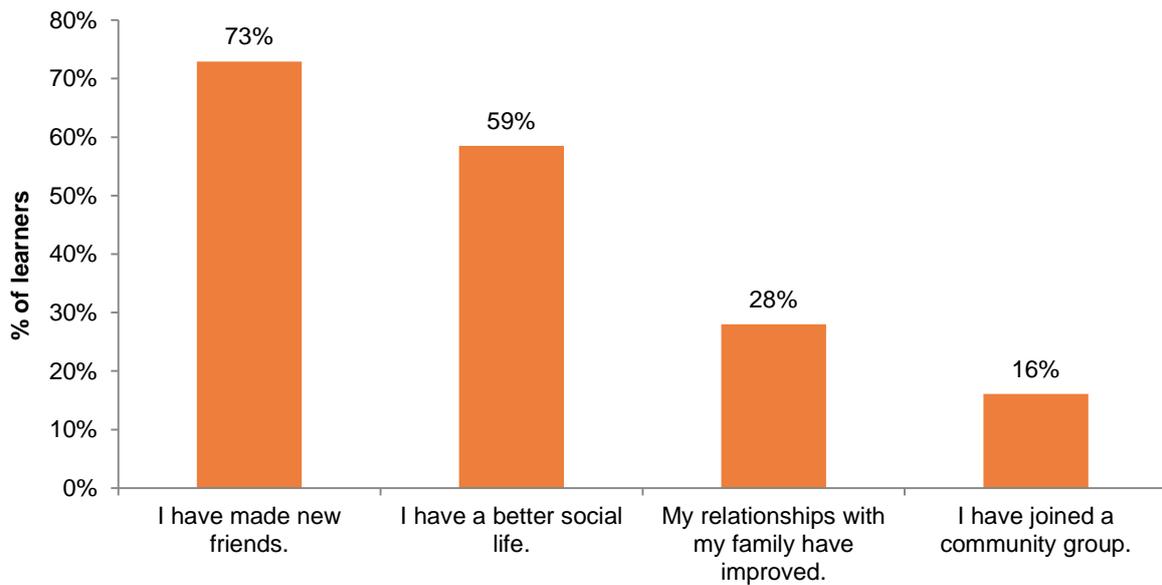
"[The learners] feel more motivated and more interested in where to go next. So they've tried something out and they're like, 'oh well, maybe I can go to college or go to that Adult Ed class and study x, y, z' and that kind of thing. It's like an increased awareness of the possibilities that are out there for them."
(St Mungo's Broadway pilot lead)

Alongside an increased confidence in their own skills and awareness of the courses available to them, the participatory nature of the Citizens' Curriculum empowered learners to take ownership of their learning. This enabled learners to gain a better understanding of the learning process which in turn allowed them to set realistic and achievable goals. This also contributed to learners' improved attitude towards learning and willingness to progress onto further courses. The pilot lead at Tomorrow's Women Wirral reported that goal setting in particular *"gets [learners] on a positive way of thinking straight away. Then when you're saying right, you're doing this next and doing that, they want to suck it up then and go yeah, yeah I'll do this"*.

4.4.3 Social and civic engagement

Learners also experienced a range of positive outcomes related to social and civic engagement. In their questionnaires, almost three-quarters of learners (73%) said that they had made new friends, and over half (59%) felt that they had a better social life as a result of participating in their programme (see Figure 6 below). In addition, over a quarter of learners (28%) said that they had improved their relationships with their family, and over one in ten learners (16%) had joined a community group.

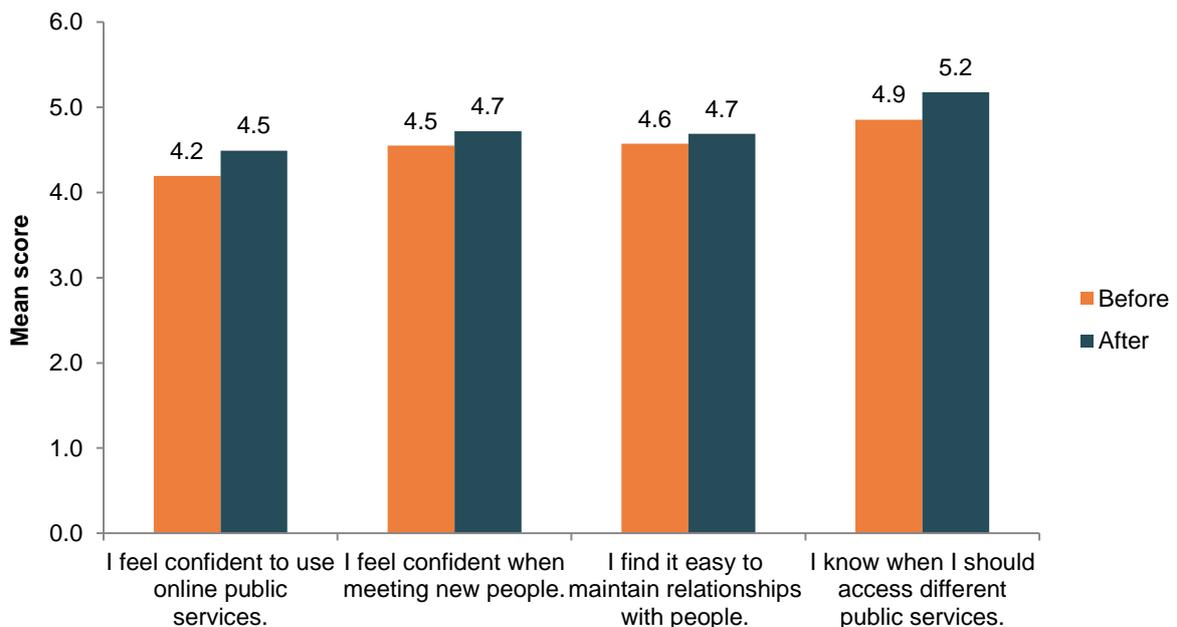
Figure 6: Social and civic engagement outcomes experienced by learners



