

Entry Pathways

Borders, Boundaries and Bridges Conference

12th October 2018

L&W LEARNING AND
WORK INSTITUTE

Forum for Adult Learning **NI** ECORYS 

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Scotland's Learning Partnership



Co-funded by the
Erasmus+ Programme
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EAAL – Entry Pathways Strand (WP2)

- Provides the ‘basic skills’ focus to the work of evidencing the impact of adult learning across the UK nations.
- Complements other strands looking at ‘progression’ e.g. in-work.
- Draws on L&W’s Citizens’ Curriculum basic / life skills approach, previously presented at England Impact Forum.
- In the European context, links to the Upskilling Pathways initiative of the European Commission.

Upskilling Pathways



How it works:

- Effective outreach
- Guidance
- Support measures

Source: *European Commission*

England – Policy Context

- 9m adults could benefit from improving basic English and/or maths skills (OECD)
- Participation in 19+ basic skills learning has fallen by around 20% since 2012.
- Considerable evidence of earnings premium and productivity gains through improving English and maths skills (OECD).
- Technical reforms are taking place, but a need to revitalise practice and create new forms of delivery to engage people and meet local needs.

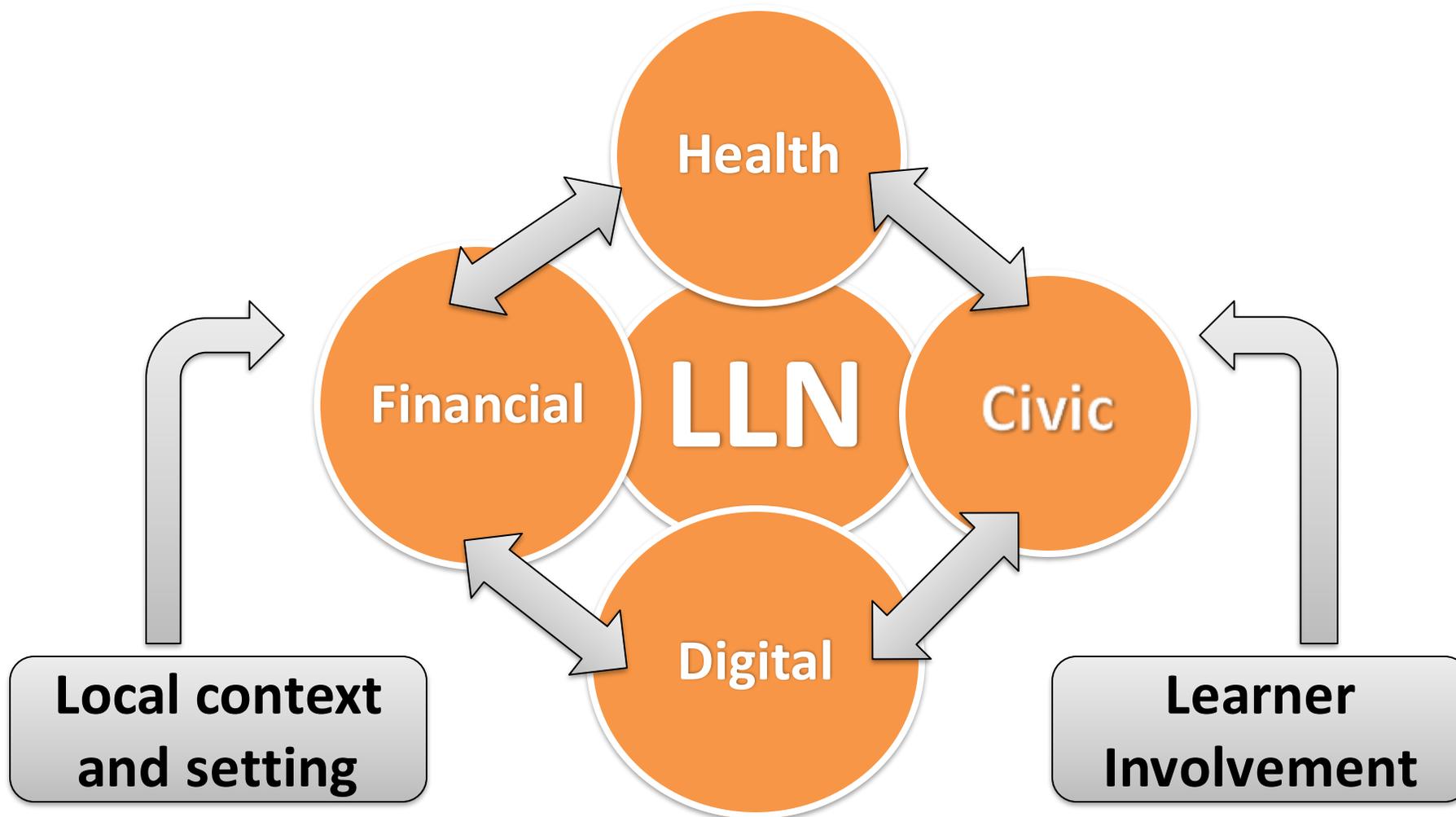
Northern Ireland – Policy Context

- *'Colleges will raise the level of literacy, numeracy and ICT competence in Northern Ireland by adopting the new qualifications that are being developed through the refreshed Essential Skills strategy and the reviews of GCSEs in English and mathematics in Northern Ireland.'*
(Further Education Means Success, 2016)
- Numbers of ES qualifications delivered appears to be falling?
- Technical reforms have taken place, but is there a need to revitalise practice and create new forms of delivery to engage people and meet local needs?

