

# The Numeracy Challenge

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Teaching of Mathematics



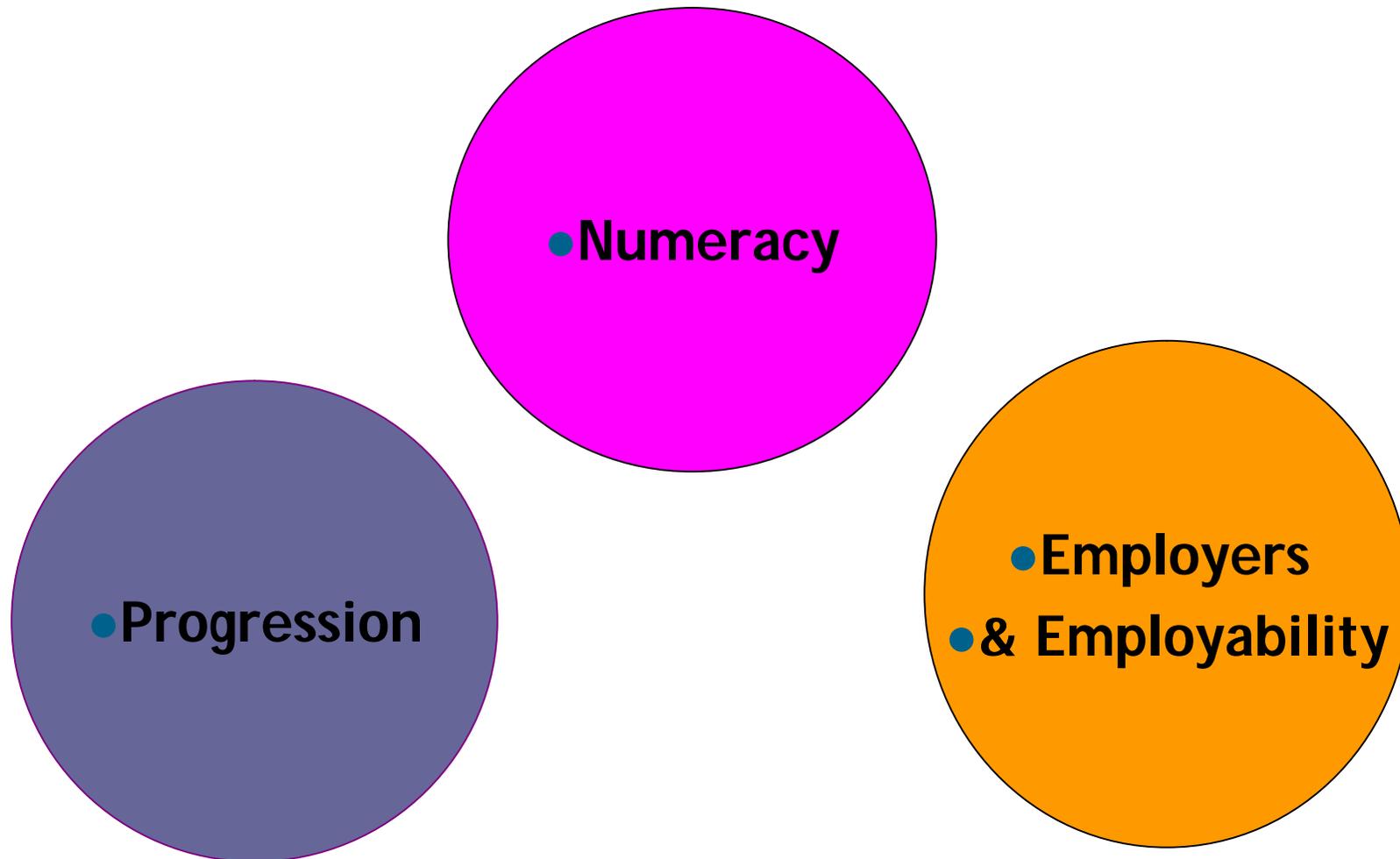
# An agenda for 2010



- What still needs fixing / developing?
- What developments need to be more widely implemented?
- How do we influence the wider agendas?