Base = 118

Figure 7 below shows learners' mean scores against each of the statements relating to social and civic engagement in their pre- and post-programme questionnaires. Again, although these changes appear small, all of them are statistically significant to a P value of 0.005 or lower. This suggests that the Citizens' Curriculum is particularly effective at supporting learners to improve their social relationships and positively engage with public services and their local community.

Figure 7: Learners' mean social and civic engagement scores before and after their programme



Base: All matched questionnaires = 152

All 13 pilots found that their learners improved their social and civic engagement as a result of participating in their Citizens' Curriculum programme. For learners in 10 of the pilots, the programme enabled them to improve their confidence in engaging with other people, both in and outside of their learning. For example, ESOL learners with Derby Adult Learning Service, Leicester College and English for Action all improved their confidence to speak in class, often about highly emotional topics such as their own experiences of moving countries, and to have conversations with people out in their communities.

“At the beginning they were very reluctant to talk about [migration]. They didn't know how to talk about it, they didn't know if it was okay to talk about it. I think one of the positive outcomes is towards the end they have become very confident, to the extent that they have delivered a presentation about their journey to the UK.” (Leicester College tutor)

St Mungo's Broadway and The Manchester College found that the diversity of their classes gave learners the opportunity to socialise with people they would not normally have engaged with, which promoted tolerance and acceptance of other cultures.

“Being in groups and it being a selection of people from wherever; I think that really helps. Because then you get people mixing with people they wouldn't necessarily meet or they don't live with... that empowers them but also encourages them to communicate with one another and build their ability to work in groups and understand group dynamics and make that work in a positive way.” (St Mungo's Broadway pilot lead)

Learners across all of the pilots also built strong friendships which contributed to a culture of peer support in the classroom. Over half of the pilots felt that the peer learning and support in their programmes had been particularly strong as a result of adopting the Citizens' Curriculum and learners found this to be a very positive experience.

“It's quite interesting because I get to meet different sorts of people and help different sorts of people. They have certain things they need to get done, so I help them with it. Then somebody else needs me over there, so I help them with something completely different to what the other person needed.”
(Nottingham CLASS learner)

This confidence to engage with other people also enabled learners to start using public services which they had not been confident to access previously. This was a particularly strong outcome for ESOL learners who reported a newfound independence as a result of improving their English speaking skills. This meant that they could go to appointments at the hospital or their GP surgeries independently, speak to their children's teachers and crèche workers, visit museums and art galleries with their children, and even write to their local MP and challenge their benefit sanctions with their Jobcentre Plus advisors.

“Somebody compared their experience of having their first baby and their second baby and with their first baby they needed to have interpreters for their doctors' appointments whereas the second time round she said she was confident enough to be able to manage and negotiate the system herself without interpreting.” (English for Action pilot lead)

English for Action (EFA)

For their Phase 2 pilot, EFA worked with a group of learners who were concerned about recent cuts to ESOL and wanted to organise an event to demonstrate the importance of this provision. The learners led every aspect of the event planning process, from deciding the focus and location, to booking the venue and speakers and giving inputs and presentations at the event itself. This all required learners to develop their speaking, listening and writing skills, as well as their financial, digital and civic capabilities. For example, learners wrote to their local MP to invite him to the event and did a Q&A session with him on stage, managed a small budget for the venue and refreshments, and also promoted the event on social media.

As a result of participating in the project, learners felt far more confident to engage with their local community. The improvement in their English skills has enabled learners to go out in their community and interact with people, enabling them to go to the shop, visit their GP and speak to their children's teachers independently. One learner is now hoping to run her own arts and crafts project in a local school and is developing an application to National Lottery Awards for All Fund to support this, while others had started volunteering with other organisations and charities.

"It is a big difference for me. Before, I can't speak with people, I can't understand how - what will we say, but now I can understand a little bit and speak a little bit, and the life has changed." (Learner)

Other pilots also found that their learners were more confident to engage with members of their community and their local public services. For example, St Mungo's Broadway found that, by the end of their programme, learners were planning their own trips to local places of interest.

"They're much more sociable. Like I said with the finding Hidden London some of them were starting, towards the end of term, some of them were starting to plan going out to stuff on their own or with a friend, which is a massive leap from people who wouldn't necessarily have left their hostel on their own before." (SMB pilot lead)

Similarly, Rochdale borough Council had huge successes with supporting socially isolated learners with mental health problems to start using local and online services. This also had a wider outcome for public services as they found that learners were making fewer calls to emergency services and needed less one-to-one support from their community worker.

