



Supporting people with digital skills

Good Things Foundation Playbook for community partners.

In partnership with



How to use this playbook

This playbook is for community centres 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

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 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 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 community centres to understand the journey for learners deciding to move into further education.

[Go to the Education Playbook](#) →



Supporting people with digital skills for employability

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Employability Playbook Contents



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Introduction

Why is this playbook important?

We're proud to introduce the **Digital Skills for Employability** *playbook* - a starting point to understanding how community centres 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 community centres, than differences. This playbook helps bring together those similarities into a shared understanding and future vision.

How did we do it?

We worked with community centres 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 Online Centre Network, local and community partners and through external partnerships.

Centres 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 community partners about the individuals who visit, learn and access services at their centre. The different perspectives from multiple centres across the country provided a rich basis to create evidence-driven personas and learner journeys.

We ran three, two-hour workshops with ten community partners 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 online centres who are working just as hard as us to end digital exclusion."

Chapter 1

Key findings

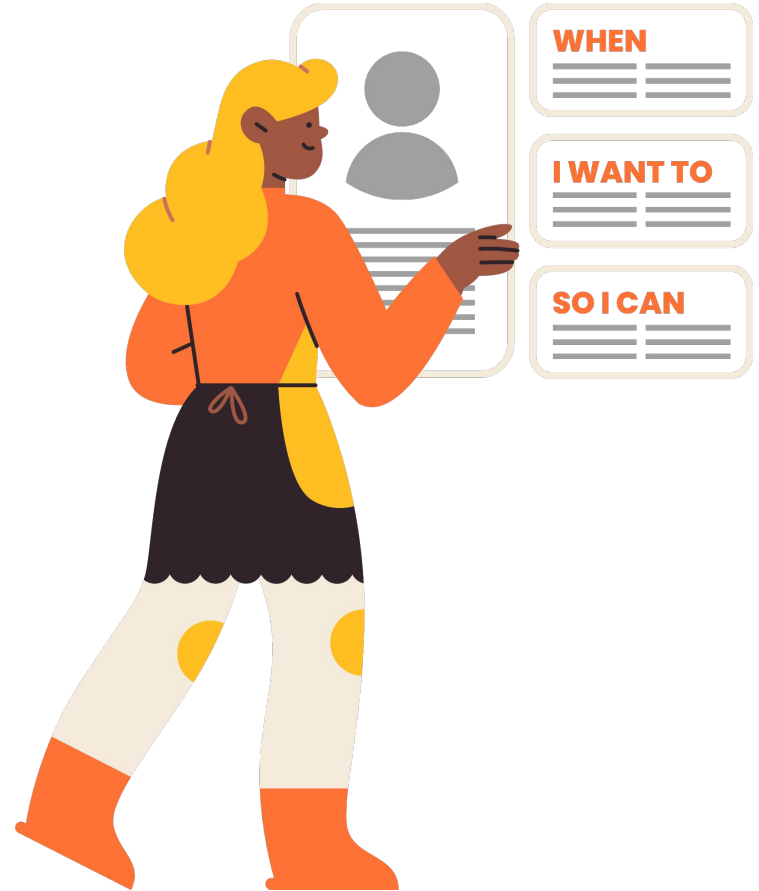
Highlights of who are learners are and what their key needs are

Understanding learners

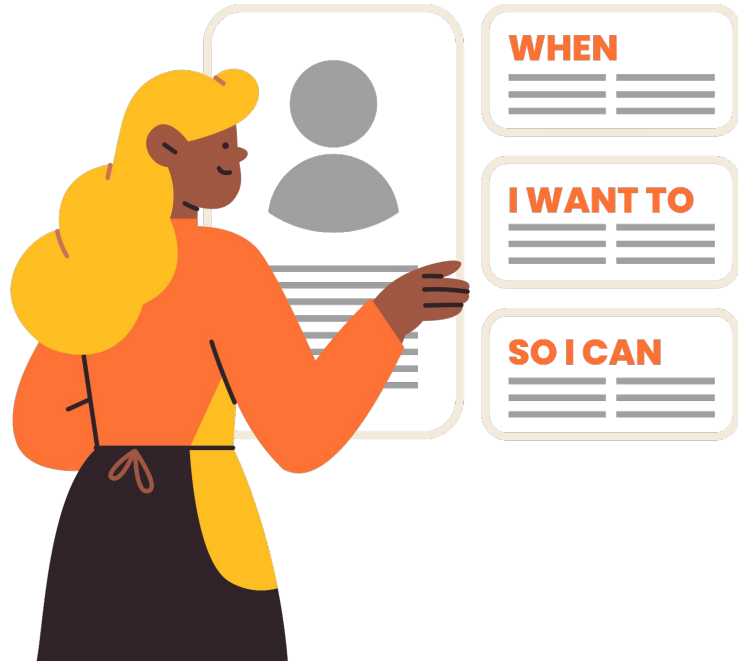
Through speaking to learners and centres, we were able to understand the deeper needs and behaviours of individuals along their learning journey towards employment.

