

Upskilling Pathways: Opportunities in the UK

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EAAL Programme 17/19 – work to link the ‘Citizens’ Curriculum’ approach with entry / upskilling pathways via the development of a ‘vocational plug-in’ model. This complements entry pathway vocational learning with the basic and life skills learners need in order to progress.

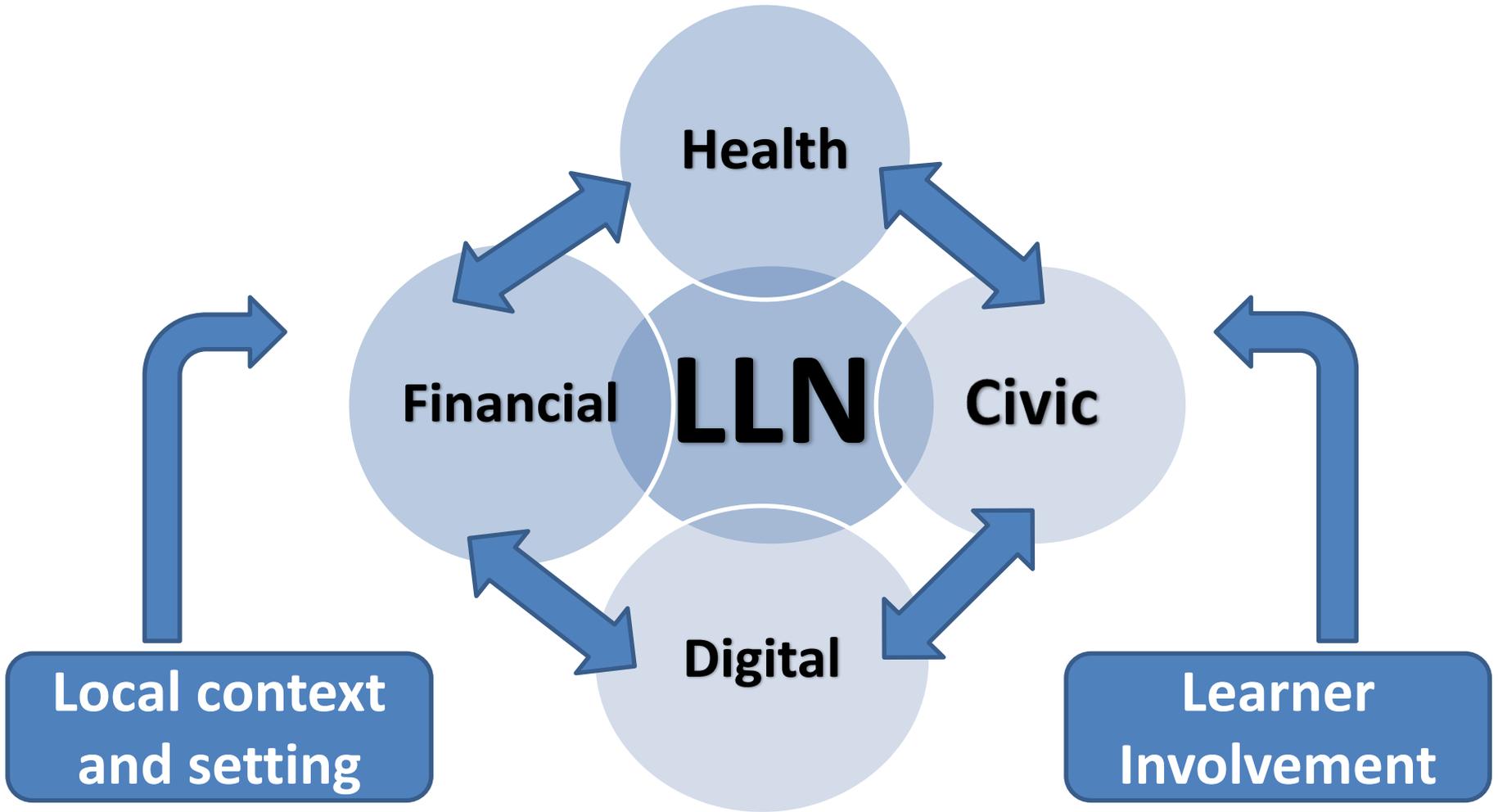
[Healthy, Wealthy and Wise Report](#)



Upskilling Pathways – A Reminder



“A **citizens’ curriculum** is learning which is locally-led, developed with the active participation of learners, and interlinks the life skills of language, literacy and numeracy with health, financial, digital and civic capabilities.”