"He's got out of Kirkholt, he's coming to Rochdale, he's been to the library, he's been to the digital festival and he's doing research in topics that they're interested in for not just digital stuff but using the digital skills to find out about the wider world. His world's just opened up completely." (Rochdale pilot lead)

Rochdale Borough Council

Rochdale's Phase 2 pilot aimed to engage unemployed older men who were experiencing social isolation onto informal learning programmes. The council's local needs analysis found a disproportionate representation of this group within the ESA cohort, which suggested that they were experiencing long-term barriers to work and education. By working closely with intermediary organisations and using the 'hook' of digital learning, the council developed strong pathways onto their pilot for the target group. Once engaged, learners were supported through a series of individualised, informal learning experiences which helped them to develop their skills and reduce their feelings of social isolation.

Rochdale's pilot was hugely successful. They engaged over 50 learners who, as a result of participating in the programme, developed valuable social relationships, improved their mental health, reduced their instances of substance misuse and gained work-related and digital skills. Many have now progressed onto further learning, are actively searching for work or have started volunteering.

"I think it's shown me different pathways that I hadn't thought about to a longer-term career. What I particularly like about the project is the fun element of it. It doesn't feel like structured learning. So we'd have people that have come in to do the stuff they need to do that the Jobcentre told them they had to do, the practical side, and then they can come next door and build a robot... I made lots of useful connections when I was there as well." (Learner)

Six of the pilots report that some of their learners had taken a step further in their community engagement and had started volunteering, either with the pilot organisations themselves or other local services. Learners at Tomorrow's Women Wirral were particularly keen to volunteer and help out at their centre, but had also progressed onto volunteering and mentoring roles with other local services.

"They've taken on a lot more responsibility outside of here as well with regards to their learning and what they're putting themselves forward for. So some of them have gone into volunteering, doing other mentoring courses and gone and worked for other services. It's just come from them starting here... So she goes and does talks and she links them with women who are newly coming through the criminal justice system." (Tomorrow's Women Wirral pilot lead)

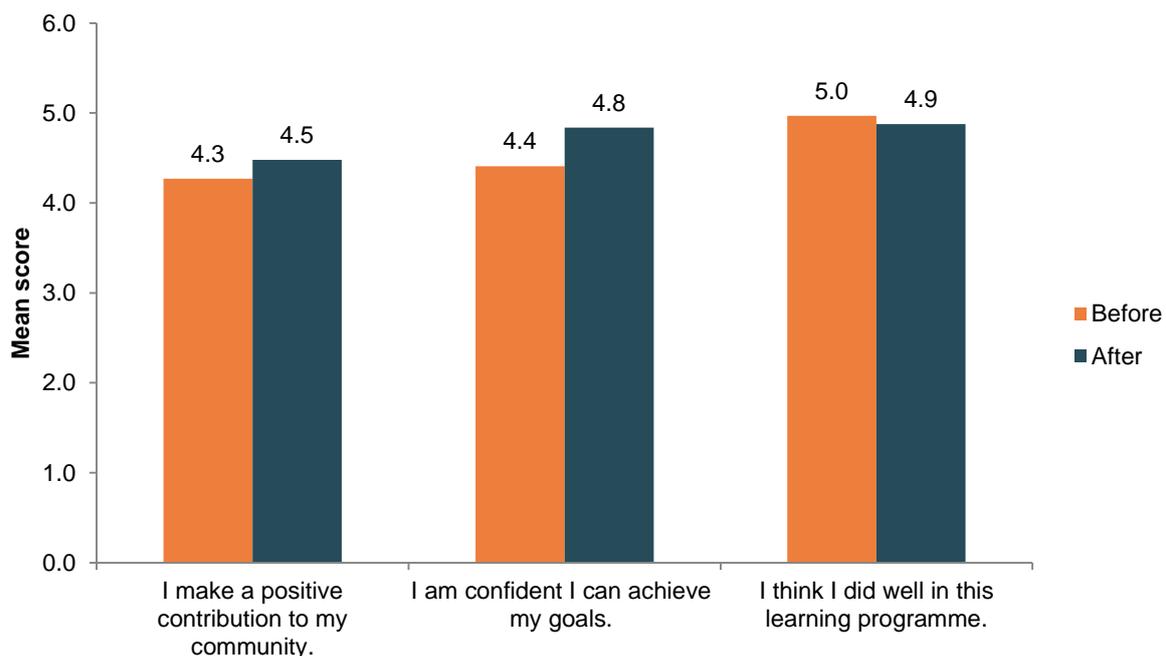
These findings suggest that the Citizens' Curriculum is highly effective at securing social and civic engagement outcomes for learners, which have wider benefits for community organisations and public services.