So, L&W believes that

More **flexible**, creative and innovative models are needed to **engage** and motivate learners and meet the challenge of poor basic language, literacy, numeracy and digital skills in the context of rapid social change.

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



Learning from Europe

Good practices

Good practices for developing life skills were defined as examples of teaching and learning approaches that contribute to the development of life skills. Examples of good practices can be educational programs, specially developed learning and teaching didactics or methods, curricula, methodological instruments, etc.

What's the innovation?

Special emphasis in the instrument was also placed on the description of innovative characteristics and the main benefits of good practice for learners, where the description is supported when possible by authentic quotations, photos, videos and products of adult learners. The potential of transferability and the universal character of good practice were also included in the instrument.

The LSE partnership collected cases of good practices, which are presented in more detail on the database below.

Type	Title	Themes and relevant capabilities	Target group	Language
Good practice	Project Learning for Young Adults (1999/2016)	Civic, personal and interpersonal	School dropouts, young adults	SL
Good practice	Learning for Successful Life (2003/2014)	Literacy, numeracy, digital	Vulnerable and marginalised groups, unemployed people	SL, EN
Good practice	Study circles (1993)	Personal and interpersonal, civic	Open to anyone	SL
Good practice	Citizens' Curriculum (2014-2017)	Literacy, numeracy, digital, health, civic, financial	Vulnerable and marginalised groups, unemployed people	EN
Good	Royal British Legions		Ex-armed forces personnel	...



LIFE SKILLS FOR EUROPE

Field:
Key competences, basic skills

Duration:
28.12.2016 – 27.12.2018

Project coordinator:
[Francesca Operti](#)