Adult Basic Skills in England

ESSENTIAL SKILLS

9.0m

people lack essential skills like literacy or numeracy.

13.5m

people lack basic digital skills.

One



out of



two

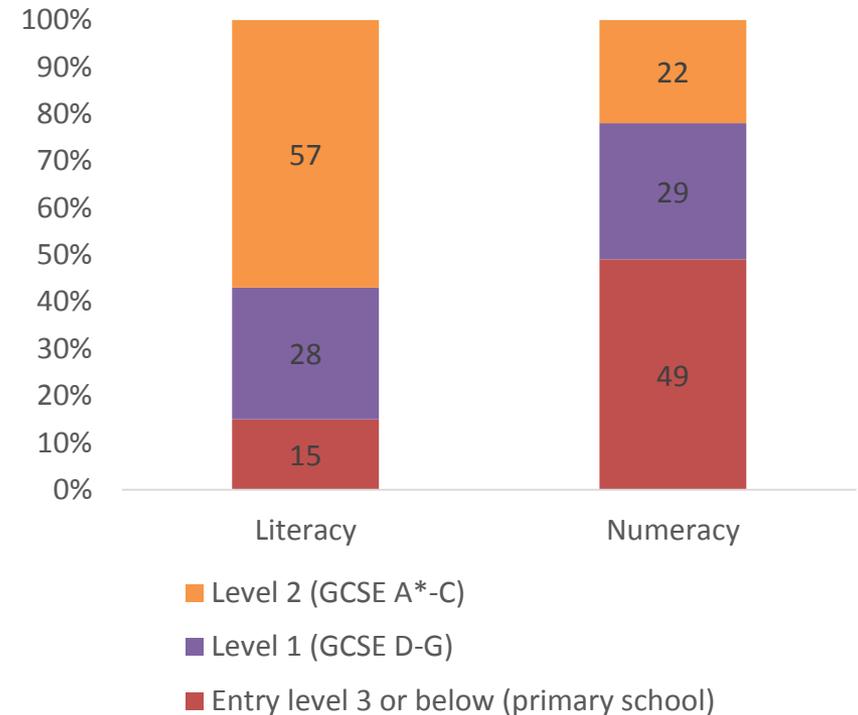


people with low literacy or numeracy are in work. People with essential skills are more likely to vote and be active citizens.

Low skills context

- Low attainment of these core basic skills, both amongst school-leaving population and adults
- Average international comparison
- Low skills associated with wider economic and social disadvantage
- Some improvement over the past decade in literacy, declines in numeracy. Progress for those in the lowest categories (EL1-3) broadly unchanged.

Population by skill level (16-65yr olds – England)



...yet literacy and numeracy bring substantial returns

- **Wider socio-economic benefits**

- Earnings and employment gains - learners aged 19-24 who achieve English and maths qualifications secure earnings premiums ranging from 5% (Entry Level qualifications) to 8% (Level 2).
- English and maths qualifications lead to improved employment outcomes for benefits claimants, particularly for learners aged 18-24. English and maths are seen as core skills that enable flexibility and adaptation of the future labour market.
- OECD estimates that eliminating the tail of low achievement in the UK would increase long-run growth by 0.44 percentage points.