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.



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.



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.

Chapter 2

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

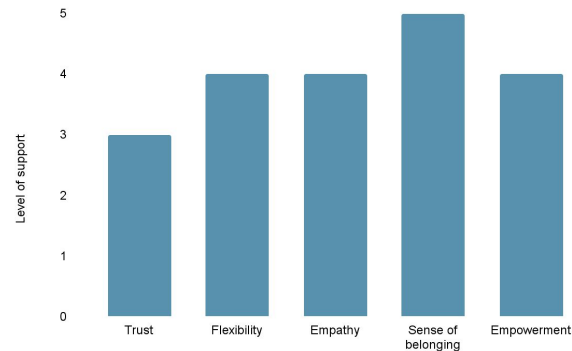
- Shy and unsure.
- Low self-confidence.
- Feeling isolated.
- Taking an ESOL class.
- Rarely used the internet.
- May have to relocate.

Problems

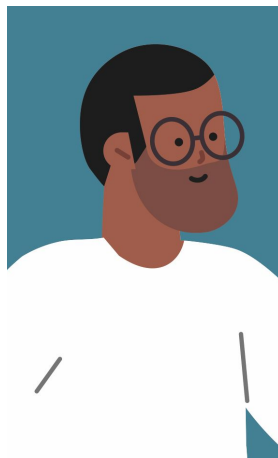
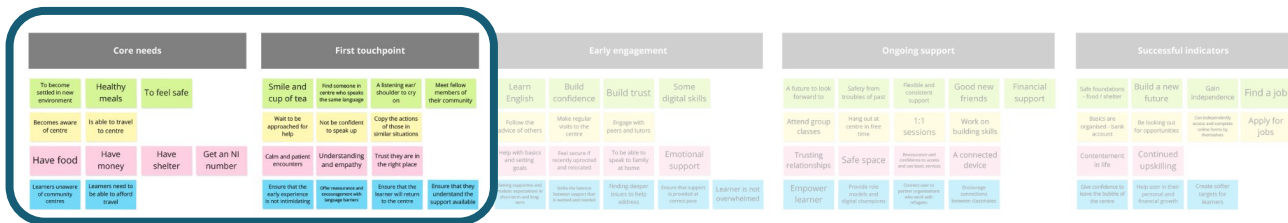
- Language barriers.
- Poor mental health.
- Unaware of available support.
- Travel costs.
- Unable to access online services.
- Internet affordability.

Opportunities

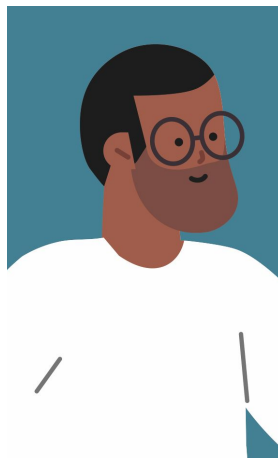
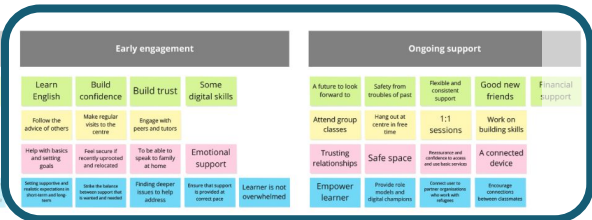
- Specialist services linkage.
- Connected devices.
- Digital champions as translators.
- Localised centres as safe spaces.
- Digital & employability classes.