Project website:
eaea.org/project/life-skills-for-europe-lse/
#EUlifekills

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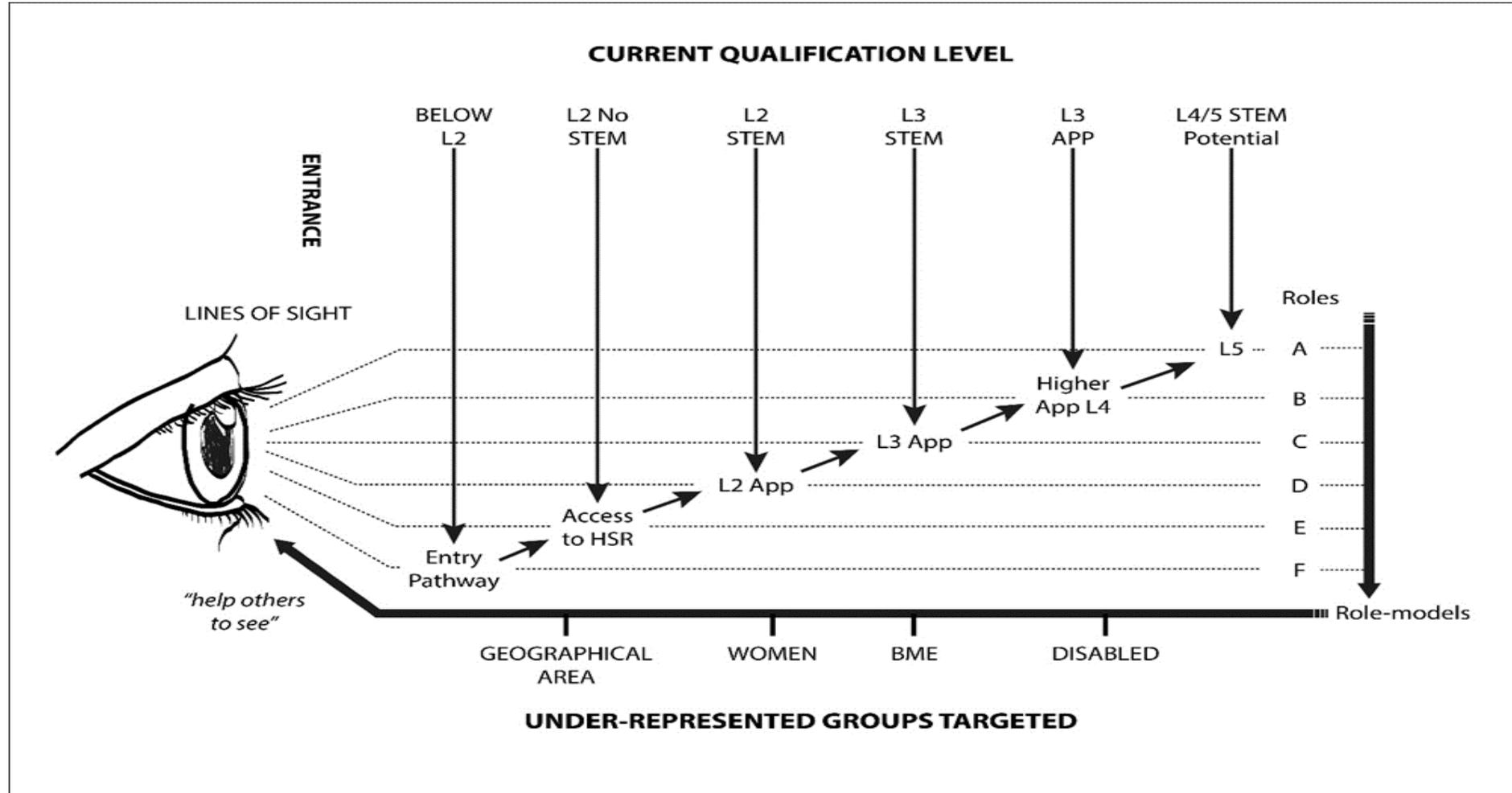