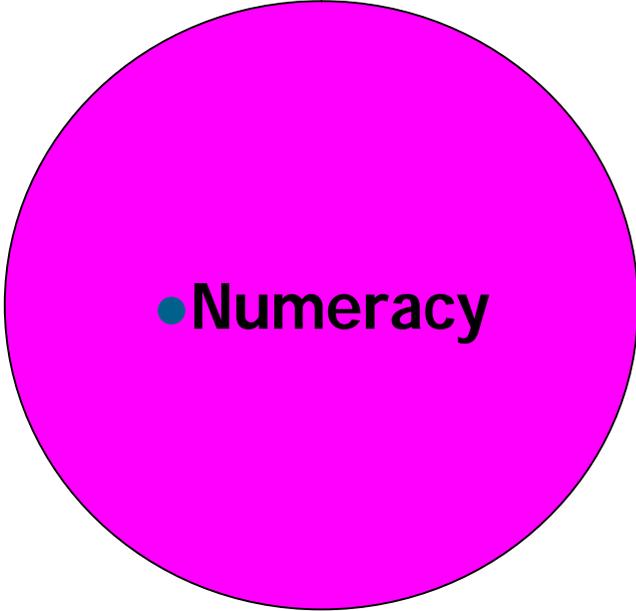
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• Numeracy

# Numeracy a changing picture

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- **Engagement**
  - LSC Campaigns
  - Maths weeks
  - Marketing /engagement strategies for T2G providers
- **Participation**
  - Significant increases reported for 2008/9
  - Increasing provision in Train to Gain and employability programmes
  - Challenges of further growth
  - Numeracy across the contexts – a new approaches
- **Capacity**
  - CPD and ITT activities
  - Activity of national programmes
  - NCETM
  - Maths Champions

# NCETM Numeracy Challenge

## Activities

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- NCETM numeracy challenge micro site launched in December. 3,390 hits in Feb- up 18% from Jan
  - Numeracy Challenge survey log on-have your say
- Building a picture of good practice : 6 new numeracy in the workplace case studies
- Supporting numeracy and mathematics activity to take place across different contexts and wider skills agenda
- Publicity and awareness raising: articles, presentations



- The 'Taking the Numeracy Challenge Forward' microsite has now been live for three months. During February 2009, new features have been added to the microsite.
- The microsite has again proved to be very popular, with the homepage receiving 2 212 hits during the month, which indicates an 18% increase on the previous month. In addition, the homepage was the 4<sup>th</sup> most popular resource during the month.
- The project's content hits for February 2009 will be taken from the microsite, accompanying project case studies, newsletters and the survey's new article. The following hits have been received this month.

Microsite Homepage – Taking the Numeracy Challenge Forward	2 212 Hits
Case Study – of Further Education	40 Hits
Case Study – Colchester Institute	30 Hits
Case Study – of	43 Hits
Case Study – Adult Education Service	33 Hits
Case Study – East of Regional Mathematics Centre	174 Hits
Case Study –	83 Hits
Case Study – Skills for Life Service	41 Hits
Numeracy Challenge Newsletter – January 2009	69 Hits
Numeracy Challenge Newsletter – December 2008	17 Hits
NCETM Numeracy Survey – Help us build a picture	648 Hits
<b>Total Hits</b>	<b>3 390 Hits</b>

# Numeracy Challenge: working with regions

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- Information gathering to build picture of progress over last year
- Picture shows
  - Increase in numeracy targets
  - Working with range delivery partners
  - Partnership working to support providers
  - Building capacity through CPD

# Numeracy Challenge: working with Local Area Agreements

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- Potential for LAA target setting process to relate to, and support PSA targets, including that of achievement in numeracy
- Work so far:
  - Birmingham, Barking & Dagenham, Cambs Fenland are complete
  - Southampton and Eastbourne are being consulted
  - Possible Yorkshire LAA.

