# Good Things Foundation

# Supporting people with digital skills

Good Things Foundation Playbook for Digital Inclusion Hubs.

In partnership with

**YORKSHIRE BUILDING SOCIETY**  **accenture**  **J.P.Morgan**  **Enterprise Blueprints**

# How to use this playbook

This playbook is for Digital Inclusion hubs to support them and their communities. It is designed to show a shared understanding of the journeys learners may have around learning digital skills for employability.

- Use it to meet people where they are

- Pick the themes that feel right

- Share it with teams

- Use practical tips

- Learn how to measure success

# Benefits of the playbook

*Understanding different types of learner / personas*

*Focus on differing learner needs*

*Developing the best learning journey*

# Our Partners

*Yorkshire Building Society has partnered with Good Things Foundation throughout 2021-22 to engage Black, Asian and Ethnically diverse people in Bradford communities to build digital skills for employability. The Yorkshire Building Society funded Bradford project has helped create and test this playbook.*

*J.P. Morgan Chase Foundation and Good Things Foundation have worked together since 2019 on projects embedding digital skills into programmes of economic support. Devices, data and skills support were funded through one of those projects and insights were used to inform the personas of those without access to a device or connectivity.*

# Our Partners



Enterprise Blueprints

*Enterprise Blueprints is an outcome-focused Technology and IT Architecture Specialist, a new partner invested in fixing the digital divide. Their support enabled Good Things Foundation to bring together the insights from different projects and pilots, facilitate feedback sessions and has supported the development of this playbook.*



accenture

*Accenture has partnered with Good Things Foundation since 2020, building work-related skills for unemployed or underemployed people. The project, funded by Accenture, has helped create, test and iterate this playbook.*

# Let's get started. What are you looking for?

## Employability

A starting point to understand how community centres can serve their communities to help them on the path to employability

**Go to the Employability Playbook** →

## Further Education

A starting point for hubs to understand the journey for learners deciding to move into further education.

**Go to the Education Playbook** →

![Good Things Foundation logo]

# Supporting people with digital skills for **employability**

In partnership with

YORKSHIRE BUILDING SOCIETY

accenture

J.P.Morgan

Enterprise Blueprints

# Employability Playbook Contents

# Introduction

## Why is this playbook important?

We're proud to introduce the **Digital Skills for Employability playbook** - *a starting point* to understanding how hubs can serve their communities to help them on the path to employability.

It couldn't come at a more crucial time; when the global pandemic has pushed more services online and shifted the job market. It's also shown us the socio-economic divide between people who have access to digital skills and those who don't. It's time to act, to empower people and to help those who have been excluded in the past, to be included in the future.

# Introduction

**What is this?**

This playbook is a guide to understanding the different representations of people that centres serve, and the journeys that they go on. Most importantly, this playbook gives a structure to how we can improve the journey for people, so that they are more likely to gain digital skills and gain employment.

**Why did we do it?**

We've seen that there are more similarities between the communities that are served by hubs, than differences. This playbook helps bring together those similarities into a shared understanding and future vision.

**How did we do it?**

We worked with hubs and learners to represent themselves and their communities in this playbook. They will see the journeys they can take with their learners and the tools to help them achieve their goals.

# What do digital skills for employability mean?

We live in a digital age where the ability to use technology is essential for life and work. Digital skills are required across low-skilled, middle-skilled and highly-skilled jobs in all sectors (Digital Skills and Inclusion Research Working Group Evidence Brief 2018). A lack of digital skills could lead to marginalisation in society and in employment.

Six major areas of digital skills for employability include:

- Technical (online and offline)
- Communication
- Information
- Creative
- Transaction
- Safety (Future proof 2020)

The UK is currently faced with problems of digital skills gap, skills shortage and skills mismatch. (Improving digital skill for employability 2019). Good Things Foundation is addressing these problems through the National Digital Inclusion Network, Digital Inclusion Hubs and through external partnerships.

Hubs work with marginalised communities to offer a mix of online learning, pastoral support and connected devices to provide better opportunities. This collaboration empowers people to take the next step into the job market.

# The co-design process

We heard from different hubs about the individuals who visit, learn and access services at their vebues. The different perspectives from multiple hubs across the country provided a rich basis to create evidence-driven personas and learner journeys.

We ran three, two-hour workshops with ten hubs represented and learners to share their perspective. Together, we heard about problems and barriers, as well as centre success stories. We continuously shared personas, journeys and insights with stakeholders in show and tells, to ensure that our outcomes were created around lived experiences.

We coupled our co-design process with desk research to analyse previous reports and case studies. To complement the workshops, we conducted 1:1 interviews with centres to add detail and feedback to the personas and learner journeys.

**"It is so inspiring to hear from other hubs who are working just as hard as us to end digital exclusion."**

**Chapter 1**

# Key findings

**Highlights of who are learners are and what their key needs are**

# Understanding learners

Through speaking to learners and hubs, we were able to understand the deeper needs and behaviours of individuals along their learning journey towards employment.

Understanding the bigger picture led us to bring together different types of users based on their skills, capability and access to digital.

We segmented insights about personas to represent where different individuals might be on their journey. Different personas have needs which evolve and require certain support at different points along their journey.

WHEN

I WANT TO

SO I CAN
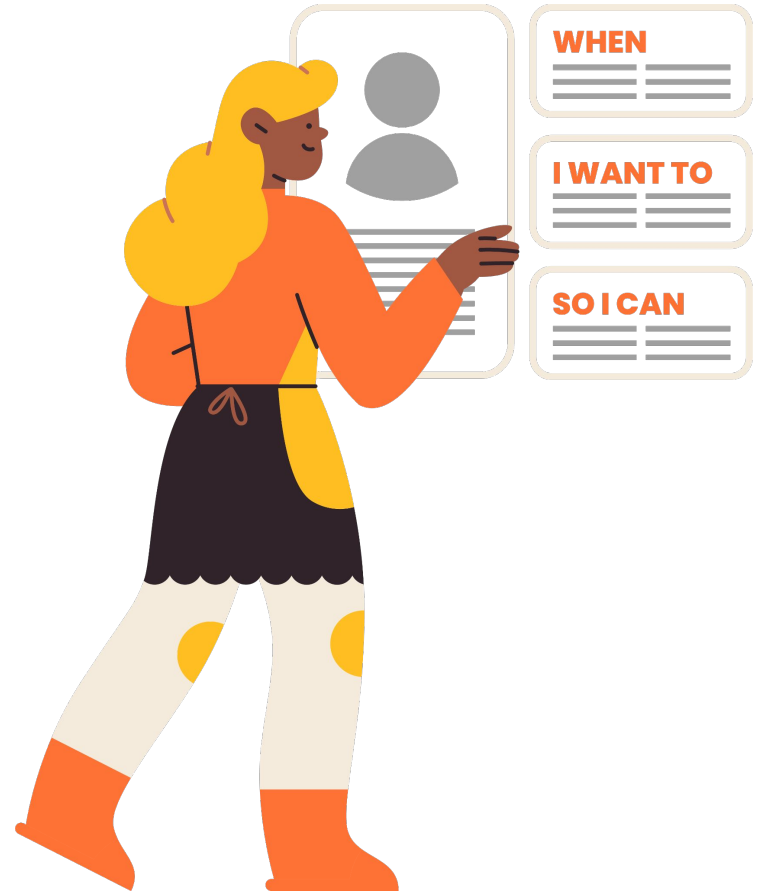
The five personas and their key points are outlined to the right; they are not exhaustive but capture a representation of learners. Personas and journeys will be elaborated on and explained later in this playbook.

**WHEN**

**I WANT TO**

**SO I CAN**
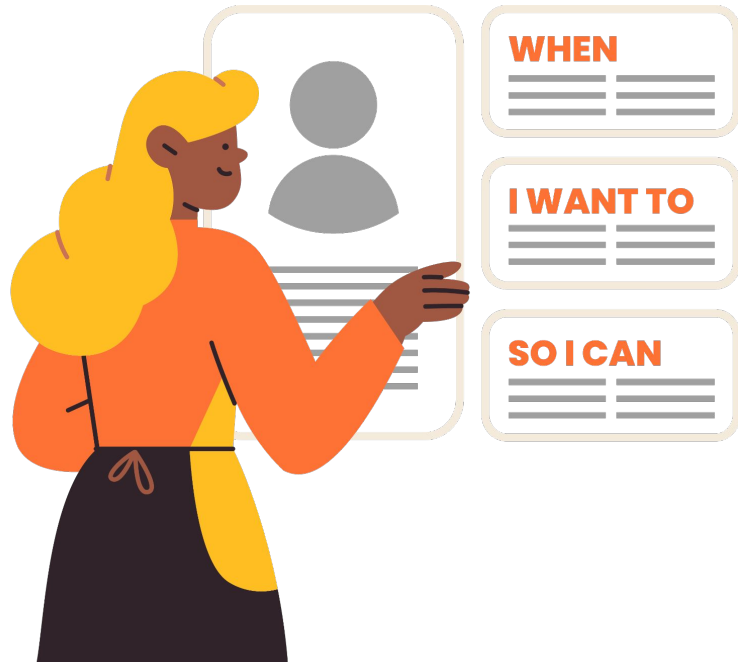
**No access + no skills**
Poor English skills
Never used a device or the internet

**Some access + few skills**
Needs digital skills to get back into work
No qualifications or CV

**Some access + no skills**
Looking for a career move to a better paid job
Struggles to afford access

**Some access + basic skills**
Has traditionally used paper for working
Needs flexible learning opportunities

**Basic skills + entrepreneur**
Wants to move business online from street-trading
Digital upskilling required for business sustainability

# Key themes

We synthesised the workshop insights and research into five key themes.

These themes show the fundamental *core needs* for learners across their experiences. They help to make sure centres are meeting learner needs. The themes should be used to anchor the work that centres do and to shape programmes of work.

The themes are relevant for all personas, with some being more prominent for certain types of learner needs than others.

# Five themes

## Belonging

Creating a sense of community connection with learners who may not have support is extremely important.

An environment where people feel safe will help them let their guard down; begin to create strong connections with peers and be supported on their learning journey.

## Trust

Learners not only need to build trust with their tutors and peers but also need to overcome misconceptions around digital and the internet.

Learning to trust computers and feel safe online is essential before digital skills can be built upon.

## Empathy

Understanding people's backgrounds is essential to helping them plan their future. Some individuals come from difficult backgrounds and need to be understood and heard.