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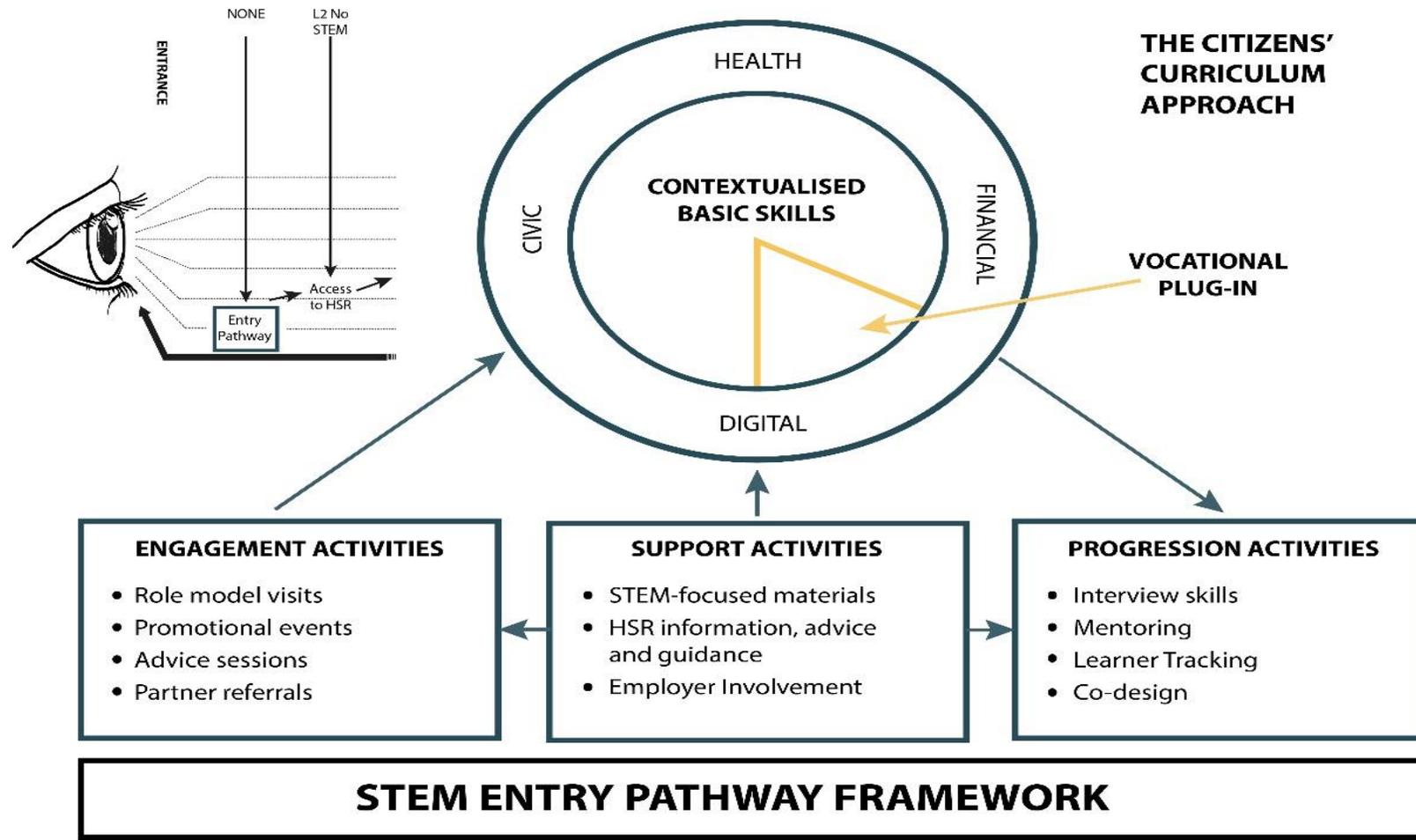
Some examples from the Life Skills for Europe project - www.eaea.org/project/life-skills-for-europe-lse/

- **Learning for Successful Life (Slovenia)**
- **The Second Chance Systematic Development of Functional Elementary Education of Adults (Serbia)**
- **Danish Language and Culture (Denmark)**

The 'Line of Sight'