4.4.4 Self-efficacy

Self-efficacy was measured in the pre- and post-programme questionnaires through a set of three attitudinal statements and a further set of summative impacts. The attitudinal statements were 'I am confident I can achieve my goals', 'I make a positive contribution to my community' and 'I think I will do/did well in this learning programme'. Figure 8 below shows learners' mean scores against each of these statements at the beginning and end of

their programme. 'I think I will do/did well in this learning programme' was the only statement for which the mean score decreased, but this was also the only difference which was not significant. This change could be due to an increased awareness amongst learners of the further skills and knowledge that they have yet to learn. The other two self-efficacy statements showed a considerable increase between the two time points; in fact, 'I am confident I can achieve my goals' showed the second highest improvement in all of the statements included in the questionnaires, with a mean increase of 0.46. This suggests that the Citizens' Curriculum is highly effective in improving learners' self-efficacy overall, and their confidence in achieving their goals in particular.

Figure 8: Learners' mean self-efficacy scores before and after their programme



Base: All matched questionnaires = 152

All of the pilots felt that their learners had developed their self-efficacy through the civic capability of the Citizens' Curriculum. Leicester College recognised that often, *'breaking down barriers'* for learners by engaging them in a group activity or visit can have a large impact. The pilot lead noted that *'by showing [the learners] - the initial thing of taking them round Leicester and taking them to municipal buildings that they felt they weren't able to go into before, that helps them to grow in confidence.'* This contact with different places, goods and services was also recognised by The Manchester College as an important factor in enabling learners to feel that they can make a positive contribution to their community.

"Normally, you'd be sitting in a classroom, you'd do your class, you'd do your work in class don't you, you go away, you may or may not use that language, that's entirely up to the student. We encourage them to use it outside the classroom, but you can't guarantee it. With this, they were having to [use language] because they were collecting goods, they were promoting, they were marketing, they were speaking to people and it was a good way [for

tutors to say] you need to go away and do that.” (The Manchester College pilot lead)

For learners at York College, having a sense of ownership over their Citizens’ Curriculum pilot was important in encouraging them to explore and expand their learning. In this delivery model, learners were given the broad context of developing literacy skills and were asked to select topics to explore. Learners chose a range of topics to look at in more depth, from health concerns about carbonated soft drinks to the perceived benefits of learning.

York College

The tutor leading the pilot adopted a participatory approach to designing their Citizens’ Curriculum programme. After outlining the overarching context of preparing learners for English reading exams, the tutor allowed learners to decide on the topics to be addressed each week.

‘My role really was to look at what they wanted to discuss and what they wanted to learn and cover and fit that into the core curriculum and where do we fit that into the grand scheme of preparing people for their reading exam.’ (Tutor)

This approach encouraged learners to take responsibility for their learning and gave them the opportunity to self-regulate and monitor their performance. Incorporating current news articles and events enabled learners to see how English skills could benefit their everyday lives. As a result, the pilot has encouraged them *‘to think more’* about what they read and what it means. Subsequently, learners have been able to develop their verbal and written reasoning skills, which in turn have enabled them to be more active in different areas of their lives.

‘I take part in the conversations at work and stuff. I think people are amazed when I come up with an answer, because before I didn’t say anything because I didn’t think I knew anything about it. But now I do all that, I surprise people at work when I take part in conversations they think I wouldn’t understand.’
(Learner)

Other pilot providers noted that the supportive community that develops within the classroom makes a huge contribution to learners’ self-confidence and helped learners to develop more positive attitudes about themselves and their abilities. Consequently, two-thirds of learners (67%) reported that they had increased their self-confidence and 65% said they felt more satisfied with their life as a result of their participation in the Citizens’ Curriculum project. The pilot lead at Derby Adult Learning Service exemplified the impact that improved self-confidence and self-efficacy has upon learners:

“...every one of them increased in confidence tenfold because you see them come in with their head down and they sort of smile and nod and then after 10, 18 weeks they’re saying good bye, good morning, hello, how are you? They get to know you, they’ll stand and have a chat with you when you’re at the water bottle or the photocopier.” (Derby ALS pilot lead)

This was echoed by many pilot leads, who also focused upon a range of soft skills and wider impacts relating to self-efficacy which were experienced by learners.

- Pilot leads at English for Action and The Manchester College both noted that a number of learners were *'always in a good mood'* or seemed more like themselves as a result of attending the pilot programmes and receiving support through their peers.
- St Mungo's Broadway noted that their pilot programme had helped learners with high levels of anxiety to feel more comfortable and present with calmer behaviour during the sessions.
- Leicester College noted that after completing the pilot programme, learners were able to speak more freely with one another on topics that were challenging – both emotionally and technically – at the beginning of the course.
- Learn Devon noted that as a direct result of the pilot programme, some learners had made notable improvements to their diet and lifestyle, which may have wider impacts for those individuals in the future.

This improved self-confidence and life satisfaction had wider impacts for learners' mental wellbeing and health. This outcome was commonly identified by pilots who targeted learners from excluded groups, such as those who were homeless or socially isolated. In addition, more than one in three learners reported an improvement in their physical health. In some cases, these improvements in mental and physical health resulted in further benefits for learners. Learn Devon reported one case in which their pilot had been extremely beneficial to a learner. Not only was the social network they developed through the pilot instrumental in supporting the learner to navigate through a difficult period in their life, but the healthy living focus of the course also helped the learner in making positive long-term decisions.