We need to take time to be human and show them they are capable of learning digital skills and achieving success.

## Flexibility

It is important to many people that support is available as and when they need it. Some people lead busy lives, with self-development low on their priority list.

Education needs to meet people where they are, whether that is flexible drop-in sessions, online sessions, tutors stepping in who know the learners language or helping people learn what they are interested in.

## Empowerment

Working to empower individuals and realise their full potential will help build learners confidence and encourage their practice of continuous learning.

Helping learners gain access to quality and affordable equipment and data will give them the tools to take charge of their future learning, leading to a reduced reliance on the centres resources and support.

# Focus areas

**A deeper dive into the five themes and the journeys that support them**

# Focus:
# Belonging

**This section includes a focus on:**

- Theme of belonging
- No access + no skills persona
- Persona learning journey
- How to meet this learner's needs

# Persona: no skills + no access

👤 30 He/Him

💼 Unemployed

🏠 Refugee

£ Universal Credit

## Overview

Originally from outside UK.
Has no access to computers and no digital skills.
Advised by jobcentre to create CV and apply online.

## Needs and goals

National Insurance number to work.
Basic needs: food, clothing and accommodation.
Sense of belonging.

## Behaviours

• Shy and unsure.
• Low self-confidence.
• Feeling isolated.
• Taking an ESOL class.
• Rarely used the internet.
• May have to relocate.

## Problems

• Language barriers.
• Poor mental health.
• Unaware of available support.
• Travel costs.
• Unable to access online services.
• Internet affordability.

## Opportunities

• Specialist services linkage.
• Connected devices.
• Digital champions as translators.
• Localised centres as safe spaces.
• Digital & employability classes.



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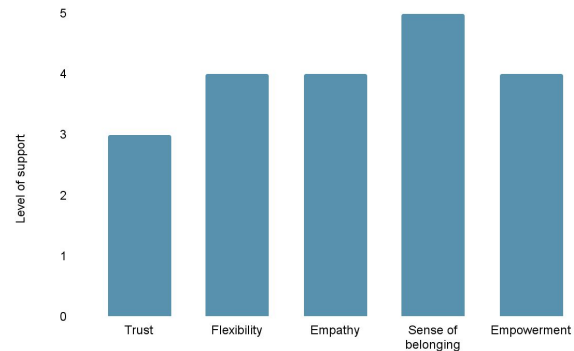
# Journey:
## No skills + No access

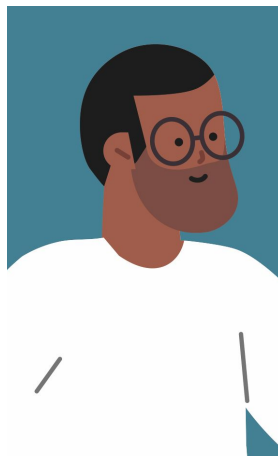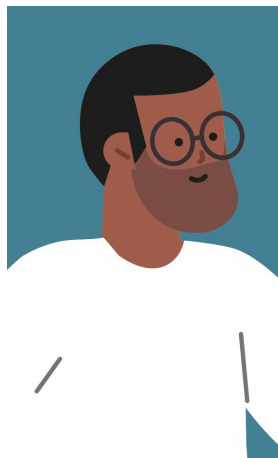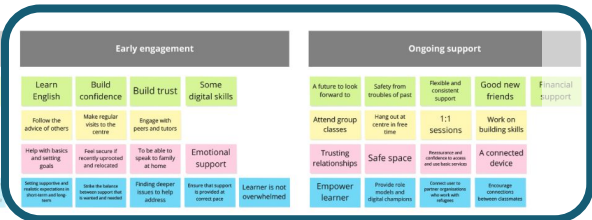| Stages | Core needs | | | | First touchpoint | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Wants | To become settled in new environment | Healthy meals | To feel safe | | Smile and cup of tea | Find someone in centre who speaks the same language | A listening ear/ shoulder to cry on | Meet fellow members of their community | Learn English | Build confidence |
| Actions | Becomes aware of centre | Is able to travel to centre | | | Wait to be approached for help | Not be confident to speak up | Copy the actions of those in similar situations | | Follow the advice of others | Make regular visits to the centre |
| Needs | Have food | Have money | Have shelter | Get an NI number | Calm and patient encounters | Understanding and empathy | Trust they are in the right place | | Help with basics and setting goals | Feel secure if recently uprooted and relocated |
| Key points | Learners unaware of community centres | Learners need to be able to afford travel | | | Ensure that the early experience is not intimidating | Offer reassurance and encouragement with language barriers | Ensure that the learner will return to the centre | Ensure that they understand the support available | Setting supportive and realistic expectations in short-term and long-term | Strike the balance between support is wanted and needed |

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| Stages | Early engagement | | | | | Ongoing support | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Wants | Learn English | Build confidence | Build trust | Some digital skills | | A future to look forward to | Safety from troubles of past | Flexible and consistent support | Good new friends | Financial support |
| Actions | Follow the advice of others | Make regular visits to the centre | Engage with peers and tutors | | | Attend group classes | Hang out at centre in free time | 1:1 sessions | Work on building skills | |
| Needs | Help with basics and setting goals | Feel secure if recently uprooted and relocated | To be able to speak to family at home | Emotional support | | Trusting relationships | Safe space | Reassurance and confidence to access and use basic services | A connected device | |
| Key points | Setting supportive and realistic expectations in short-term and long-term | Strike the balance between support that is wanted and needed | Finding deeper issues to help address | Ensure that support is provided at correct pace | Learner is not overwhelmed | Empower learner | Provide role models and digital champions | Connect user to partner organisations who work with refugees | Encourage connections between classmates | |

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**Successful indicators**
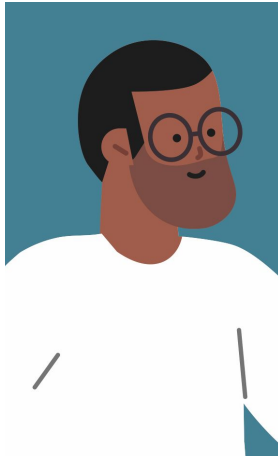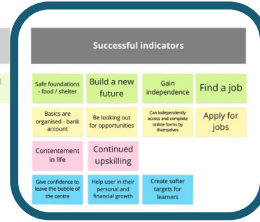
| Stages | Successful indicators | | | |
|---|---|---|---|---|
| Wants | Safe foundations - food / shelter | Build a new future | Gain independence | Find a job |
| Actions | Basics are organised - bank account | Be looking out for opportunities | Can independently access and complete online forms by themselves | Apply for jobs |
| Needs | Contentement in life | Continued upskilling | | |
| Key points | Give confidence to leave the bubble of the centre | Help user in their personal and financial growth | Create softer targets for learners | |

# Summary

The **belonging** theme relates most to the learner who has **no access** to digital equipment and internet and has **no digital skills**.

Their current journey sees them overcoming barriers such as: language, basic survival needs, emotional safety, digital skills and better access to technology.

**How to meet this learner's needs and support their future journey:**

- Create a safe space in the centre
- An environment of connection and support
- Space and encouragement to start building confidence
- Ensure that basic needs are met before employability skills can start to be built

# Focus:
# Trust

**This section includes a focus on:**

- Theme of trust
- Some access + few skills persona
- Persona learning journey
- How to meet this learner's needs

# Persona: some access + few skills

**40 He/Him**

**Unemployed**

**Living alone**

**£ Universal Credit**

## Overview

Had a manual job for years which never required a computer.
Has access to a mobile phone but no computer or digital skills.
Advised by jobcentre to create CV and apply for benefits online.

## Needs and goals

To get back into work.
To avoid sanctions from the jobcentre.
Debt support.

## Behaviours

• Feeling overwhelmed.
• Distrusts the internet/ online banking.
• Uses Facebook & Whatsapp.
• Low self-confidence.
• Lacks motivation.
• Is uncomfortable asking for help.

## Problems

• No GCSEs.
• Unable to create CV on a phone.
• Undiagnosed dyslexia.
• Poor mental health.
• Mobile data affordability
• No access to online services.

## Opportunities

• Basic Maths & English qualifications.
• Transferable skills for CV.
• Lower-level digital courses.
• Specialist services linkage.
• Tailored style of learning.
• Connected device.

**Journey:**
**some access + few skills**



| Stages | Core needs | | | First touchpoint | | | | Early engagement | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Wants | Job centre sanction avoidance | Benefits support | Job search to get new job | Someone to talk to and help | Recognise their intelligence and potential in new job search | To not feel patronised | | Engaging learning resources | Practical, visual and hands-on approach to education | |
| Actions | Referred to centre by the job centre | Travel to the centre | Check their are no hidden fees attached to support and courses | Sees other job-seekers of his age around the centre | Referral form submission | Has a friendly & engaging chat with a provider | Is shown case-studies of other learners | Undergoes skill assessment including transferable & supplementary skills | Undergoes ICT skills assessment | Suitable learning path & career options are mapped out |
| Needs | Friendly engagement and reassurance | To trust digital | A connected device to doing courses and look for jobs | Thorough assessment beyond language skills | 1:1 support | Expectation setting | Socialising with other learners | Personalised development | Build confidence | Tailored style of learning eg. interactive typing, contextualising learning |
| Key points | Increase awareness of centres | Create a relaxing, unpatronising & engaging environment | Provide professional learning disabilities support | Accessible support | 1:1 support and mentorship | Prevent information overload | The set-up of centres encourage socialising and support privacy needs | Set realistic goals with learners | Support learners with different levels of accessibility needs | |

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| Stages | Ongoing support | | | | | | | Success indicators | | |
|--------|-----------------|---|---|---|---|---|---|--------------------|---|---|
| Wants | To learn the digital basics | Financial management support | More employability skills | Accessing all benefits entitled to | To prove he is capable | | | Confidence to apply for a job outside previous industry | A successful interview | Retain job |
| Actions | Receives ICT training | Developed self-confidence | Attends employability skills classes | Online job searching support | Takes maths and english qualifications | Takes diagnosis assessment | Attends CV workshop and job search workshop | Final skills assessment | Applies for jobs | Finds a job in a new industry |
| Needs | device for personal use at home | online banking | Employability skills | Small classes | Gain some qualifications | Diagnosis of disability | Same support provider throughout journey to trust | Support with interview preparation | Capability | Post-job support |
| Key points | Help learners overcome fear of the internet | increase learners confidence to use devices on their own | Develop a kick-start program for older adults | Encourage attendance | Motivate learners to study for qualifications | Link up with other services eg. health, job centre, CAB | | Using other measures besides LMW completion targets to determine continuous funding | keep centres open for longer | |

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# Summary

The **trust** theme relates mostly to learners who have **some access** to the internet from mobile phones and use it strictly for social media. They however lack **digital skills for employability**. Their current journey sees them overcoming distrust for computers, as well as internet safety and privacy concerns. They receive holistic and personalised support from the centres which help them gain digital confidence and qualifications for employment.