Figure 5: Three to five year earnings and employment premiums for those achieving Entry Level/L1/L2 English and/or Maths as a highest learning aim

Highest learning aim	Earnings		Employment	
	19 to 24	Aged 25+	19 to 24	Aged 25+
Entry Level/L1/L2 English and/or Maths	7.1%	4.6%	1.7 ppt	1.9 ppt
Entry Level Eng and/or Maths	5.0%	3.1%	1.0 ppt	1.5 ppt
L1 Eng and/or Maths	N/A	7.8%	1.7 ppt	1.5 ppt
L2 Eng and/or Maths	8.5%	3.8%	3.1 ppt	2.3 ppt

These Figures do not include ESOL learning. All figures in bold are statistically significant.

Summary of current approach

- Continued investment in literacy and numeracy in the school system
- Policies targeting specific adult population groups to improve their basic skill levels (e.g. within Apprenticeships, technical education e.g. within Study Programmes for 16 – 19 year olds)
- Statutory entitlement and dedicated funding to enable the wider adult population to access learning (and forthcoming digital entitlement)
- Continued support to strengthen the capacity of the sector to deliver quality skills → workforce, college support, qualifications reform and research into best practice in teaching and learning
- Additional programmes to target specific groups, where poor basic skills identified (e.g. part of 'offer' to unemployed adults and prisoners)

Current Approach – Gaps and Opportunities

Gaps

- Falling participation in adult basic skills learning
- Lack of specific initiatives to engage the general adult population, outside of groups already engaged with Government programmes – e.g. outreach
- Lack of focus on workplace learning, outside of apprenticeships
- Focus of reform on formal qualifications system

Opportunities

- Adult Education Budget devolution
- Control of approx. 50% of AEB to be handed over to local (regional) authorities e.g. Greater London, Greater Manchester, West Midlands, Leeds City Region, from 2019.

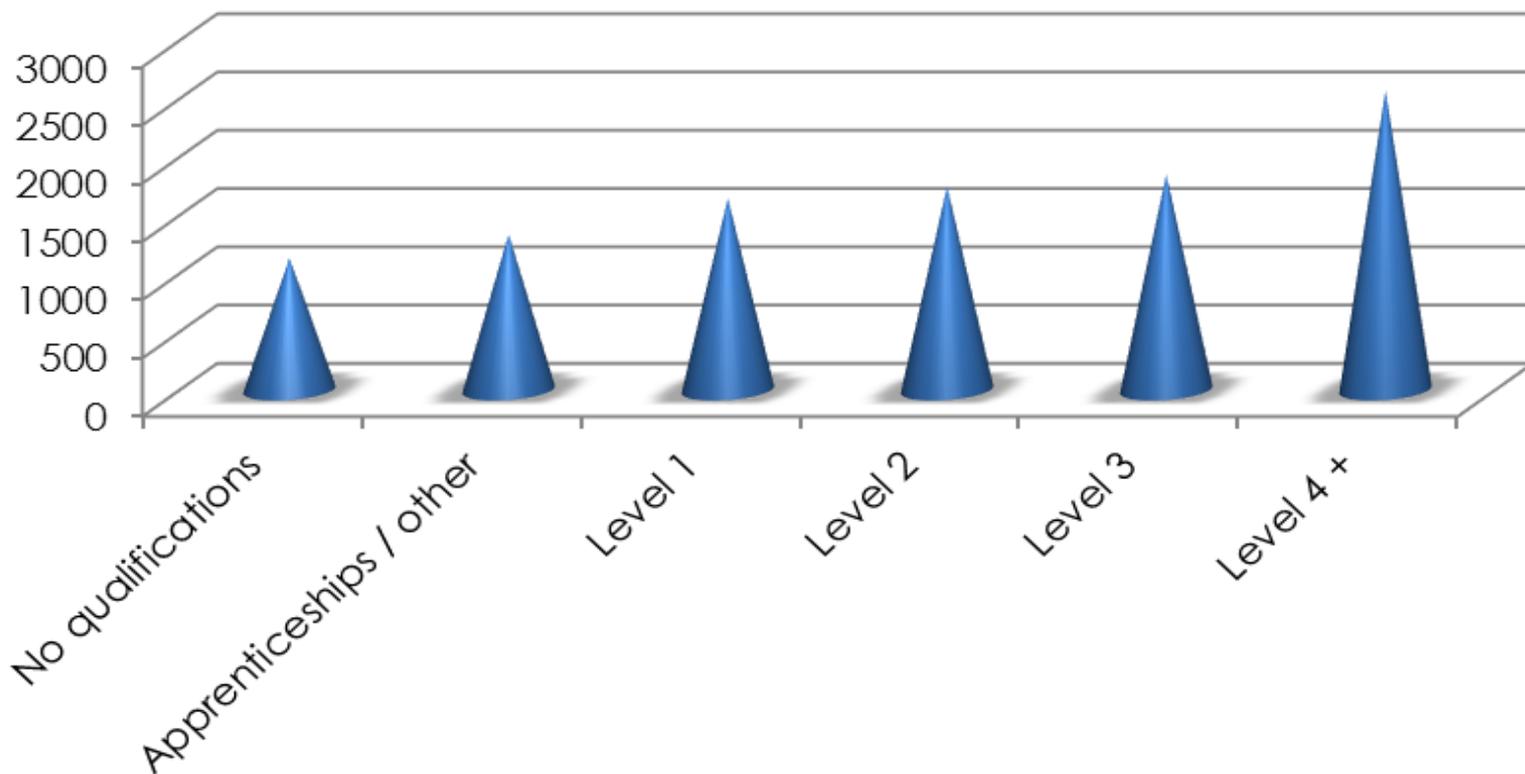
HS2 – A once in a lifetime opportunity for the West Midlands?