"The course actually helped to save someone's life. They were in recovery but lapsed back into drinking and they were encouraged to attend the course because they were not eating because of the drinking. Because there was social interaction within the group they continued to attend. They'd wanted to attempt suicide but called the hospital because they realised that there were people who cared about them and returned to the course the following week to tell us how [they] came back from the brink." (Learn Devon pilot lead)

An increased self-confidence and self-efficacy also enabled many learners to start becoming active in their local community in the ways described in the previous section on social and civic engagement. For example, St Mungo's Broadway found that involvement in the pilot enabled their learners to engage in community activities that they would never have volunteered for previously, including participating in a community theatre performance in December 2015.

"I think it's that being involved in something and pushing themselves and challenging themselves also really contributes to that confidence... Then with things like the performance and some of them getting involved in that. I mean the guys who actually performed, I went to see it in Christmas and I was like, 'I couldn't do that'." (St Mungo's Broadway pilot lead)

In addition, learners at some of the pilot sites progressed onto volunteering opportunities in their local community. The pilot lead at Tomorrow's Women Wirral, for example, reports that the supportive atmosphere and peer-learning model fostered at the Wirral centre provided a safe atmosphere in which learners could explore their skills, abilities, ambitions and areas for development. As a result they have developed their self-confidence and gone on to contribute back to their local community through a range of initiatives.

Tomorrow's Women Wirral

For their pilot, Tomorrow's Women Wirral adopted a skills-based approach that offered practical skills training, such as cookery and sewing, with embedded maths, English, civic and health capabilities. The course began with a two-day Goals micro course that was *'all about goal setting, motivating yourself, where you want to be, confidence building'*. This helped to provide structure for the more flexible Citizens' Curriculum course whilst helping learners to take ownership of their own action plan.

Developing literacy and numeracy skills through practical, one-day projects not only enabled learners to see how these apply to their everyday lives, but also allowed them to experience a range of different teaching and learning styles and techniques in a safe and welcoming environment. Moreover, these skills have helped learners to contribute to their local community. For example, one learner has *'started applying for job posts with Tomorrow's People. She's also gone on to do further mentoring and she's doing a lot with this other organisation called User Voice and she's becoming a mentor with them.'*

In addition, the peer-learning model fostered by the pilot has inspired others in the group who are *'now looking to go and volunteer, some have gone on to do mentoring and some have gone on to volunteer in other services'*.

"It was all about the confidence and having the feeling they had the capabilities to do more and look at things that they wanted to get involved in and not just settling." (Pilot lead)

4.4.5 Outcomes for practitioners

Tutors and other practitioners involved in the pilots also reported a range of outcomes resulting from developing and delivering a Citizens' Curriculum programme. Almost half of the pilots reported that their tutors or practitioners felt **more confident in adopting a learner-led approach** and could see the value of encouraging learners to take ownership of their programme. These pilots found that their tutors were initially wary about giving learners so much control over the direction of their programme, but they were soon convinced of the value of a learner-led approach as learners became more engaged in the programme and started experiencing a range of outcomes related to taking ownership of their learning.

"I think that's something [the tutor] didn't always have a lot of confidence with and I could see that with some staff that would be quite a frightening thing to feel that it is sort of - you've got to think on your feet. But actually that's where the best stuff comes from... I think that it's proved to [the tutors] that the best way to engage our clients is to be creative and be flexible and have

the plan but then let it be shaped by where the clients want it to go or where the context wants or needs it to go.” (St Mungo’s Broadway pilot lead)

Practitioners from over a quarter of the pilots felt that they had **improved their practice** as a result of implementing the Citizens’ Curriculum. For some tutors, such as those in Derby, this was a result of different subject area experts coming together to deliver a multiple-capability programme. This enabled tutors to learn from one another and gain experience of adapting their content and materials for different groups of learners. For the tutors in Derby, this experience gave them a greater understanding and appreciation of working with ESOL learners and one maths tutor decided to do ESOL as her second subject specialism.

Derby Adult Learning Service

As part of their Citizens’ Curriculum pilot, Derby Adult Learning Service delivered an ESOL programme with embedded numeracy, digital, civic and health capabilities. To support delivery, an ESOL specialist tutor worked in partnership with a maths specialist tutor and an ICT specialist tutor to ensure that embedded skills were fully accessible to learners. The pilot lead reports that *‘one of the barriers we did have at the beginning was [the specialist tutors’] ability to understand how ESOL learners worked’*.

Working closely with the ESOL tutor and learners in the class allowed both the maths and ICT tutors to learn how to develop and adapt their own teaching techniques and materials to the needs of English language learners. Both tutors subsequently *‘said it amazed them how quickly the learners had gone from having poor English to having a reasonable use of English, and they were amazed by how quickly people had picked up the language on the course.’*

As a direct result of this experience, *‘the maths teacher is doing her CELTA training [to teach ESOL] and has decided she’d like to do ESOL as her second subject specialism.’*

Derby ALS’s pilot has been so successful that they will be embedding it in all of their Community Learning provision going forward and have created an ESOL and Citizens’ Curriculum Manager role in their new organisational structure.