**How to meet this learner's needs and support their future journey include:**

- Make access to learning as simple and accessible as possible, visual over words
- Show learners how to use the internet safely
- Understand and maintaincontrol of their privacy helps them feel safer learning new digital skills

# Focus:
# Empathy

**This section includes a focus on:**

- Theme of empathy
- Some access + no skills persona
- Persona learning journey
- How to meet this learner's needs

# Persona: no skills + some access

**36 She/Her**

**Part-time retail**

**Single mum**

**< than £10,000 yr**

## Overview

Originally from outside UK.
Has access to a computer and smartphone but no digital skills.
Her children carry out tasks online on her behalf.

## Needs and goals

To upskill and get a better paid job.
To gain independence and become digitally skilled.
Universal Credit support.

## Behaviours

• Has an email address but only uses it for Universal Credit.
• Low self-esteem.
• Lacks self-belief.
• Texts & calls on smartphone.
• Cannot turn on the laptop.
• Emotionally overwhelmed.

## Problems

• Household sharing computer & wifi.
• Low income.
• Time-poor.
• Childcare responsibilities.
• Internet & training affordability.

## Opportunities

• Flexibility in training delivery.
• Connected devices.
• Digital & employability classes.
• Personalised support.
• Basic lower level courses.
• Community interaction.

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# Journey:
## no skills + some access



| Stages | Core needs | | | First touchpoint | | | Early enagagement | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Wants** | Reduce burden on children teaching skills | Access more devices for home | More career opportunities | Friendly and patient welcome | To see potential future and value of improving skills | Drop in to centre in time that suits her | Explore available support | Connect with community | Create a career/ skills plan | Join classes flexibly |
| **Actions** | Reaches out to centre | Learns and applies for connected device scheme | Signs up for some courses | Triage helps identify wants and needs | Potential courses are outlined | | Receives additional device | Access all available benefits | Attends CV class | Takes Learn My Way course basic courses |
| **Needs** | Independence | A connected device | Encouragement and confidence in getting a new job | Self-belief | Empowerment | Childcare | Help to define learning journey | Learn new skills | Flexibility in class times | Can take online courses when skilled enough |
| **Key points** | Will need flexible support at own pace | Connected device will encourage learn by doing | | How to show learners that digital is not just for younger generation | Create an environment where drop in support is always available | Support learners with childcare, particularly 8-12 | Get learners trained on new device | Encourage them to use the device independently at home | | How to manage remote support requests |

| Stages | Ongoing support | | | | | Successful indicators | | |
|---|---|---|---|---|---|---|---|---|
| **Wants** | Join classes flexibly | Have 1:1 support available if needed | Be able to share skills with family | Proof of skills | Apply for new jobs | Independence | Earn more money | Further professional development |
| **Actions** | Takes Learn My Way course basic courses | Takes Make it Click courses | Takes career-specific course | | | Job searching online | Gets new job | |
| **Needs** | Can take online courses when skilled enough | Remote support is available when needed - Email, phone, zoom | To see progress | Certificates and qualifications | Confidence to apply for new jobs | Trust she is doing it right | Email, MS office skills | |
| **Key points** | How to manage remote support requests | Where to find industry-related accredited courses | | | | May no longer need centre and happy to continue alone | | |

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# Summary

The **empathy** theme relates to all learners, and in particular those who have **access** to the internet but have **no digital skills**. Their current journey sees them aspiring for a leap from lower paid jobs to higher income employment whilst overcoming challenges of confidence, time and financial resources. Through reassurance and encouragement from the hubs, they progress to a level of digital independence required for better career opportunities.

**How to meet this learners needs and support their future journey include:**

- Reassure learners that there is support for them at all points on their learning journey
- Champion and encourage learners to take charge of learning
- Empathise and show understanding of wider challenges that individuals also face
- Offer emotional support to learners who need it, support goes beyond teaching skills

# Focus:
# Flexibility

**This section includes a focus on:**

- Theme of flexibility
- Some access + basic skills persona
- Persona learning journey
- How to meet this learner's needs

# Persona: basic skills + some access

👤 42 She/Her

💼 Social worker

🏠 Partner and children

£ £30,000 yr

## Overview

Has worked as registered social worker for 8 years.
Has access to computers at work and home & basic digital skills. Paper-based workload at work being moved online.

## Needs and goals

Career advancement - looking to apply for managerial roles.
CV and LinkedIn creation.
Digital upskilling.

## Behaviours

• Uses internet for work & personal.
• Lacks collaboration and leadership skills.
• Uses social media.
• Has never used LinkedIn.
• Feeling anxious about career move.

## Problems

• Busy schedule.
• Lacks higher level digital skills.
• Unaware of support.
• Lacks work-life balance.
• Has CV gaps due to maternity leave.

## Opportunities

• CV & employability workshops.
• Personalised support.
• Flexibility in training delivery.
• Higher level digital courses.
• Career coaching.

# Journey:
## basic skills + some access

| Stages | Core needs | | | First touchpoint | | Early engagement | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **Wants** | Accessing higher career tiers | Learning professional digital skills | | Be encouraged to move work practice online rather than paper | Overcome apprehension around technology | Understand transferrable skills and build on them | Not feel rushed or pressured | Support can be accessed around work schedule | | Wants to see progress |
| **Actions** | Reaches point in career where learner wants a change | Speaks to friends and family about ambitions | | Seeks out support through word of mouth | Hears about online centre and sends them an email from phone | Centre calls learner for triage | Centre hears about background and skills | Invites learner in for another chat in person | Centre gives learner a personal connected device | Learner takes some higher-level LMW courses |
| **Needs** | Needs direction - not sure what steps to take | Needs to find time in routine for learning | Personal connected device | Empathy from centre that learning needs to go at learners pace | To be heard and worked with to find goals | To find time to work with centre | Realistic learning journey made | Safe and empowering environment | To be shown how to use the device to learn at home | Reassurance that progress is leading somewhere |
| **Key points** | Uncertainty of how to reach goals | Flexibility with next steps | Having own device to help with flexibility and convenience | Mapping out of best skills to learn to reach goals | Exploration with learner about career opportunities | Encouraged by what they already know, and supported in what they next want to learn | Learning step by step plan | How-to guides which can be taken home if learning at centre is forgotten | How-to video guides | Journey progress is tangible and shows results |

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| Stages | Ongoing support | | | | Successful indicators | | |
|---|---|---|---|---|---|---|---|
| **Wants** | Wants to see progress | Certificate and / or qualifications | Encouragement that the learning will lead to goals | To create a CV that they are proud of | To feel confident to make a career move | To feel capable of more responsibility with digital | Make a change |
| **Actions** | Learner takes some higher-level LMW courses | Moves on to Make It Click courses | MS suite and PM tools learned | Learner attends online CV writing and interview workshops | Learner tutors other learners in employability skills | Applies for managerial promotion | Get job further up career ladder with ambition to move further |
| **Needs** | Reassurance that progress is leading somewhere | People to check the CV and give improvements | Accreditations on skills learned | | Confidence using digital in day to day life as well as professional setting | Ability to keep learning at her own pace | |
| **Key points** | Journey progress is tangible and shows results | Do centres provide a CV checking service? | Could move to Future Learn tools when confident with platforms | | Potential to teach peers digital professional skills | Possible learning journey for her to continue | |

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# Summary

The **flexibility** theme relates mostly to learners who have **some access** to the internet and have **basic digital skills**. Their current journey sees them working towards career advancement by acquiring advanced digital skills through tailored and personalised support from the centre including the freedom and convenience of self-paced learning.

**How to meet this learners needs and support their future journey include:**

- Create a learning plan which is personalised for each individual
- Ensure that language is accessible and use visual learning tools
- Make sure that the learner can progress with online sessions and tools at their own pace and around their own schedule
- Tailor support to their individual goals and skills

# Focus:
# Empowerment

**This section includes a focus on:**

- Theme of empowerment
- Basic skills + entrepreneur persona
- Persona learning journey
- How to meet this learner's needs

# Persona: basic skills + entrepreneur

👤 45 She/Her

💼 Unemployed refugee

🏠 3 children

£ Universal Credit

## Overview

Originally from outside UK.
Has basic digital skills.
Looking to expand baking business online whilst looking for work.

## Needs and goals

Additional income to universal credit.
Access to government business grants.
To digitally upskill.

## Behaviours

• Was a learner at the centre
• Volunteers at centre as a tutor
• Can access online services
• Internet safety concerns
• Is applying and creating jobs
• Has basic language skills

## Problems

• Household sharing computer & wifi
• Financial difficulty
• Lacks experience of online businesses
• Cultural barriers
• Internet affordability

## Opportunities

• Connected devices
• Digital marketing support
• Personalised support
• Tax & ecommerce support
• Specialist services linkage

Bar chart — Level of support: Trust 4, Flexibility 2, Empathy 2, Sense of belonging 3, Empowerment 5

# Journey: basic skills + entrepreneur

| Stages | Core needs | | | First touchpoint | | | | Early engagement | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Wants | To find a way to sell product online | Understand what transferable skills they have | Do it properly | Need to feel trust with people helping | Wants to be taken seriously | Patience and understanding | Build confidence | Learn new ways of working | Have more diverse skills | Learn financial skills |
| Actions | Realises that they need to sell their product online to make more money | Needs to properly register business rather than street trading | Update appropriate services | Seek out support - word of mouth | Visit centre | Get connected device | | 1:1 support | Group sessions | Register business |
| Needs | Ways to support children | Income | Access to correct benefits | Patient and flexible support | To be in an empowering environment | | | Access to government grants | Emotional support | Building self-confidence, self-belief |
| Key points | How can this individual support themselves in this time of transition | How to get them quickly set up so that their business can be built | | Unskilled learners may come back to centre to volunteer / up skill further in the future | Reassure and encourage | Support accessing benefits while looking for work | | Help in getting work while setting up business | Support alongside any emotional or mental health issues | |

| Stages | Ongoing support | | | | | | Successful indicators | | |
|---|---|---|---|---|---|---|---|---|---|
| **Wants** | Develop business | Create more income streams | Create business relationships | Learn social media to promote product | Learn skills on specific tasks | | Gain independence as business person | Develop more products to sell | Ongoing use of online courses when needed |
| **Actions** | Tax and finances | Set up online marketplace | Set up business webiste | Register business on Google | Use Make it Click | Use Future Learn courses | Create business connections and network | Good engagement from customers | Business generates a sustainable income for learner |
| **Needs** | Be able to search and apply for jobs online | Make business more financially sustainable | Learn business financial management | Freedom and flexible learning times | Visual learning | Learn by doing | Ensure that there is a consistent income | Know where to go for support at any point | Access to learning on device |
| **Key points** | Help learner discover transferrable skills | Can the centre help them grow their business network | Be available for remote and flexible support when needed | Get local business owners to offer tutoring support | More video learning than written content | | Help them share knowledge at home | Support other small businesses with setup | |

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# Summary

The **empowerment** theme relates mostly to **entrepreneurial** learners who might also be job-seekers and have **basic digital skills.** They are looking to expand their customer base and increase income by moving their business online. Their current journey sees them learning business resources online, including legal and tax implications. They require ongoing support from the centres to achieve a level of independence and growth.