- 65,000 new jobs to be created in the West Midlands by 2024
- An average of 10,300 created per year between 2017 and 2022
- Alongside growing demand for Science, Technology, Engineering and Maths (STEM), other sectors, e.g. financial services, advanced manufacturing, IT and construction



What kinds of jobs?

HS2 jobs per year



“Inclusive growth is economic growth that creates opportunity for all segments of the population and distributes the dividends of increased prosperity, both in monetary and non-monetary terms, fairly across society.”

OECD

A STEM Progression Pathway

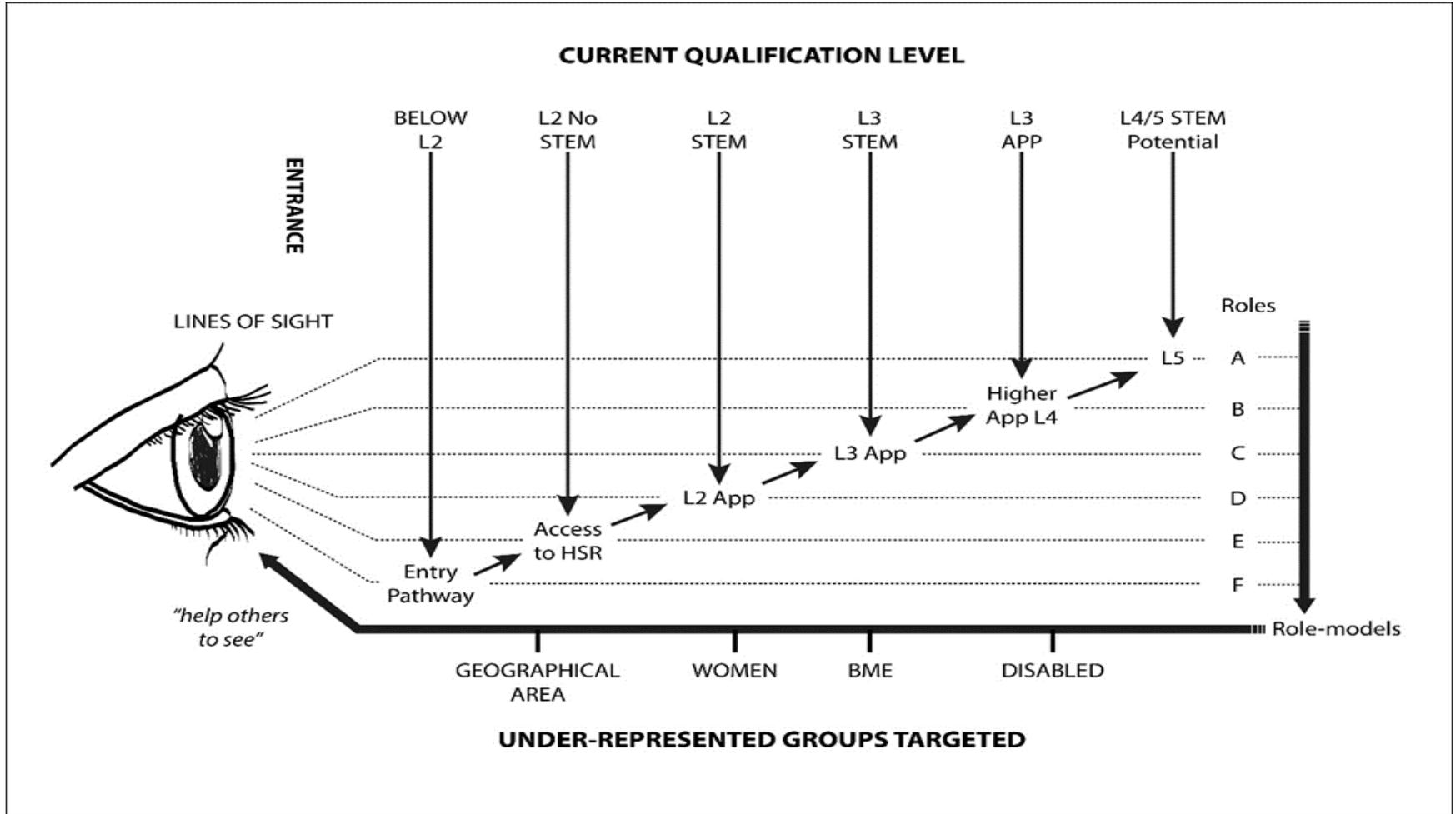
A strategy to enable the lowest-skilled and least-advantaged citizens in the region to progress towards high-skill, high-value jobs in STEM industries, which:

- illustrates the various routes into jobs in HSR and STEM-related industries at all levels;
- provides a “line of sight” to those jobs for those people farthest from achieving them;
- includes an entry point to the pathway for those with the lowest skills and furthest to travel in terms of learning and qualifications.