The third main outcome for tutors and practitioners was **improved morale**. Three of the pilots reported that their tutors thoroughly enjoyed working with the Citizens’ Curriculum as it gave them the freedom to explore learners’ needs and interests in more depth and tailor their programmes accordingly. For many tutors, this was a considerable change to

“[The tutors have] both expressed how the freedom kind of made them feel a lot more happy in teaching the class. It made them more comfortable with being able to run the sessions. There was less stress about having to tick a box or having to go down a path that maybe it didn’t seem so appropriate to go down, just to tick a box.” (Learn Devon pilot lead)

Finally, tutors reported that the learner-led approach and evaluation of the Citizens’ Curriculum helped them to develop a better understanding of their learners’ experiences and motivations to learn, and the impact that their work had on their lives. The tutors could then

use this information to tailor their programmes accordingly, resulting in even more positive outcomes for learners.

“We paid more explicit attention to collecting information about impact... So I've got far more information about my students' lives and their language or the impact of the class on their lives than I've ever had before, which not only helps us know that it's happening but also encourages it to happen.” (English for Action pilot lead)

4.4.6 Outcomes for providers

Adopting the Citizens' Curriculum also resulted in some overarching, strategic outcomes for the organisations which participated in the Phase 2 piloting phase. Five of the pilots were intending to adopt elements of the Citizens' Curriculum into **a new way of working for their organisation**. For example, Rochdale Borough Council are looking at ways in which they can place learning at the heart of their support, in order to secure more profound and sustainable outcomes for service users. Other providers, such as Learn Devon, St Mungo's Broadway and York College, are hoping to embed the learner-led approach of the Citizens' Curriculum into their wider provision.

“If [the support is] actually built around learning skills and employment rather than it being anything else, the impacts are possibly quicker and possibly more sustainable which makes sense because basically what we're doing is saying, ‘right, I'm not going to fix this for you, I'm going to help you learn how to do this for yourself and you're going to feel great because you've learnt something’... The penny has dropped about, actually if you use learning at the core of this all your other public services benefit from it, it's good for everybody.” (Rochdale Borough Council pilot lead)

Four of the organisations which ran Phase 2 pilots already embedded the key principles of the Citizens' Curriculum into their provision, but found that the structure offered by this initiative enabled them to make these more explicit and identify how they contributed to a range of benefits for learners. For these organisations, participating in the Citizens' Curriculum has given them a **nationally recognised structure** for the excellent provision they offer to their learners.

“We've always said that a good ESOL course would have a lot of this already embedded into it. What this does though is it formalises it. So in terms of Leicester College ESOL this formalises what we do.” (Leicester College pilot lead)

Finally, two of the pilots found that the Citizens' Curriculum had resulted in more **learners becoming volunteers** with their organisation than normal, which in turn improved the support they can offer to their service users.

“We got more volunteers... [and] what speaks better than someone who's come to us via one avenue and it's great when they come to us and we're going well yes, you can volunteer at Tomorrow's Women then if you want to.” (Tomorrow's Women Wirral pilot lead)

4.5 Public value of outcomes achieved

Different measures can be used to estimate the public value of the outcomes achieved by the Phase 2 Citizens' Curriculum pilots.

4.5.1 Employability

Improvements in learners' work-related skills, motivation to look for work and confidence to apply for jobs should all result in a greater likelihood of learners finding a job and/or staying in a job. According to Fujiwara's monetary value of adult learning¹⁶, this has a value of £231 to the individual. In total, 76 individuals experienced these outcomes, resulting in a social value of £17,556. In addition, 17 learners had started volunteering regularly, which has a value of £130 per individual, totalling a further £2,210 of social value generated by the Phase 2 pilots.

However, this is likely to be a considerable underestimation of the public value of the employment outcomes achieved by the pilots. Rochdale Borough Council undertook a full cost-benefit analysis of their Phase 1 pilot in partnership with Manchester Metropolitan University using the New Economy Manchester Unit Cost Database¹⁷. They found that by securing employment-related outcomes for 45 learners, they achieved a total public value saving of £106,727.40. This suggests that the public value of the employment outcomes achieved by the Phase 2 pilots would be considerably higher than the estimate above.

4.5.2 Social and civic engagement

Fujiwara's monetary value of adult learning estimates that developing better social relationships as a result of participating in learning has a value of £658 for each individual. Across the Phase 2 pilots, 94 individuals reported that they made new friends and/or had a better social life as a result of participating in the Citizens' Curriculum. This equates to a total public value of £61,852.

However, the New Economy Manchester Unit Cost Database equates reduced isolation to a public value of £8,500 per individual. By this measure, Phase 2 Citizens' Curriculum pilots achieved a total public value saving of £799,000 through improving learners' social engagement. In addition, the NEM Unit Cost Database gives improved family relationships a value of £8,500 per family, and 33 learners reported experiencing this outcome as a result of participating in the Citizens' Curriculum. This equates to a public value saving of £280,500.

4.5.3 Other outcomes

According to the New Economy Manchester Unit Cost Database, increased confidence/self-esteem equates to a public value of £3,500 per individual. In their questionnaires, 79 learners reported that their self-confidence had improved, resulting in a total public value saving of £276,500 achieved by the Phase 2 pilots.