**How to meet this learners needs and support their future journey include:**

- Encourage learners to become more independent in their development
- Learn by doing, show people how to do things not telling them how
- Help them get an affordable and quality device and data to work with at home
- Make learning and support accessible to their needs and goals

# Pain-points to opportunities

**The main pain-points we heard for learners included:**

- Lack of access to connected devices
- Lack of trust with technology
- Uncertainty and lack of confidence
- Lack of language and low reading level in English
- Feeling unsafe online
- No idea what steps to take, and in what order
- Scared to do the wrong thing
- Learning digital might not be a priority in order to survive
- Time poor and cannot come into centres
- Cannot afford to get to centres

**Some key opportunities for the ideal journey to consider:**

- Funded connected devices with data
- Devices given early
- Support building skills
- Simple (not childish) language - use of visuals
- Flexibility online and offline
- Personalised support
- Hands-on practical teaching
- Bespoke learning plans
- Collaboration with statutory services
- Basic Maths and English training
- Mental health support
- Online safety classes
- Financial support for transport and food

# The future

**An end to end ideal journey and tools
to use along the way**

# The ideal journey

Each learner comes with a similar goal, *to learn new digital skills to help them gain meaningful employment*.

It is important to understand that each persona has their own journey with a unique entry point at which they start their digital skills for employability learning journey.

The ideal learner journey offers guidance on how community partners can meet the needs and expectations of different learners, at various stages in their journey. For example, individuals who start at the very beginning of the ideal journey may require certain support before they even begin learning digital skills.

Personas and tools have been placed along the journey to suggest where that type of learner might start and what support they may need.

Wish for more support

Lack of confidence

Mental health struggles

Wish to find community

Few means to help self

Unsure where to begin

Basic needs barely met

Accesses ESOL classes

Centre is able to offer free lunch

Informal introduction over a cup of tea

**Ambition**

**Discovery**

Makes connections with peers

Volunteer speaks learners language

Teacher speaks native language

Trust built with ESOL teacher

Teacher connects learner with centre

Learner visits centre with peer

Greeted with a friendly smile

Trust and empathy begins to be built

Reimburses transport costs to learner

Similar learners using centre resources

Centre is able to offer free lunch

Understanding of learners history

Informal introduction over a cup of tea

Sharing of skills and experience

Patience encourage through

1:1 support is provided when requested

**Touchpoint**

**Support**

Volunteer speaks learners language

Shares short and long-term goals

Learner is signed up to group lessons

Greeted with a friendly smile

Holistic support identified & signposted

Begins courses on Learn My Way

Learner and tutor create a personalised learning plan

Meets tutors who used to be learners

Learner is given a personal device

Learning goes at individuals pace

Learner is supported getting NI number

Learner is helped to access UC

Patience and encouragement throughout

Start Make It Click courses and thinking about work

1:1 support is provided when requested

Confidence builds as they learn the basics

Experie volunt

Centre helps find formal interview clothing

**Growth**

**Independence**

Learner is signed up to group lessons

Learner is supported in creating a CV

Interview practice and prep

Begins courses on Learn My Way

Sessions on online job searching

Actively applying to jobs online

Continue building on relationships

Accredited courses on FutureLearn

Supported accessing mental health support

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Returns for continued training

Ambition to start own business

Support setting up business website

Gets a job

Experience by volunteering

Creating a network of contacts

Centre helps find formal interview clothing

Sets up a small but effective business

**Independence**

**Success**

Interview practice and prep

...ions on ...ine job ...rching

Actively applying to jobs online

Continue building on relationships

Accredited courses on FutureLearn

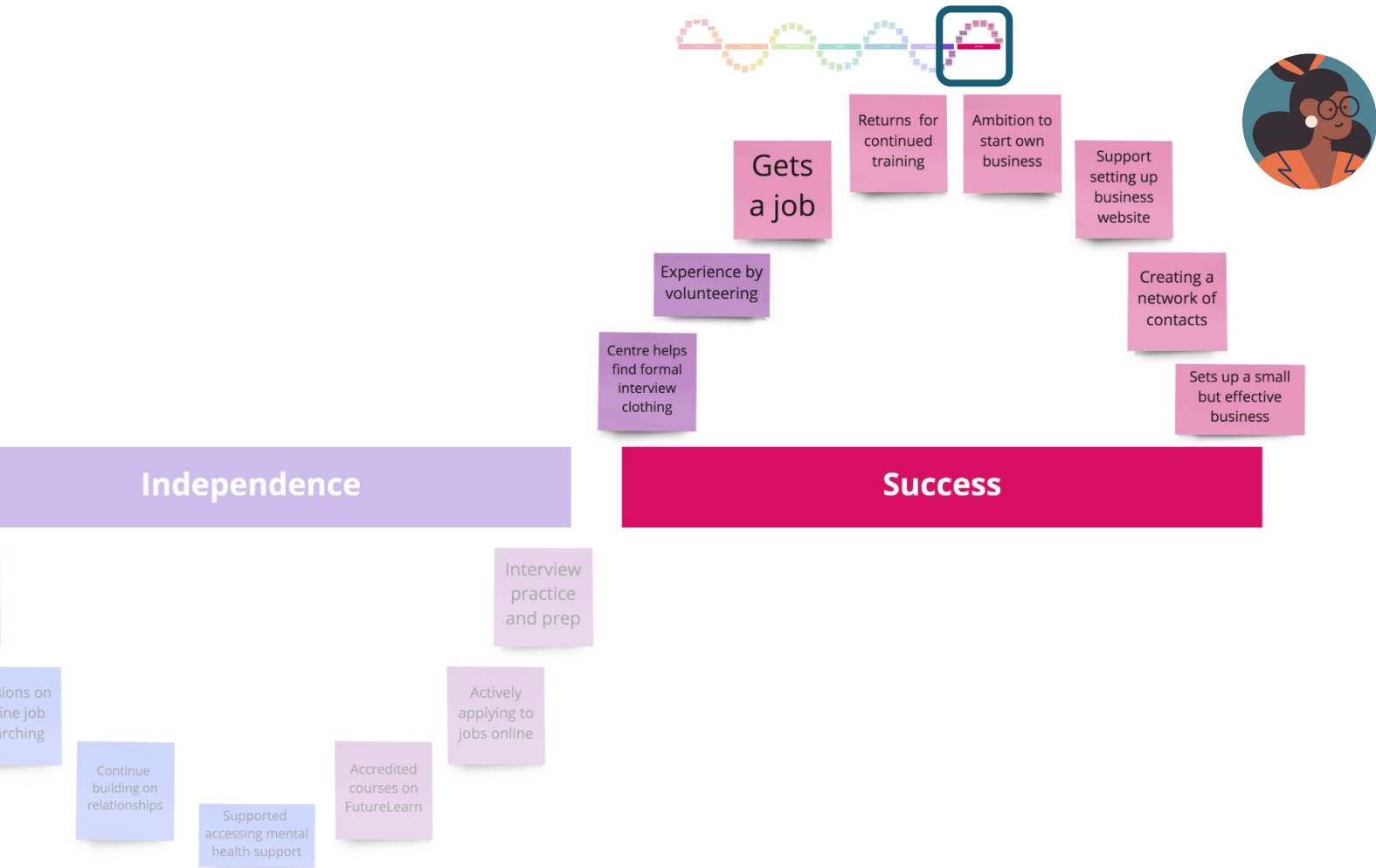Supported accessing mental health support

# Learning tools

## Learn My Way

Over 100 free online topics to help beginners learn the basics of getting online. Topics range from how to use a keyboard, to staying safe online, to job searching and Universal Credit.

This website is perfect for people early on in their digital skills journey and want to perfect the basics of accessing services and tools online.

www.learnmyway.com

## Skills to Succeed Acadamy

"36 bite-sized modules created to guide jobseekers on a journey, from choosing the right career and finding a job to achieving success in the workplace.

Innovative simulations provide a safe environment where learners can practice real-life scenarios, such as job interviews, and instantly see the impact of their decisions."

https://s2sacademy.com/

# Learner Case study

Aadil │ 35-44 │ Male

"Originally, I was working as a delivery driver but I have since started up my own business, a café in the local area. When starting this new job, I realised that I needed to improve my digital skills as lots of what businesses do nowadays is online. My previous job didn't require many digital skills, so I only had a low level of skills by just going on the computer at home.

A friend recommended to me the Being Woman hub, as I was saying that I needed to learn ICT skills for my new business. Initially, I came to the hub with a list of things I wanted to learn such as accounts, spreadsheets, online security and how to make documents. I found Learn My Way really useful for me as I was able to work with Fareeha [founder of Being Woman] about what I needed, what were the right topics for me and what steps I could do next.

Using Learn My Way has really helped me know how to type a CV, what to include within this and how to search and apply for jobs online. Through the project, I am more confident about applying for jobs and now look at roles that I previously wouldn't have thought about applying for. This type of support that Being Woman provide and the topics from Learn My Way are really useful for people like me. Taking part in this has given me an edge!"