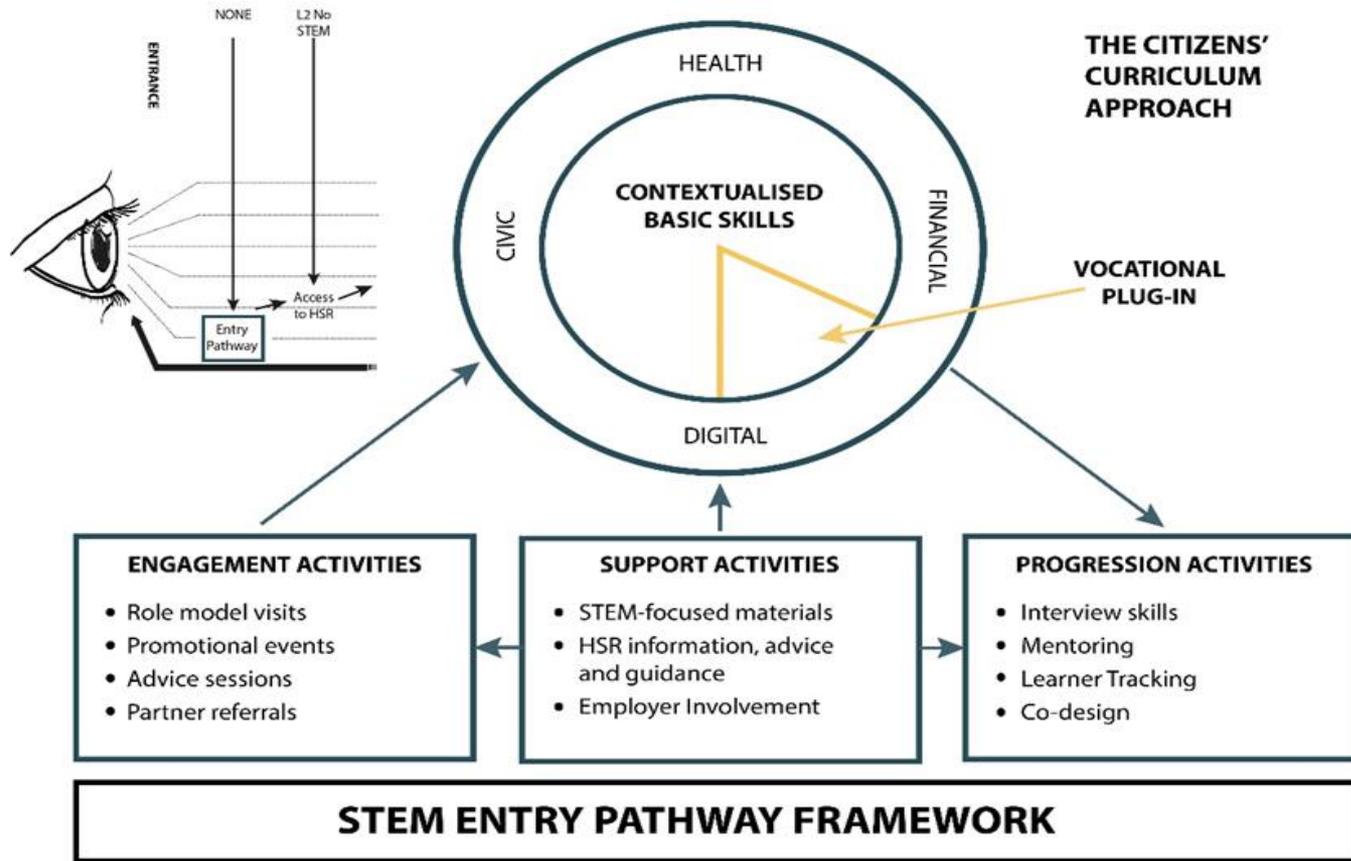
Key design features: what the evidence says

- A clear line of sight for learners to learning and work opportunities.
- Strategic partnership co-ordination.
- Robust progression infrastructure.
- Tailored and targeted provision.
- An holistic approach.
- Employer involvement.
- Outreach, promotion and engagement in communities.
- Peer support and role models.

The proposed model



Citizens' Curriculum STEM Entry Pathway Framework



Vocational and employability plug-in

Employability skills embedded in the wider capabilities

- e.g. civic – negotiation and influencing; action planning; public speaking; equality and diversity awareness; and volunteering.
- e.g. digital - ability to access and use universal jobs match. NCS and other learning and employment support services

Widening learners' knowledge of local opportunities

- e.g. Talks from local employers – including peer role models –to raise learners overall level of interest, motivation and engagement, both in relation to STEM in general and to work in specific industries / organisations.
- e.g. Taster sessions develop understanding and motivation around learning opportunities in STEM subjects at higher levels.
- e.g. Work experience placements to provide learners with relevant awareness and experience.

Vocational and employability plug-in

Encouraging learners to pursue vocational aims

- e.g. Ongoing careers guidance to: identify skills and experience gained; consolidate learning; build and maintain motivation; explore progression opportunities; support effective short-, medium- and longer-term decision-making and actions; and link opportunities and decisions around earning and employment to learners' wider personal and financial circumstances.
- e.g. Vocational qualifications and IAG to clarify how these relate to opportunities and aspirations.
- e.g. action planning for the future, including short-, medium- and long-term planning for learning and work, with financial planning regarding benefits, income and paying for learning.

**THANK YOU
QUESTIONS**