In addition, Fujiwara's monetary value of adult learning gives improvements in health a value of £148 to individuals, meaning that the Phase 2 Citizens' Curriculum pilots achieved a

¹⁶ Fujiwara, D. (2012) *Valuing the Impact of Adult Learning: An analysis of the effect of adult learning on different domains in life*. Leicester: NIACE.

¹⁷ <http://neweconomymanchester.com/our-work/research-evaluation-cost-benefit-analysis/cost-benefit-analysis/unit-cost-database>

social value of £5,772 in health outcomes for learners.

4.5.4 Rochdale Borough Council's cost-benefit analysis

Because data on the costs of the pilots were not collected, it is not possible to carry out a full cost-benefit analysis of the Citizens' Curriculum pilot. However, Rochdale Borough Council, in collaboration with Manchester Metropolitan University, undertook a full, validated cost-benefit analysis of their Phase 1 Citizens' Curriculum pilot. The results are impressive, and show that for every £1 the council invested, they achieved a £3.68 financial return on investment, or a £2.18 fiscal return on investment for the local authority.

However, the savings were not only experienced by the local authority. In total, their pilot generated £3,117,502.23 in public value, equating to a £19.65 return on every £1 invested. In addition, only 49% of the fiscal cost savings went to the local authority; 34% were experienced by the Department for Work and Pensions and 11% were experienced by the National Health Service. Other beneficiaries included the police (2%), courts and legal aid (2%), HMRC (1%) and other criminal justice system organisations (1%).

These findings demonstrate the huge impact that adopting the Citizens' Curriculum on a relatively small scale can have, not just for the provider but also the wider community and public services. Rochdale Borough Council is now exploring ways in which they can roll-out the Citizens' Curriculum to other types of provision and services they offer.

5. CONCLUSIONS AND RECOMMENDATIONS

The findings from the initial piloting phase in 2014/15 demonstrated the feasibility of adopting the Citizens' Curriculum in the adult learning and skills sector, with a particular focus on learning for disadvantaged groups. This research builds on these findings and demonstrates that the Citizens' Curriculum can be a highly effective way of engaging learners in a range of different types of provision, including English and maths provision for unemployed adults, and in-work learning opportunities for those in low-skilled, poorly-paid work.

The findings from the Phase 2 pilots extend our learning from the initial 2014/15 pilots in a number of ways. In particular, the new pilots have:

- demonstrated the feasibility of implementing a Citizens' Curriculum model in new contexts, including in 'mainstream' English and maths provision, and suggested new settings for further pilots, including the workplace;
- assembled an enhanced evidence base for learner, provider and practitioner outcomes as a result of implementing the Citizens' Curriculum;
- through an enhanced and refined research methodology, laid the foundations for further follow up work to assess the longer term impact of implementing the Citizens' Curriculum¹⁸; and
- developed indicative Citizens' Curriculum capabilities frameworks which have the broad support of practitioners and subject specialists.

5.1 Learner outcomes and impact

The Phase 2 pilots demonstrate that adopting the Citizens' Curriculum can result in significant positive changes for learners, including:

- Changes in their **employability**, with 8% finding a new job, 20% starting to apply for jobs, 33% starting to look for work, 49% improving their work-related skills, and 14% starting to volunteer on a regular basis.
- Improvements in their **attitudes towards learning**, with 94% feeling more motivated to learn and 42% signing up for another course.
- Increased **social and civic engagement**, with 73% making new friends, 59% reporting an improved social life, 28% improving their relationships with their family and 16% joining a community group.
- Improved **self-efficacy**, with 67% improving their self-confidence, 65% reporting a greater satisfaction with their life, and 31% reporting improved physical health.

¹⁸ Follow up research activity will be carried out and reported on as part of our programme of work as UK National Co-ordinator for the European Agenda for Adult Learning 2015–17.

Using a combination of the New Economy Manchester Unit Cost Database¹⁹ and Fujiwara's monetary value of adult learning²⁰, it can be calculated that Phase 2 Citizens' Curriculum pilots created a public value of at least £1,443,390. This includes:

- Enabling learners to reduce their isolation, equating to a total value of £799,000;
- Improving learners' relationships with their family, equating to a public value of £280,500;
- Improving learners' self-confidence, resulting in a value of £276,500;
- Increasing the likelihood of learners finding a job and/or staying in a job, which equates to a value of £17,556;
- Supporting learners to improve their physical health, which equates to a value of £5,772; and
- Supporting learners to start volunteering regularly, which equates to a value of £2,210.

However, the actual value of the pilots will be far greater than this total, as only a small number of the outcomes identified by learners have been allocated a monetary value.

Data on the costs of the pilots were not collected, so it is not possible to do a full cost-benefit analysis of the Citizens' Curriculum. However, Rochdale Borough Council's cost-benefit analysis suggests that for every £1 the council spent on their Phase 1 Citizens' Curriculum pilot, they achieved a £3.68 financial return and generated a public value of £19.65.

5.2 Provider and practitioner outcomes and impact

In addition to the outcomes for learners, the pilots achieved a range of outcomes for practitioners and providers. These included:

For practitioners:

- Increased confidence in adopting a learner-led approach;
- Enhanced capability to adopt interlinked and contextualised approaches to teaching Citizens' Curriculum capabilities; and
- A better understanding of learners' lives and motivations.