# Learner Case study

Usman | 18-24 | Male

Since coming to the UK, Usman, a refugee from Nigeria, has been unable to work due to visa restrictions but has continued to develop his education whilst he waits for his right to work to be approved. Having completed secondary school and about to start university, his initial priority was to develop his English language skills. As his time went on however and through support and encouragement offered by the staff, he realised he could continue to develop his passion for ICT and business as well as continuing with his own personal development.

Having used Learn My Way at the hub, tutors then encouraged Usman to enroll on Learn My Way. Although he had no specific goals to begin with, he soon found the resources on offer incredibly useful. Usman has developed a real passion for programming, especially in Python, and has continued to develop his learning around this both within the centre and at home. By using Learn My Way, Usman felt he was more prepared for the job market and has the confidence to apply for work he may have previously overlooked.

He further suggested that through having continuous support from tutors and close relationships with people across the hub, as well as being able to learn in a safe and welcoming environment, it had all contributed to an acceleration in his learning. He now volunteers at the hubs, helping others out who he recognised as being in his position a few months ago.

# Hub case study

## Education Advice Service for Adults (EASA), Bradford

"We've found the playbook to be a comprehensive tool for EASA staff to follow, including new staff and volunteers. It supports staff to be able to carry out an in-depth assessment on the learners needs through following a persona type.

We use the guidance under each persona type to engage the learner and to ask relevant questions based on some of the points the playbook has highlighted. The use of the playbook guidance enhances and compliments our current assessment, and from that we can identify the learner's starting point, potential barriers and support needed. Staff then follow the persona type to work out an action plan of support that is reviewed regularly with the learner - this also allows us to measure the soft skill progression not just the hard outcomes. The action plan will also include information on progression to other learning opportunities.

As an organisation it also allows us to spot where there are gaps in our provision or services which may be needed to support individuals and how effective we are at meeting all the learners' needs (eg. where we might need to further invest or develop as an organisation).

Although the playbook is many pages, we dip in to refer to the sections that are relevant to us. Tailored support using the playbook has ensured that we build trust with learners and support them to develop their confidence and basic language skills alongside digital skills, at a pace that suits them."

# Hub case study

## A1 Community Works, Northallerton

"Our educators (staff and volunteers at our hub) will always make themselves familiar with the whole playbook and become familiar with each persona, but we also wanted to be able to share the personas with learners without burdening them with the whole framework.

"We've found that breaking the playbook down makes it easier to use with learners. Looking at how our learners have interacted with the playbook we broke it down into 7 chapters – one chapter for each of the 6 personas and a final chapter for educators.

"Our experience is that with personas 4,5 and 6 the learners already have sufficient digital knowledge that we can send them the persona outline and then work with them to find out which elements they want to work on. We give each of the personas names to make this conversation a bit easier and to make it all feel a bit friendlier – which is key to getting our learners on board with the process.

"This is obviously just one way of using the playbook but we like the flexibility it gives. Now both educators and learners are able to get the most out of this playbook."

# The service model

**A framework to provide good experiences for learners**

# The service model

This service model is about adults with no/low skills in digital who have the right to access and learn how to use services online to be able to develop and get the support needed for employability.

This service model is for hubs and funders to understand how they can deliver services to meet the needs of their communities; particularly aking into consideration connected devices.

The principles of this service model underpin the key themes learners need to feel support for digital inclusion. The starting point for everyone (all adult learners) is access to the internet.

The common needs of people now will only increase in the future due to remote working and demand of digital skilled work. "The everyday use of digital and demand for digital skills has increased among the general population beyond levels seen before the pandemic. We expect continued acceleration of digital transformation and the shift to online services." (Good Things Foundation (June 2020) COVID-19 Response report)
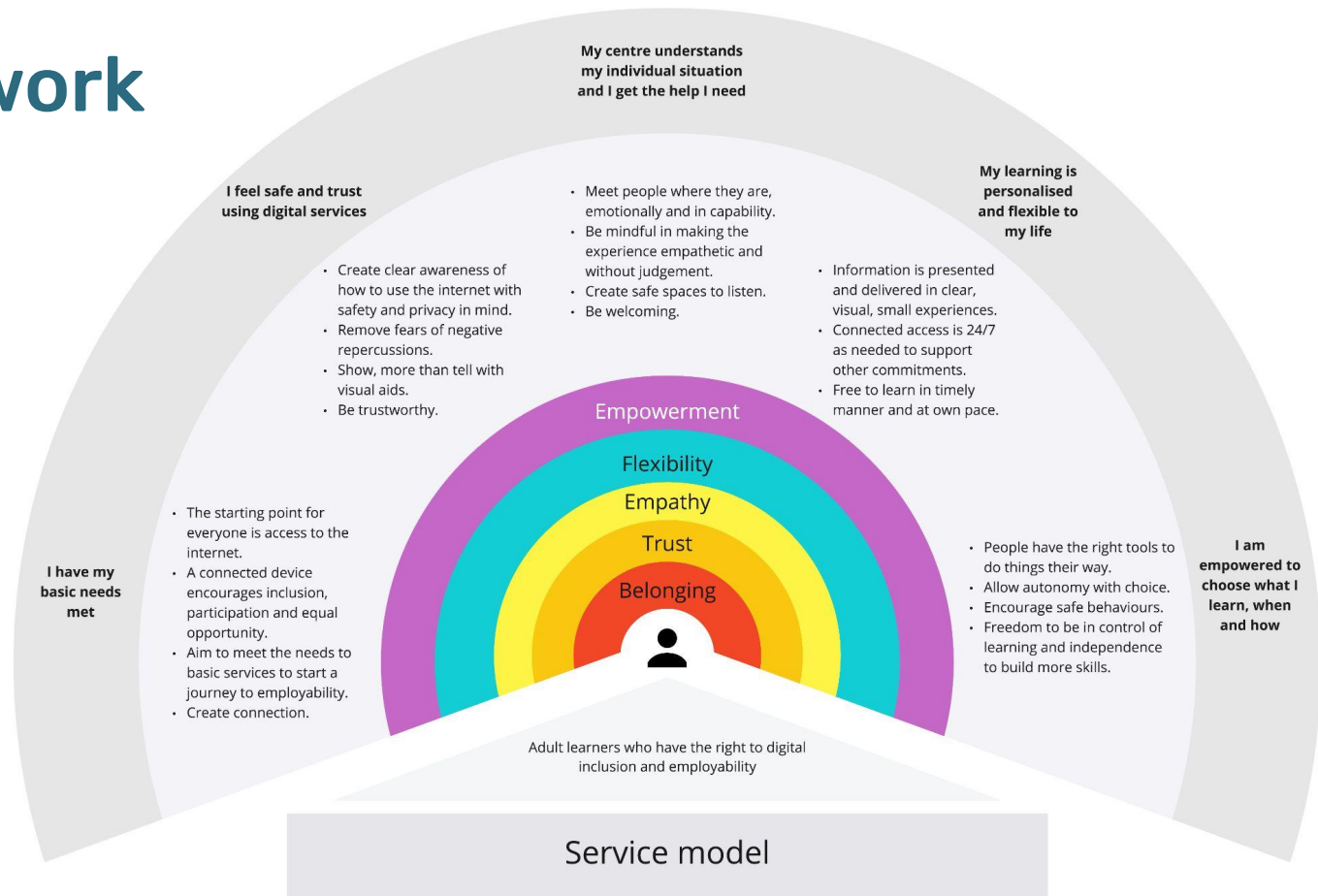
**The principles for good services to support digital inclusion need to include:**

- Ease
- Safety
- Care

- Support
- Accessibility
- Choice

# The framework

## Design and deliver:

- Ease
- Safety
- Care
- Support
- Accessibility
- Choice

My centre understands my individual situation and I get the help I need

I feel safe and trust using digital services

- Meet people where they are, emotionally and in capability.
- Be mindful in making the experience empathetic and without judgement.
- Create safe spaces to listen.
- Be welcoming.

My learning is personalised and flexible to my life

- Create clear awareness of how to use the internet with safety and privacy in mind.
- Remove fears of negative repercussions.
- Show, more than tell with visual aids.
- Be trustworthy.

- Information is presented and delivered in clear, visual, small experiences.
- Connected access is 24/7 as needed to support other commitments.
- Free to learn in timely manner and at own pace.

Empowerment

Flexibility

Empathy

Trust

Belonging

I have my basic needs met

- The starting point for everyone is access to the internet.
- A connected device encourages inclusion, participation and equal opportunity.
- Aim to meet the needs to basic services to start a journey to employability.
- Create connection.

- People have the right tools to do things their way.
- Allow autonomy with choice.
- Encourage safe behaviours.
- Freedom to be in control of learning and independence to build more skills.

I am empowered to choose what I learn, when and how

Adult learners who have the right to digital inclusion and employability

Service model

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# What's next?

**What to do with the information in this playbook**

# How to use this playbook

This playbook is fr hubs  to support  them and their communities.
It is designed to show a shared understanding of the journeys
learners may have around learning digital skills for employability.

- Use it to meet people where they are

- Pick the themes that feel right

- Share it with teams

- Use practical tips

- Learn how to measure success

# 6 ways to use this playbook

**1. Find your community**
Find your community in the personas and their journeys. There'll be elements in each persona or journey that relates to the community you serve. Ask yourself if your community face the same challenges?

**2. Benchmark the themes**
Recognise how you're delivering against the themes we see here. Are you able to demonstrate how you work with people to address these themes?

**3. Understand the future journey**
Use the future journey to understand where you are now and where you need to get to. Which themes do you need to improve to deliver it?

**4. Service model knowledge gaps**
Use the service model to understand where you're delivering and what needs you're meeting. On which part of the service model offering are you stronger or weaker? Where do you need to improve?

**5. Understand your offering**
Use the knowledge gaps to develop your offering, recognising where you need to improve, as well as what support you already have to give.

**6. Measure**
Measure the change and reassess in six months time to see if you've improved from your benchmark.

# 1. Find your community

**What is this tool?**

We recommend using an empathy map to help understand your community. An empathy map helps us to understand who we work with and their immediate needs.

**How do you use it?**

Fill out the empathy map using the knowledge you have of your community. Use your completed empathy map to see which persona and journey relate most to your community

**What are the outputs?**

A completed empathy map will help you understand which persona you're serving and in turn will show you which theme to focus on.

**Questions you might ask**

- How do you see the communities you serve?
- What do their theme mean to them?
- What are the challenges do they have?