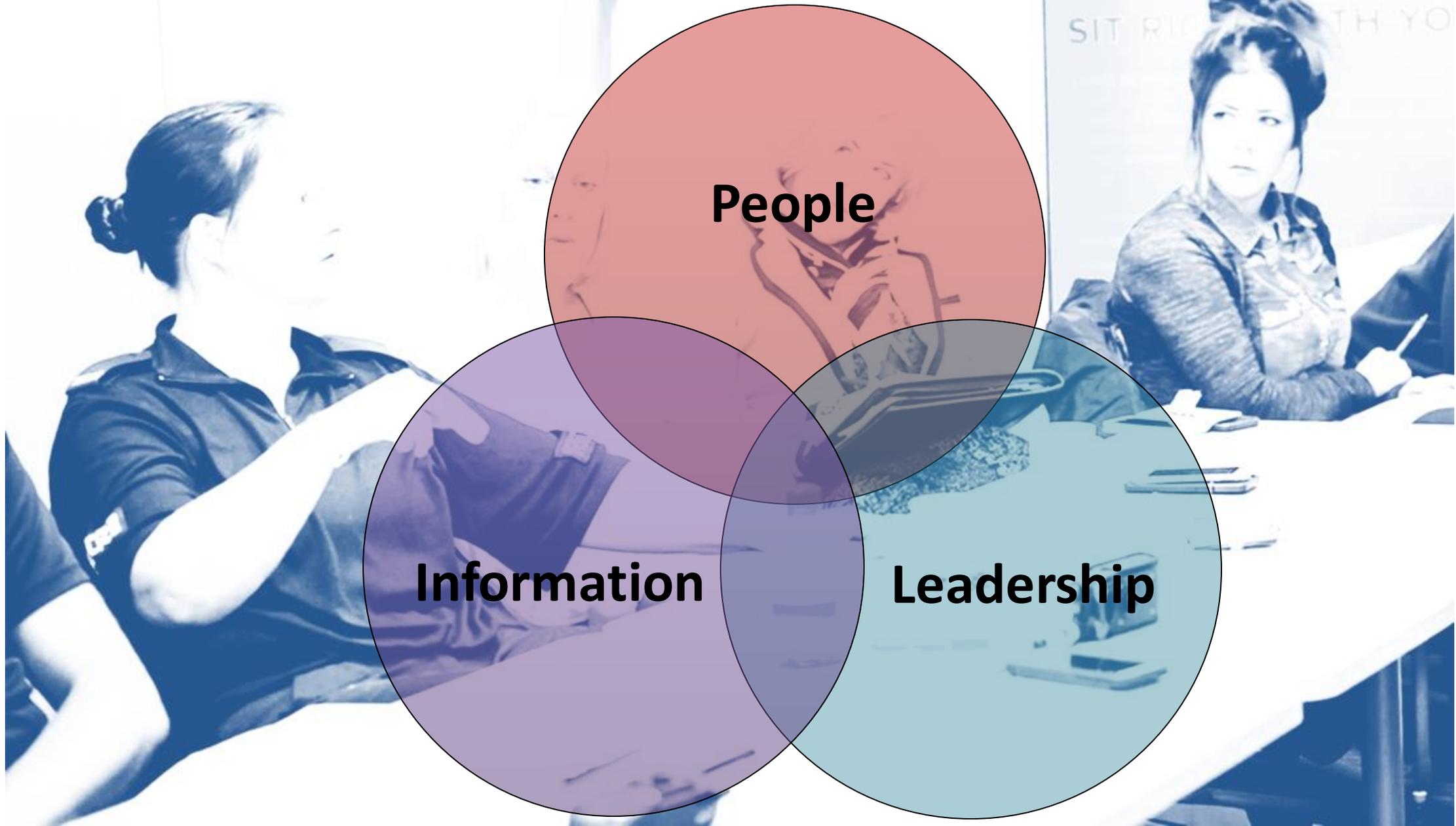
STEM Entry Pathway



Entry Pathways - Summary

- **Personalised, and/or one-to-one approaches** and a flexible offer to tailor the approach
- **Employability focussed support** – going beyond ‘job search’ to include use of role models, visits etc.
- **Partnership working** – a wide range of local stakeholders, to ensure the programme supports local economic needs.
- **Location of programmes** – friendly and accessible.

