



# Evidencing social inclusion through basic skills learning

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## Social inclusion

- **Broad and difficult to define**
- **Opposite effect of social exclusion**
- **Results from positive action**
- **Enabling people to fully participate in society**



## European context

### Europe 2020 targets:

- 20 million people lifted out of poverty and social exclusion
- Increase employment of people aged 20-64 to 75%

### Active inclusion:

- *“Enabling every citizen, notably the most disadvantaged, to fully participate in society, including having a job”*  
(European Commission)
- Adequate income support
- Inclusive labour markets
- Access to quality services

## Basic skills

- Literacy
- Language
- Numeracy
- Digital capability
- Health capability
- Financial capability
- Civic capability

... The Citizens' Curriculum

## **Aim of the research**

**To share examples of practice from across Europe in delivering basic skills that support social inclusion activities**

## **Call for examples**

**We are looking for...**

- **Examples of basic skills learning that supports social inclusion from across Europe**
- **Innovative practice**
- **New technologies that support social inclusion**
- **Evidence of impact**

## How can you get involved?

- Respond to online call for examples
- Disseminate call for examples through networks
- Open until 27 June 2014

## Emerging findings

1. A lot of basic skills learning is embedded in other provision.
  - Learning is more attractive
  - Makes skills relevant
  - Learners can apply skills to a situation

## Emerging findings

### 2. Basic skills learning takes place in a range of settings

For example...

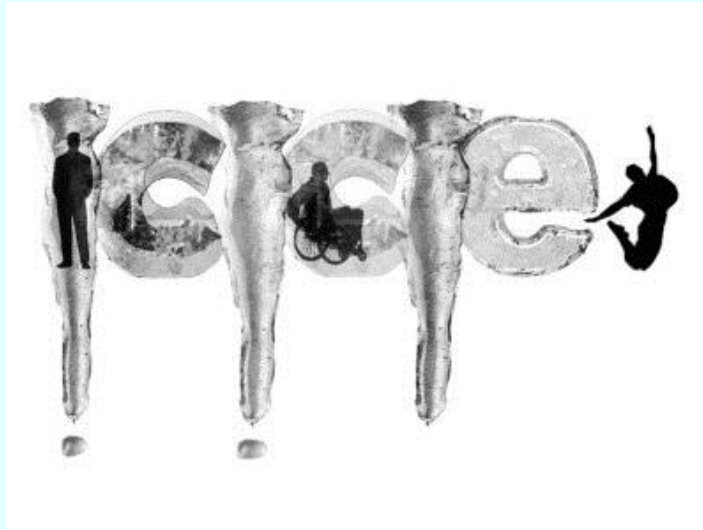
- Libraries
- Colleges
- Empty shops/ houses

## Emerging findings

### 3. Learning outcomes promote social inclusion

For example...

- Raised self-esteem
- Volunteering
- Community learning champion
- Able to support children with schoolwork



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## **ICICLE project**

**Inclusive Co-development and Implementation  
of a Community Learning Environment**

**Partnership project in East London**

**Aimed to enable learners with learning  
disabilities to:**

- **improve their digital skills**
- **increase confidence to live independently**
- **take an active part in their communities**

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## ICICLE project

- Used social media and the internet
- Co-developed an inclusive online community learning environment



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## ICICLE project

- Learners developed their own learning goals



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## ICICLE project

Evaluated using NIACE's wider outcomes tool.

Learners completed a survey about:

- Going out
- Using computers
- Jobs, tasks and activities

## ICICLE project – Impact

**Learners**

- Weekly use of internet increased
- Feelings of personal failure decreased
- Improved friendships and new friendships

**Volunteers**

- Better understanding of multimedia
- Improved communication skills



## Questions

- **What does basic skills learning for social inclusion look like?**
- **What does current practice look like in European countries?**
- **How can we use advances in technology to support basic skills activities?**
- **How can learning providers ensure they continue to reach the most disadvantaged groups?**