Find the empathy resource here.
https://miro.com/app/board/o9J_l4ievcM=/?moveToWidget=3074457363031598205&cot=14
password: **goodthings**
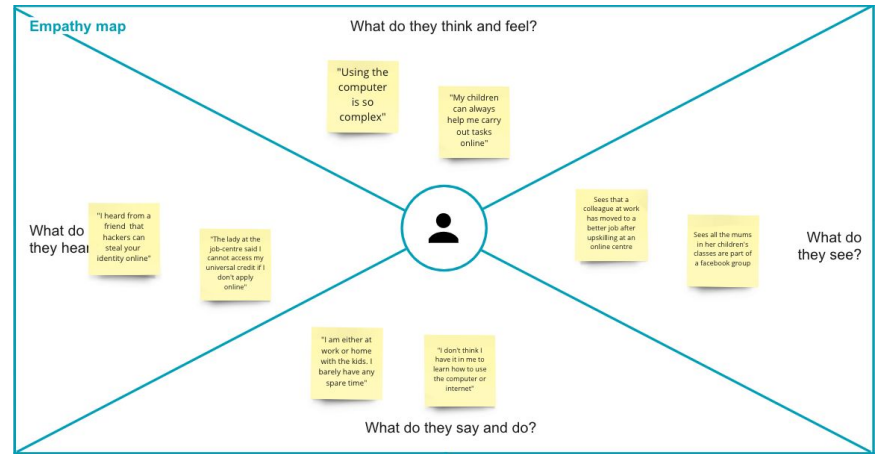
# 2a. Benchmark the themes

**What is this tool?**

A scoring chart gives us a visual indication of how we're meeting the different themes we're working with. It can help us to understand our strengths and areas for improvement.

**How do you use it?**

Read through the themes in this playbook and score your centre on the scoring chart. The lower the score, the bigger the opportunity to improve. The higher the score, the more you're delivering on the theme.

**What are the outputs?**

Your score card gives you a lay of the land for how your centre is delivering against your theme. This is a good benchmark to understand how you improve over time.

**Questions you might ask**

- What doe these themes mean to our centre?
- What programs can we use as examples to show we're meeting the themes?
- Does my team agree with this score?

Find the benchmark resource here.
https://miro.com/app/board/o9J_l4ievcM=/?moveToWidget=3074457363037719391&cot=1
password: **goodthings**



Benchmark themes

A scoring chart gives us a visual indication of how we're meeting the different themes we're working with. It can help us to understand our strengths and areas for improvement.

- key
- key
- key

Trust
Empathy
Belonging
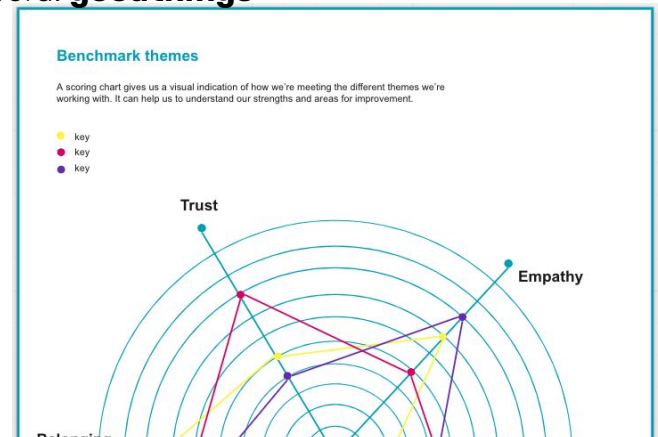
# 2b. Benchmark the themes

**What is this tool?**
The helpful or hindering checklist is a tool to help centres understand if the programs and services they offer help their learners, or might hinder their journey.

**How do you use it?**
Look at the services your centre offers, and see if it helps the specific needs of the persona you're serving, or might hinder it.

**What are the outputs?**
An overview of what services to offer to who and why. This tool helps us to understand what tools and services work for different personas and how to make the best of your service offering.

**Questions you might ask**
- What do we offer to different personas?
- How do we describe our service offer?
- How do we personalise our approach?

Find the benchmark resource here.
https://miro.com/app/board/o9J_l4ievcM=/?moveToWidget=3074457363039105830&cot=10
password: **goodthings**

# 3. Understand the future journey

## What is this tool?
Future journey checklist is used to understand how you can best meet the needs of your community by focussing on the ideal journey. This means letting go of constraints and thinking about all possibilities.

## How do you use it?
Use the future journey checklist to run a workshop and understand if you have everything you need to be able to deliver the ideal journey.

## What are the outputs?
An clear idea of whether you have everything you need to deliver the future learner journey.

## Questions you might ask

- Do you reach out to potential learners in you community?
- Do you ensure that your centre is a friendly and inviting place to visit?

Find the future journey resource here.

https://miro.com/app/board/o9J_l4ievcM=/?moveToWidget=3074457363046736878&cot=10
password: **goodthings**



### Understand the future journey

Future journey checklist is used to understand how you can best meet the needs of your community by focussing on the ideal journey. This means letting go of constraints and thinking about all possibilities.

- ☐ Do you reach out to potential learners in you community?
- ☐ Do you work with partner organisations to recruit learners?
- ☐ Do you ensure that your centre is a friendly and inviting place to visit?
- ☐ Are first interactions with learners informal and relaxed?
- ☐ Do you find language support when a learner does not speak English?
- ☐ Do you spend time understanding the past and experiences of new learners?

# 4. Service model knowledge gaps

**What is this tool?**

The service model is a layered approach to understanding how you're meeting the needs of your community. The question sheet gives you the big picture questions to know which services you're offering.

**How do you use it?**

Use the service model and its questions with your staff. Be honest and open about how you're meeting the principles of the service model.

**What are the outputs?**

An understanding of which service model principles you're delivering.

**Questions you might ask**

- Does everyone have access?
- Do they have devices?
- Do they know how to use the internet safely?
- Do they have visual aids?

Find the knowledge gaps resource here.

https://miro.com/app/board/o9J_l4ievcM=/?moveToWidget=3074457363039613005&cot=14
password: **goodthings**

# 5. Understand your offering

**What is this tool?**

The Offering Canvas, is a tool to help understand how to turn your knowledge gaps into opportunities. It's process of unpicking your gaps and how they can lend themselves to more holistic service offering.

**How do you use it?**

Take the knowledge gaps that you highlighted through the service model to fill out the Offering Canvas.

**What are the outputs?**

An understanding of tangible next steps to address your knowledge gaps.

**Questions you might ask**

- How you deliver against themes?
- What gaps have we identified?
- How could we close the gaps?

Find the offering canvas resource here.
https://miro.com/app/board/o9J_l4ievcM=/?moveToWidget=3074457363038917966&cot=14
password: **goodthings**

# 6. Measure

**What is this tool?**

A framework to understand how to effectively measure change in your centre. It's a way of understanding what's working, what needs improvement and what things to stop as part of your offering.

**How to use this tool?**

Map your tools onto a now, next and later framework. Understand what you need to measure to understand effectiveness. Use your benchmarking from your scoresheet to understand your starting point.

**What are the outputs?**

A roadmap for change that is specific to your centre.

**Ideas you might include**

- Develop a survey for before and after online learning experiences
- Develop new ways of centres to develop measuring confidence, trust and understanding
- Measure long term job skills and development, not short

Find the measure framework resource here.

https://miro.com/app/board/o9J_I4ievcM=/?moveToWidget=3074457363040834371&cot=14
password: **goodthings**



Measurement framework

A framework to understand how to effectively measure change in your centre. It's a way of understanding what's working, needs improvement and things to stop as part of your offering.

| What tools or services could you measure? Table | How could you measure it? What would be useful to understand? | How will you know if that idea will be successful? What outcomes? | What is the benchmark to start from? | What timeframe will be useful? | Start date |
|---|---|---|---|---|---|
| Digital skills/ Learn My Way | Before & after skills assessment survey | Learner independently uses the computer, search engines, sends emails and shops online | "Using your computer or device" course | 6 months | October 2021 |
| | | | | | |
| | | | | | |

# Appendices

**Extra information and acknowledgements**

# Any extra resources

- **All assets - Digital Playbook version**
  https://miro.com/app/board/o9J_l4ievcM=/
  password: **goodthings**

- **Workshop #1 - Understanding learners**
  https://miro.com/app/board/o9J_l7wWULo=/
  password: **goodthings**

- **Workshop #2 - Learner journeys**
  https://miro.com/app/board/o9J_l63YsW8=/
  password: **goodthings**

- **Workshop #3 - Connected devices**
  https://miro.com/app/board/o9J_l4ib3So=/
  password: **goodthings**

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**With support from:**

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**In collaboration with:**

Being Woman
All Saints Landmark Centre
Safety First Community training
Media Savvy
Citizens Advice Bournemouth Christchurch & Poole
London Borough of Barking and Dagenham
The Bromley by Bow Centre

![Good Things Foundation logo]

# Supporting people in digital skills and **further education**

In partnership with

![Yorkshire Building Society logo] ![accenture logo] ![J.P.Morgan logo] ![Enterprise Blueprints logo]

# Further Education Playbook Contents

# Introduction

## What is this?

This section of the playbook is an extension of the original project to include learners moving into further education, as a route into employment. We have focussed on the relationship between community centres and Further Education institutes. We set out to understand how they can work together to help marginalised people feel included on an education pathway.

## Why did we do it?

We set out to better understand the barriers for people to accessing further education (FE) as part of their learning journey towards digital skills and employability. So that, in the future, centres and FE can work together to deliver a better service for learners.

## How did we do it?

We worked with community centres and further education centres to collaborate and share understanding of the journey for learners deciding to move into further education.

# Key findings

**Highlights of who further education learners are and what their key needs are.**

# Further education learner

Speaking to colleges and hubs, we were able to understand the deeper needs and behaviours of further education individuals along their learning journey towards employment.

A new persona emerged from the research into further education and digital skills. This is the sixth persona running across the learning experience.

This learner persona is **access + limited skills** and captures some key needs and behaviours.

We also recognise this is not the only type of further education learner, but is one clear representation that was evident.

**Access + limited skills**
Phone access and computer access at centre. Needs a qualification for a specific job role.

**All personas include:**

1. No access + no skills
2. Some access + few skills
3. Some access + no skills
4. Some access + basic skills
5. **Access + limited skills**
6. Basic skills + entrepreneur

# Further education theme

A new theme emerged from the research for learner journeys into further education leading to a sixth theme across the learner experience.