Rochdale Borough's Integrated Place Work: The Critical elements



People

Information

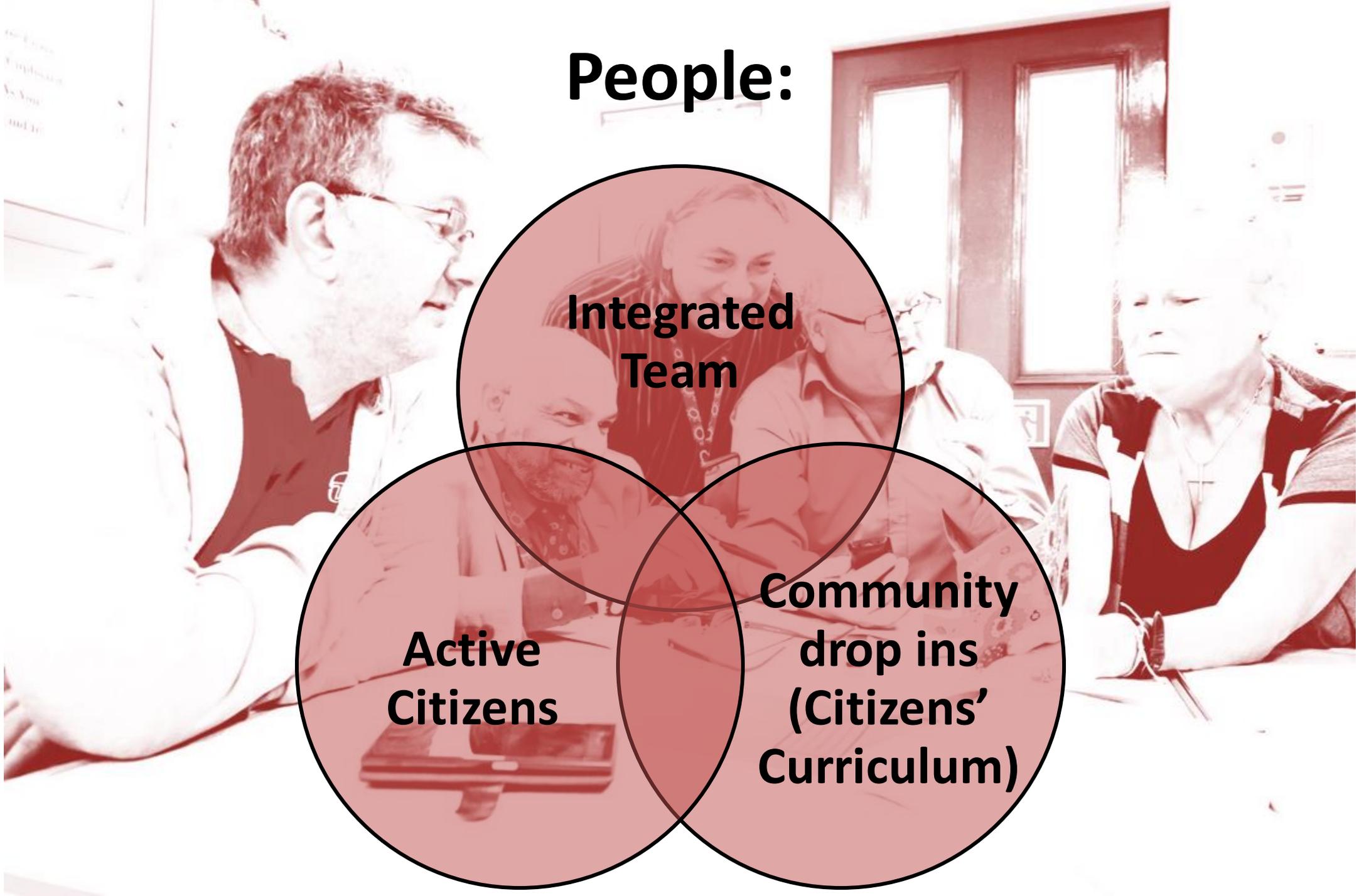
Leadership

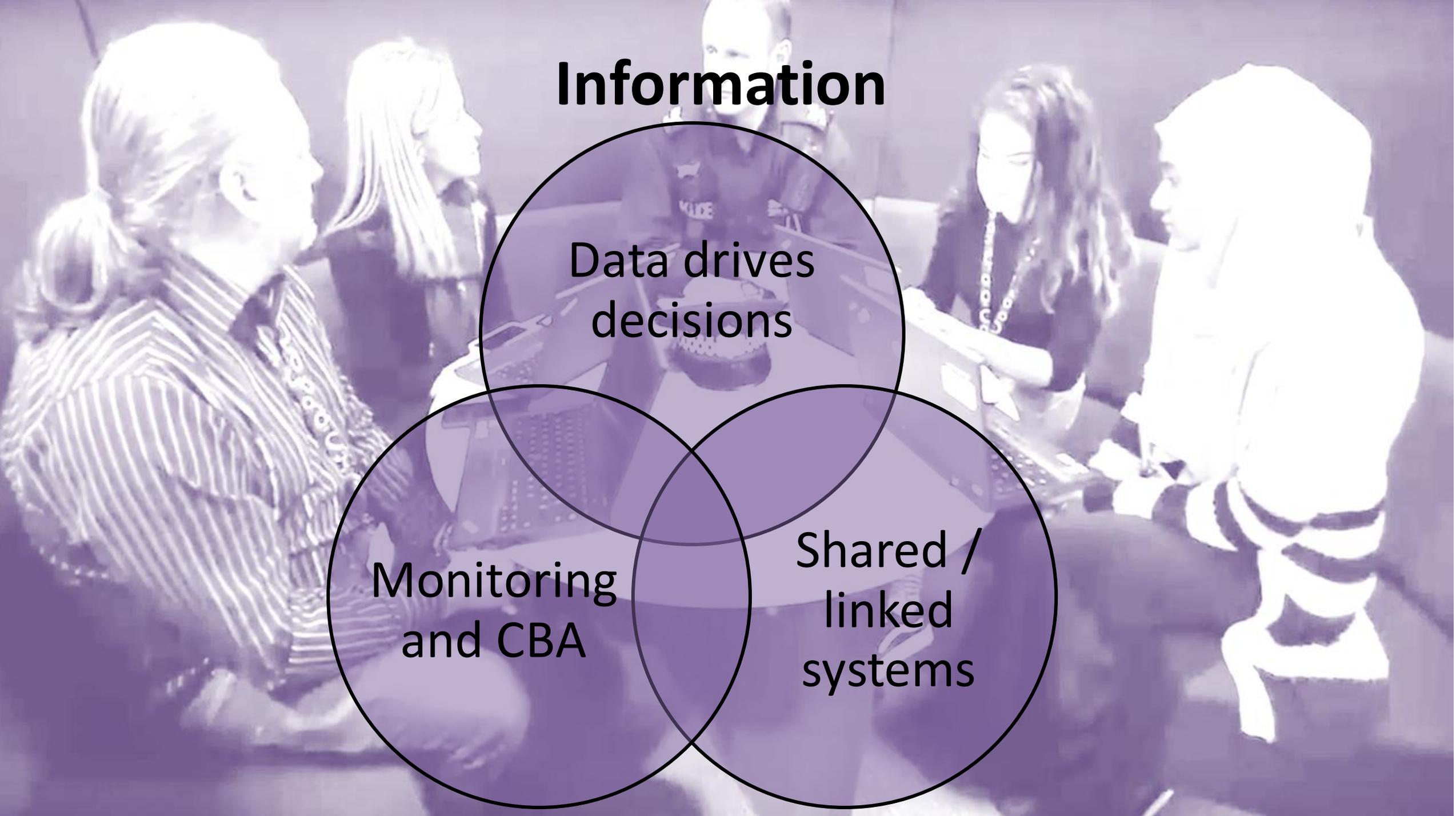
People:

**Integrated
Team**

**Active
Citizens**

**Community
drop ins
(Citizens'
Curriculum)**



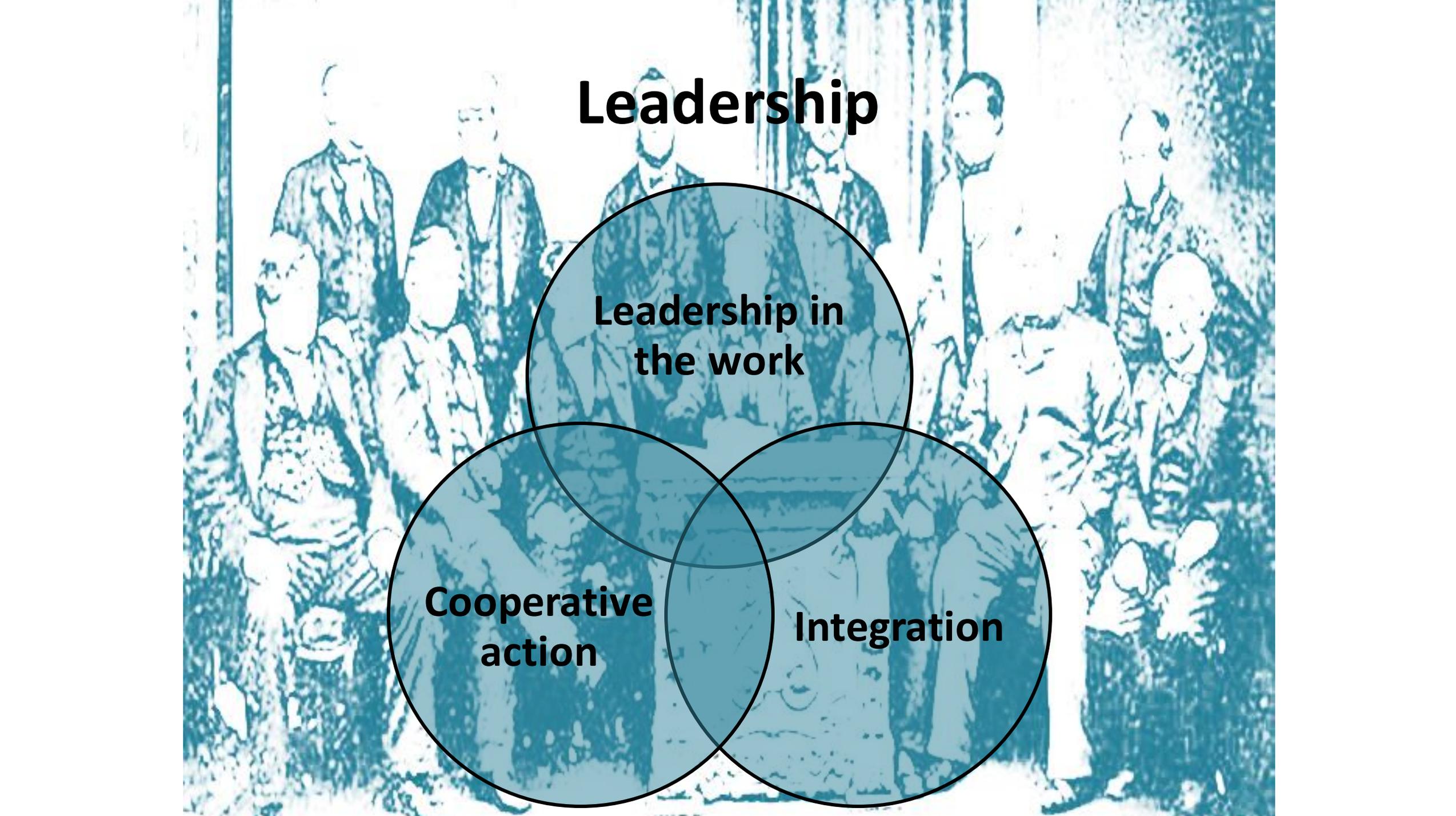


Information

Data drives
decisions

Monitoring
and CBA

Shared /
linked
systems



Leadership

Leadership in
the work

Cooperative
action

Integration

Discussion Questions

1. What is the current picture in relation to entry pathways in Northern Ireland? What are the opportunities and challenges? (*For example, funding ...*)
2. What role could better developed entry pathways play in the adult learning landscape in Northern Ireland? Who might benefit, and how?
3. To what extent is the Citizens' Curriculum model useful as a framework for a vocational entry level pathway programme for adults?
4. What other examples of entry level vocational pathways (curriculum models, projects, pilots etc.) exist in Northern Ireland? What impact have they achieved?
5. Are there any other key elements of entry level vocational pathways that we have not covered?