# Numeracy in local area agreements

Indicator	How numeracy impacts	Potential activities	Required development
16 to 18-year-olds who are not in education, training or employment (NEET)	➤ Higher numeracy skills = more likely to opt into training/further education (and to persist and achieve); and more likely to succeed in work	<ul style="list-style-type: none"> <li>• Numeracy embedded in LSC commissioned NEET courses</li> <li>• Personal advisers etc reinforces the value of numeracy</li> </ul>	Amendment of current programme CPD for intermediaries
Obesity among primary school age children in Year 6	➤ Parents understanding relationships of factors underlying diet/health/obesity relies on functional numeracy skills	<ul style="list-style-type: none"> <li>• Health numeracy activity (via Health and Wellbeing Partnership)</li> <li>• Health &amp; Obesity issues built into LSC Health &amp; Social Care</li> </ul>	New programme development CPD for intermediaries (Health not LSC provider issue)
Per capita CO2 emissions in the local authority area	➤ Adults understanding relationships of factors underlying climate calculations etc relies on functional numeracy skills	<ul style="list-style-type: none"> <li>• Maths and carbon footprints</li> <li>• Charts/graphs/statistical language</li> </ul>	Resources
Percentage of people who feel they can influence decisions in their locality	➤ adults understanding relationships of factors underlying local development/decisions relies on functional numeracy skills	<ul style="list-style-type: none"> <li>• Understanding charts, graphs, figures 'numbers for democracy'</li> <li>• Impact of numeracy on wider social participation programmes</li> </ul>	CPD for intermediaries Amendment to programmes
Carers receiving needs assessment or review	On issues such as: <ul style="list-style-type: none"> <li>➤ Disability Living allowance</li> <li>➤ Understanding the system</li> <li>➤ Calculations of diet, medicines</li> </ul>	<ul style="list-style-type: none"> <li>• Support through carers' centre</li> <li>• Involvement of voluntary organisations</li> </ul>	New programme

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- Employers &
- Employability

# Employers and employability

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- Increased Skills for life delivery through Train to Gain
- Support for redundancy and redeployment with skills for life
- Further union led development
- Skills for life as routine now in most employability programmes
- Further ESF funding

# Numeracy challenge activities

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Engaging & supporting employers identified by most regions as priority. Project producing:

Guidance booklet for trainers and brokers

Numeracy resources guide

Teaching and learning numeracy: guidance and support for providers

*See Train to Gain guide and information leaflet on NCETM stall*

# Numeracy challenge activities

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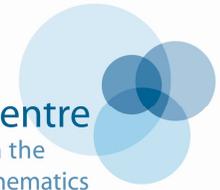


Working with the union learn to support:

- Stock take numeracy activities
- Identify numeracy as priority ULF theme
- Review union Train to Gain and Skills pledge materials to include specific numeracy focus
- Numeracy focus in ULR training material
- Collect case studies

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● Progression

● – using data to improve practice

# Challenging questions



- What % of people achieving SfL qualifications go on to achieve full Level 2?
- Is it better from progression point of view to study SfL or Voc Level 1?
- Which programme areas are most effective at preparing learners to study at higher levels?
- Do people engaged in non-formal learning go on to achieve formal qualification?
- What is pattern of progression to STEM?

# Why is it important?



- Leitch targets
- Full level 2 seen by World Class Skills as platform for progression in broadest sense of term
- Increasing importance of STEM subjects
- Enabling adults with low level or no qualifications to reach FL2 is critical to meeting L3 and L4 aspirations
- Need to understand patterns of progression and related factors better than we do

# Why is it important?



- Adult learners at least 4 times more likely to progress to FL2 if they begin their journey with SfL, compared to Vocational Level 1
- In period 2001-2007 c7% of SfL learners progress to full level 2 qualifications
- c2% of learners on non –qualification bearing programmes progress to Full Level 2
- There is an emerging pattern of progression from SfL numeracy to STEM subject

# Data - what next?



- Define technical user guidance
- Develop guidance for non-technical audience (e.g. strategic managers, quality improvement managers etc)
- Consultation with providers –what do we need to know?
- Consultation with LSC business cycle
- Continue discussion with DIUS about national applications

# Numeracy - what next?



- Continued focus shown by additional funding from DIUS
- Coherence across all agencies involved
- Co-ordination in organisations
- Commitment to improvement -continuum
- Coming together



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