This theme is **commitment** and is about learners taking a next step into a more formalised journey of progression. It comes after **flexibility** and before **empowerment** in the learning journey.

- Belonging
- Trust
- Empathy
- Flexibility
- **Commitment**
- Empowerment

## Commitment

Once learners have sparked a curiosity in learning how to learn, they may want to explore and commit to further education.

They have gained confidence with personalised, informal and flexible support; their new learning mindset is motivating them towards further action in specialised skills or employment.

# Focus area

**A deeper dive into the theme and the further education journey that supports it.**

# Focus:
# Commitment

**This section includes a focus on:**

- Theme of commitment
- Access + limited skills persona
- Persona learning journey
- How to meet this learner's needs

# Persona: access + limited skills

👤 40s He/Him

💼 Ex military / unemployed

🏠 3 children

£ In FE qualifying as a teacher

## Overview

Long-term UK resident educated to level 1.
Lives in a rural village and uses internet at community centre.
Initially referred by the jobcentre to upskill for a cleaning job.

## Needs and goals

To gain employment and become economically active.
To develop digital skills to assist kids with online learning.
To utilise transferable skills towards teacher training.

## Behaviours

• Felt digital wasn't for people like him
• Low confidence
• Initially anxious about classroom-based learning
• Initial poor self-efficacy
• Uses Google Translate on smartphone

## Problems

• Never needed digital in previous positions
• Caring responsibilities
• Irregular transport system
• Poor experience of education
• Poor wifi connectivity
• Unclear about FE eligibility

## Opportunities

• Informal & friendly environment
• Flexible & tailored support
• Open-ended access to community centres
• FE taster sessions
• Community centre & FE seamless transition



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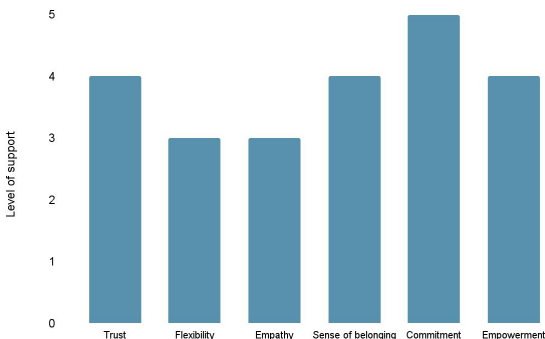
# Journey:
## access + limited skills



| Stages | Core needs | | | First touchpoint | | | | Early engagement | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Wants** | Children and self to be happy and healthy | To get support and be start down the right path | To have a reliable income from employment | Feel like there are a lot of opportunities for development | See similar people using the centre | Be asked about goals and aspirations | See tutors believing in learner and their potential | Brush up on some basic digital skills | Realise potential in self | Feel empowered to make a commitment to learning | To have tutors who see potential and help advise path... |
| **Actions** | Seek support about education and work | Children are all in school so more time for personal development | | Be referred by job centre | Visit online centre for skills development | Initial assessment and guidance assessment | | Centre assessment identifies opportunities (like industries) | Is empowered by learning again | Group lessons creating community | Encouraged by online centre to begin formal education... |
| **Needs** | Have secure housing | Time spent building a trusting relationship | Help finding new direction in life | Be treated with respect and understanding | Help with transport costs to centre | Be able to visit centre flexibly due to childcare | Understanding of other commitments in individuals life | Support in accessing learning at home | Help thinking about future and pathways, what's possible | Understanding of value in investing in education for a better future | Long-term and trusting relationship with tutor |
| **Key points** | What transferable skills are available? | | | What are the learners current skills and where do they want to go? | What needs to be done first to help the learner? | Feeling of investment in the individual | | How can skills assessments successfully recommend future career goals? | How to engage people who have had chaotic lives | How to spark curiosity in learners? | How to overcome lack of regular public transport to college... |

| Stages | Ongoing support | | | | | | Successful indicators | | |
|---|---|---|---|---|---|---|---|---|---|
| **Wants** | To have tutors who see potential and help advise paths | Be encouraged to pursue further education | Be challenged to commit to an education | Move to college further education | Go on a path to a career to be passionate about | See people who are being successful in a similar path | Successfully completes HE diploma | Continues education | Finds meaningful employment |
| **Actions** | Encouraged by online centre to begin formal education | Visits HE college with tutor from online centre | Enrolls on a course and attends regularly | College helps learner understand what regular commitments are like | Create personalised goal and targets with tutor | | Returns to centre to receive additional or further support | Empowered to take action they need | Advocates for higher education in the community |
| **Needs** | Long-term and trusting relationship with tutor | Smooth transitions from informal centre learning to formal education | Have ownership over their own education | Be forced out of habits - set in ways that are not helpful | Regular reviews through education to keep learner needs at top priority | Ability to learn how to learn | Can do things that they previously did not have a skills or con fidence ot do | Feeling of accomplishment and pride | |
| **Key points** | How to overcome lack of regular public transport to college? | How to overcome learners misconceptions of HE colleges? | How to advocate that education is not just for younger people? | How to create an empowering relationship between tutor and student? | | | How to measure soft and hard indicators of success in adult education? | | |

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# Summary

The **commitment** theme relates mostly to learners who have some **access** to the internet and have **limited digital skills**.

Their current journey sees them overcoming a past negative perception of learning, developing self-efficacy that fuels the ambition and willingness to commit to a more structured education. They transition from the community centres to further education after finding some level of belonging, trust and empathy from both organisations.

**How to meet this learners needs and support their future journey include:**

- Create a learning environment which inspires and motivates the learner to take charge of their own education.
- Support the learner to set their own goals and identify the value of further education in their future.
- Clear understanding of eligibility for courses and levels.

# Pain-points to opportunities

**The main pain-points we heard for learners included:**

- Going from an informal environment to a formal one in further education is daunting
- Without learning how to learn, learners will not have the desire or motivation to continue
- Fear of being reprimanded, e.g. bad attendance if they have a sick child to care for
- If learner does not see themself or cannot imagine succeeding they will not try
- Older people feel like college is not for their age
- People are at different stages and need time without being pushed to choose paths
- Learners sometimes don't see the value of FE and the positive benefits

**Some key opportunities for the ideal journey to consider:**

➤ Personal networks are important to build and support learners emotionally and functionally
➤ Digital champions, role models and case studies help learners imagine themselves
➤ Promote older learners in campaigns
➤ Clearer understanding of the eligibility - college creates the smooth transition rather than learners scrambling and find their own next steps
➤ Clearly explain the difference between levels of learnings and courses so that it is clear of what to expect
➤ Trust-building and trusted partnerships with community centres and FE

# The future

**An end to end ideal journey and tools to use along the way**
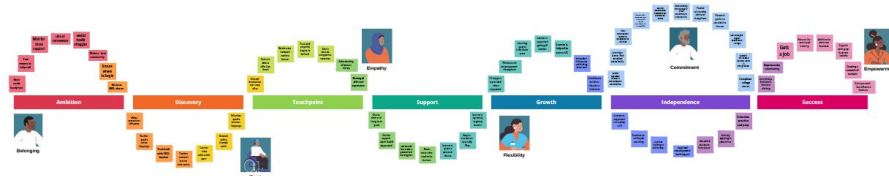
# The ideal journey (updated)

This new journey now encompasses the branch off route to further education. What is important to note about all themes across the journey is the interwoven connectivity they all have with each other.

There appears to flow an almost linear progression through the themes - with learners initially needing a sense of **belonging** to developing **trust**, feeling **empathically** understood and provided **flexibility** of support.

The more self-efficacy an individual builds, the more likely they are to progress along their journey.

Only once these initial themes have been met, learners move to **commitment** in the direction of their choosing - further education, employment or entrepreneurship; perhaps even all three.

These themes ultimately steer towards achieving **empowerment** for the learner; who subsequently takes responsibility and ownership of their future.

Wish for more support

Lack of confidence

Mental health struggles

Wish to find community

Few means to help self

Unsure where to begin

Basic needs barely met

Accesses ESOL classes

Reimburses transport costs to learner

Trust and empathy begins to be built

Similar learners using centre resources

Centre is able to offer free lunch

Informal introduction over a cup of tea

**Ambition**

**Discovery**

**Touchpoint**

Makes connections with peers

Volunteer speaks learners language

Teacher speaks native language

Greeted with a friendly smile

Trust built with ESOL teacher

Teacher connects learner with centre

Learner visits centre with peer

**Belonging**

**Trust**

Learner supported getting number

Learning goes at individuals pace

Patience and encouragement throughout

1:1 support is provided when requested

Trust and empathy begins to be built

Reimburses transport costs to learner

Similar learners using centre resources

Centre is able to offer free lunch

Understanding of learners history

**Empathy**

Informal introduction over a cup of tea

Sharing of skills and experience

**Touchpoint**

**Support**

**Gro**

Volunteer speaks learners language

Shares short and long-term goals

Learner is signed up to group lessons

Greeted with a friendly smile

Holistic support identified & signposted

Begins courses on Learn My Way

Learner visits centre with peer

Learner and tutor create a personalised learning plan

Meets tutors who used to be learners

Learner is given a personal device

**Flexibility**

**Trust**

**Growth**

**Independence**

**Commitment**

**Flexibility**

- Learner takes taster course to understand if regular commitment is manageable
- Learners understanding of commitment to structured course
- Understanding from college of other commitments in learners life
- Trusted relationship with tutor strengthens
- Personal goals are set with the learner
- Tutor accompanies learner to college course induction
- Learner begins regular education at College
- Learning goes at individuals pace
- Learner is supported getting NI number
- Learner is helped to access UC
- Tutor helps learner find accredited course locally
- Learners confidence and self- belief is strengthened
- Gets a job
- Patience and encouragement throughout
- Start Make It Click courses and thinking about work
- Learner expresses interest is course beyond online centre
- Experience by volunteering
- 1:1 support is provided when requested
- Confidence builds as they learn the basics
- Completes college course
- Centre helps find formal interview clothing
- Learner is signed up to group lessons
- Learner is supported in creating a CV
- Interview practice and prep
- Begins courses on Learn My Way
- Sessions on online job searching
- Continue building on relationships
- Accredited courses on FutureLearn
- Actively applying to jobs online
- ...ner is ...ven a ...sonal ...evice
- Supported accessing mental health support