For providers:

- Improved practitioner morale through greater autonomy and involvement in curriculum design and development;
- Improved organisational ways of working, including collaboration between subject specialists allowing the sharing and adoption of good practice and expertise across

¹⁹ <http://neweconomymanchester.com/our-work/research-evaluation-cost-benefit-analysis/cost-benefit-analysis/unit-cost-database>

²⁰ Fujiwara, D. (2012) *Valuing the Impact of Adult Learning: An analysis of the effect of adult learning on different domains in life*. Leicester: NIACE.

curriculum teams;

- More effective planning and interlinking of provision through adoption of a recognised and evidence-based framework;
- Improved understanding of their impact on learners; and
- Increased number of learners returning as volunteers.

5.3 Recommendations

In the light of the above findings, and in recognition of recent policy developments and current priorities, we are confident that further work on the Citizens' Curriculum is beneficial to the adult learning, skills and employment sector. Although some specific contexts for further pilots are desirable, this work should now shift in focus from piloting activity to work which supports and brings about a broader implementation: in policy, in the learning and skills system, and in classroom practice. Accordingly, we recommend:

- Engagement activity across the adult learning, skills and employment sector to achieve buy-in, including from providers not previously involved in piloting, and more widely amongst sector representative organisations, executive agencies and other sector bodies.
- Further activity, and the development of supporting resources, to help commissioners and providers working in the context of a devolved Adult Education Budget use the Citizens' Curriculum model to ensure that devolved adult learning and skills includes a focus on Entry Level and basic skills learning which supports progression and meets local needs.
- Building upon the Citizens' Curriculum capabilities frameworks, the development and identification of further resources to support practitioners (including the use of peer volunteers and mentors) to adopt and implement a Citizens' Curriculum approach in their teaching, learning and support activities, particularly in alignment with current workforce development priorities for English and maths practitioners.
- Further piloting including settings not covered in depth by previous Citizens' Curriculum pilots, including English and maths in the secure estate (complementing our current Language for Change project which will pilot the Citizens' Curriculum for ESOL learning in prisons²¹), workplace English and maths, and 'place-based' pilots and development work. These include additional projects to develop progression pathways in specific local contexts (e.g. the current L&W work to create Citizens' Curriculum Entry Progression Pathways to STEM careers in Doncaster and Birmingham) , and 'place-based' pilots assessing the wider impact of the Citizens' Curriculum in improving local communities.

This interim report therefore sets a clear direction for L&W's continuing programme of work on the Citizens' Curriculum, to be delivered in 2016/17 and beyond.

²¹ <http://www.learningandwork.org.uk/our-work/life-and-society/citizens-curriculum/language-change-project>

APPENDIX: CURRICULA INFORMING CAPABILITY FRAMEWORKS

Health Capability

ADEPIS Drug Awareness - <http://mentor-adepis.org/quality-standards-effective-alcohol-drug-education/>

PSHE Key Stage 4 Curricula - <https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-programme-study-key-stages-1%E2%80%934>

Civic Capability

Take Part - <http://takepartresearchcluster.blogs.lincoln.ac.uk/publications/>

Active Citizenship - <https://www.britishcouncil.org/active-citizens>

Equalities Toolkit - <http://www.equalitiestoolkit.com/>

Financial Capability

Adult Financial Capability 2nd Edition - <http://shop.niace.org.uk/adult-financial-capability-download.html>

Financial Capability Strategy for the UK - <http://www.fincap.org.uk/>

Digital Capability

Go-On Basic Digital Skills Framework - <https://www.go-on.co.uk/get-involved/basic-digital-skills/>

International Society for Technology in Education (ISTE) - <http://www.iste.org/>

NESTA Young Digital Makers report (including Digital Making skills) - <http://www.nesta.org.uk/sites/default/files/youngdigmakers.pdf>

Tech Partnership IT User Standards - <https://www.thetechpartnership.com/standards-and-quality/it-user-skills-standards/>

JISC Digital Literacies Guide - <https://www.jisc.ac.uk/guides/developing-digital-literacies>

iCurriculum (Case Studies) - <http://www.ub.edu/euelearning/icurriculum/index.htm#3>

Numeracy

Functional Skills Criteria for Mathematics (2011) - <http://webarchive.nationalarchives.gov.uk/20141031163546/http://www.ofqual.gov.uk/downloads/category/68-functional-skills-subject-criteria>

National Standards for Adult Literacy and Numeracy (2005) - https://set.foundation.co.uk/media/131246/2005_national_standards_for_adult_literacy_numeracy_ict.pdf

Adult Numeracy Core Curriculum (2001) - <http://www.excellencegateway.org.uk/content/etf1075>

Literacy and Language

Functional Skills Criteria for English (2011) -

<http://webarchive.nationalarchives.gov.uk/20141031163546/http://www.ofqual.gov.uk/downloads/category/68-functional-skills-subject-criteria>

Adult Literacy Core Curriculum (2001) -

<http://www.excellencegateway.org.uk/content/etf1286>

Adult ESOL Core Curriculum (2001) - <http://www.excellencegateway.org.uk/content/etf1194>