Learners understanding of commitment to structured course

Understanding from college of other commitments in learners life

Trusted relationship with tutor strengthens

Personal goals are set with the learner

Learner begins regular education at College

**Commitment**

Learners confidence and self- belief is strengthened

Gets a job

Returns for continued training

Ambition to start own business

Support setting up business website

**Empowerment**

Experience by volunteering

Creating a network of contacts

Completes college course

Centre helps find formal interview clothing

Sets up a small but effective business

**Independence**

**Success**

Interview practice and prep

Continue building on relationships

Supported accessing mental health support

Accredited courses on FutureLearn
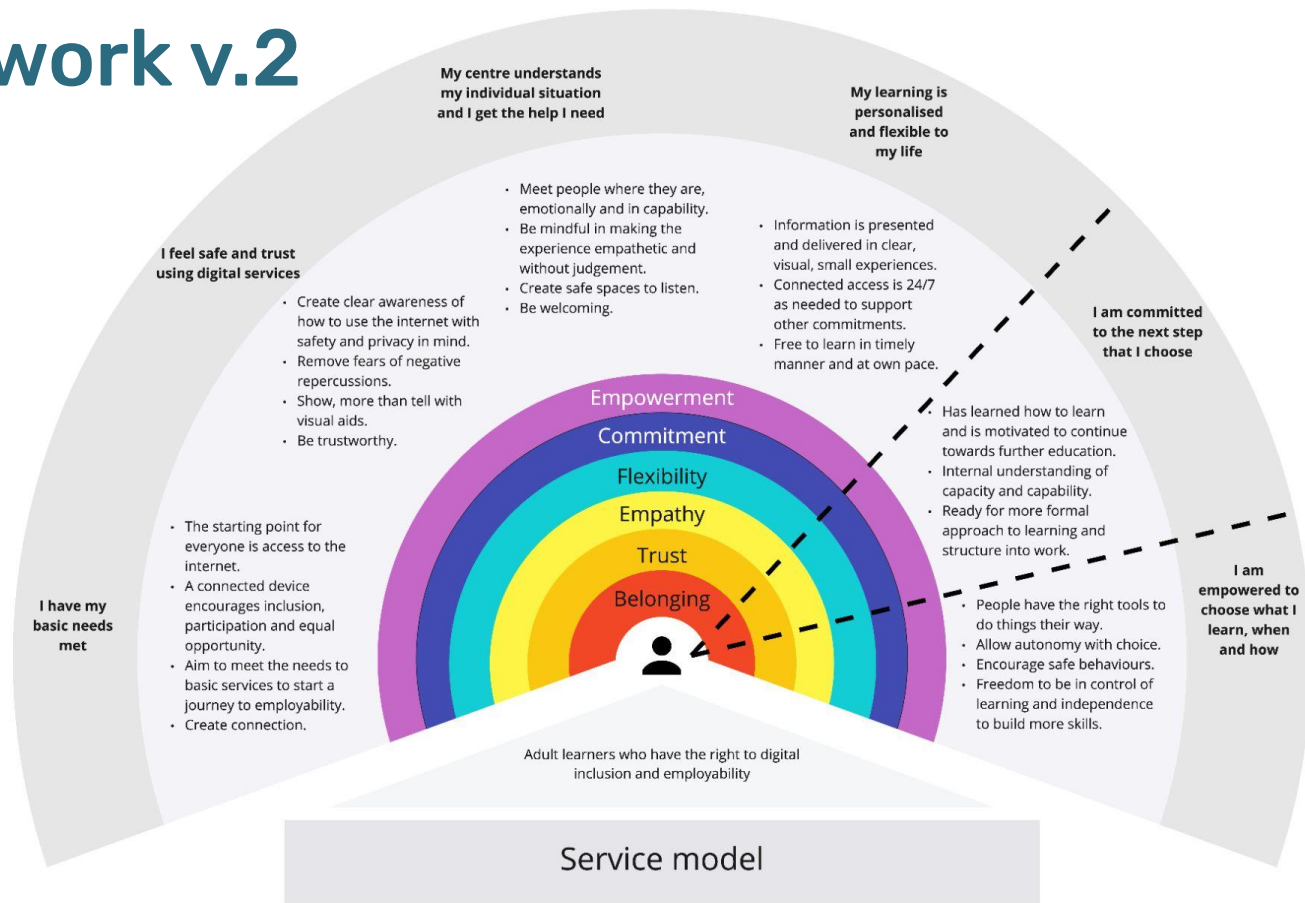
Actively applying to jobs online

# The service model

**A framework to provide good experiences for learners**

# The framework v.2

## Design and deliver:

- Ease
- Safety
- Care
- Support
- Accessibility
- Choice



My centre understands my individual situation and I get the help I need

My learning is personalised and flexible to my life

I feel safe and trust using digital services

- Meet people where they are, emotionally and in capability.
- Be mindful in making the experience empathetic and without judgement.
- Create safe spaces to listen.
- Be welcoming.

- Information is presented and delivered in clear, visual, small experiences.
- Connected access is 24/7 as needed to support other commitments.
- Free to learn in timely manner and at own pace.

I am committed to the next step that I choose

- Create clear awareness of how to use the internet with safety and privacy in mind.
- Remove fears of negative repercussions.
- Show, more than tell with visual aids.
- Be trustworthy.

Empowerment
Commitment
Flexibility
Empathy
Trust
Belonging

- Has learned how to learn and is motivated to continue towards further education.
- Internal understanding of capacity and capability.
- Ready for more formal approach to learning and structure into work.

I have my basic needs met

- The starting point for everyone is access to the internet.
- A connected device encourages inclusion, participation and equal opportunity.
- Aim to meet the needs to basic services to start a journey to employability.
- Create connection.

- People have the right tools to do things their way.
- Allow autonomy with choice.
- Encourage safe behaviours.
- Freedom to be in control of learning and independence to build more skills.

I am empowered to choose what I learn, when and how

Adult learners who have the right to digital inclusion and employability

Service model

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**Chapter 5**

# What's next?

**What to do with the information in this playbook**

# How to use this playbook

This extension to the initial playbook is a continuation of the previous 6 ways to use this playbook slide.

It is for hubs and further education facilities to support them and their communities. It is designed to show a shared understanding of the journeys learners towards digital skills and employability.

The 2 new tools are also aimed at collaboration in workshop settings and can be used over zoom or in person.

**The toolkit**
1. Find your community
2. Benchmark the themes
3. Understand the future journey
4. Service model knowledge gaps
5. Understand your offering
6. Measure

**7. Prioritising value**
How might we prioritise ideas and effectiveness.

**8. Actions to commit**
How might we understand and support learners in committing to, and achieving their future goals.

# 7. Prioritising value

**What is this tool?**

The Effectiveness tool using the MoSCoW model for decision making and prioritising value.

**How do you use it?**

It makes us as the questions what MUST we do (to meet the objectives), what SHOULD we do (to meet the needs), what CAN we do (with our resources) and what WOULD we do (if we could have more choices).

**What are the outputs?**

A framework to prioritise ideas and support effectiveness against the needs and outcomes.

**Questions you might ask**

- What is the theme and objective?
- What ideas do we have to meet these?
- What priority order do these ideas need?
- What is feasible, viable and desirable?

Find the effectiveness resource here.
https://miro.com/app/board/o9J_I4ievcM=/?moveToWidget=3074457363500038713&cot=10

password: **goodthings**

# 8. Actions to commit

**What is this tool?**
This framework is a list of questions alongside an approach designed to explore what can support a learners commitment to further education and employability.

**How do you use it?**
Action to commit comes from, the means + ability + drive or motivations of the learner. Helping learners see beyond their assumptions, biases, fears and uncertainty so they progress.

**What are the outputs?**
Clear understanding on tangible steps on the path of commitment towards empowerment.

**Questions you might ask**
- How might we measure commitment differently?
- What are the less tangible metrics?
- How can we support a learners being, as well as their doing?

Find the actions resource here.
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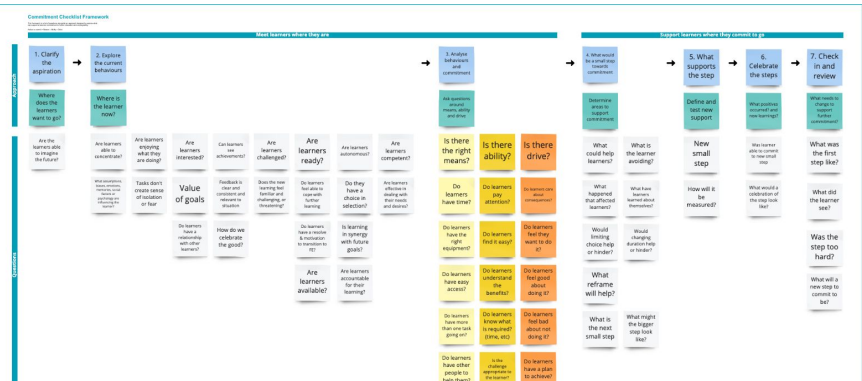
# Appendices

**Extra information and acknowledgements**

# Any extra resources

- **All assets - Digital Playbook version**
  https://miro.com/app/board/o9J_l4ievcM=/
  password: **goodthings**

- **Workshop 4 - Further education**
  https://miro.com/app/board/o9J_l-k5OcU=/
  password: **goodthings**

# Our Partners

**YORKSHIRE BUILDING SOCIETY**

**J.P.Morgan**

*Yorkshire Building Society has partnered with Good Things Foundation throughout 2021-22 to engage Black, Asian and minority ethnic people in Bradford communities to build digital skills for employability. The project, funded by YBS, has helped create, test and iterate this playbook.*

*J.P. Morgan Chase Foundation and Good Things Foundation have worked together since 2019 on projects embedding digital skills into programmes of economic support. Devices, data and skills support were funded through one of those projects and insights were used to inform the personas of those without access to a device or connectivity.*

# Our Partners

**Enterprise Blueprints**

*Enterprise Blueprints is an outcome-focused Technology and IT Architecture Specialist, a new partner invested in fixing the digital divide. Their support enabled Good Things Foundation to bring together the insights from different projects and pilots, facilitate feedback sessions and has supported the development of this playbook.*

**accenture**

*Accenture has partnered with Good Things Foundation since 2020, building work-related skills for unemployed or underemployed people. The project, funded by Accenture, has helped create, test and iterate this playbook.*

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All Saints Landmark Centre
Being Woman
NCG - national college group
Newcastle College
Manchester City College
SmartLyte
Bolton Library and Museum Services
Adult Education Wolverhampton
A1 Community works
Fircroft College

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