Journey: No skills + No access

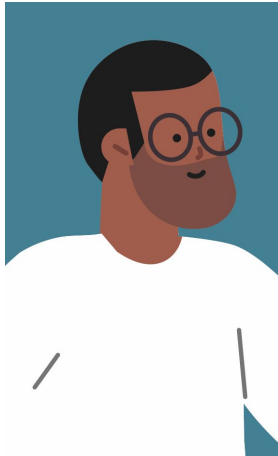
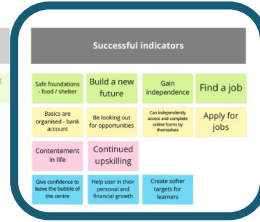


Core needs			First touchpoint				Early engagement				Ongoing support				Successful indicators				
To become settled in new environment	Healthy meals	To feel safe	Smile and cup of tea	Not comments in centres who speak the same language	A starting point (shower to try to)	Clear follow numbers of their community	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	Safe foundations for a better future	Build a new future	Gain independence	Find a job
Becomes aware of centre	Is able to travel to centre		Wants 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	Engage with peers and tutors		Attend group classes	Hang out at centre in free time	1:1 sessions	Work on building skills		Basic or organised bank account	Be looking out for opportunities	Use independent skills and services (e.g. banking, internet)	Apply for jobs
Have food	Have money	Have shelter	Get an NI number	Calm and patient emotions	Understanding and empathy	Trust they are in the right place	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	Consentment in life	Continued upskilling			
Learners consume all of resources in centres	Learners need to be able to afford basic			Ensure that the sign experience is not intimidating	Use resources and encourage with language learners	Ensure that the learner will return to the centre	Ensure that support is provided at correct pace	Learner is not overwhelmed			Empower learner	Provide role models and digital champions	Connect user to other opportunities who can help them	Encourage connections between classmates		Help user to find personal and financial goals	Create better options for learners		



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	

Core needs				First touchpoint				Early engagement				Ongoing support				
To become settled in new environment	Healthy meals	To feel safe		Smile and cup of tea	Meet someone in centre who speaks the same language	A starting point (shower to try on)	Meet fellow members of their community	Learn English	Build confidence	Build trust	Some digital skills	A future to look forward to	Safety from the chaos of past	Resilient and consistent support	Good new friends	Financial support
Becomes aware of centre	Is able to travel to centre			Want to be approached for help	Not be confused or pushed up	Copy the actions of those in similar situations		Follow the advice of others	Make regular visits to the centre	Engage with peers and tutors		Attend group classes	Hang out at centre in their time	1:1 sessions	Work on building skills	
Have food	Have money	Have shelter	Get an NI number	Calm and patient emotions	Understanding and empathy	Trust they are in the right place		Help with basics and setting goals	Feel secure if things go wrong and received	To be able to speak to family at home	Emotional support	Trusting relationships	Safe space	Presence and attention in centre and how been centre	A connected device	
Learners continue to connect with centres	Learners need to be able to afford food			Ensure that the sign experience is not intimidating	Use resources and encourage with language help	Ensure that the centre will return to the centre	Ensure that they understand the support available	Bring equipment and skills to centre (e.g. laptop)	Use the centre when support has been received	Feeling despair about the help address	Ensure that support is given at correct pace	Empower learner	Provide role models and digital champions	Encourage learners to make enquiries about help offered	Encourage connections between 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

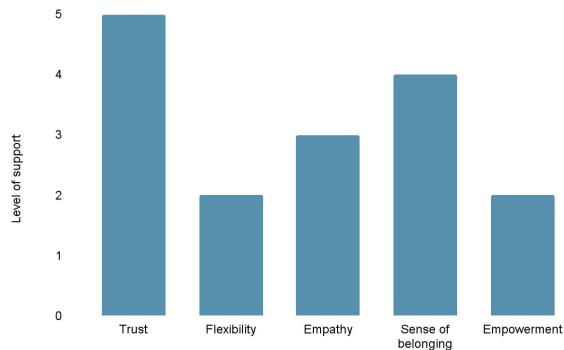
- Feeling overwhelmed.
- Distrusts the internet/ online banking.
- Uses Facebook & Whatsapp.
- Low self-confidence.
- Lacks motivation.
- Is uncomfortable asking for help.

Problems

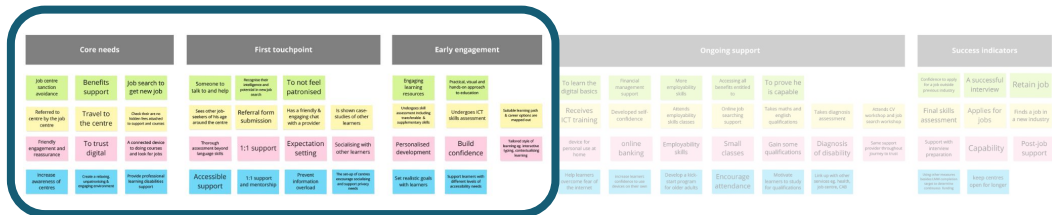
- No GCSEs.
- Unable to create CV on a phone.
- Undiagnosed dyslexia.
- Poor mental health.
- Mobile data affordability
- No access to online services.

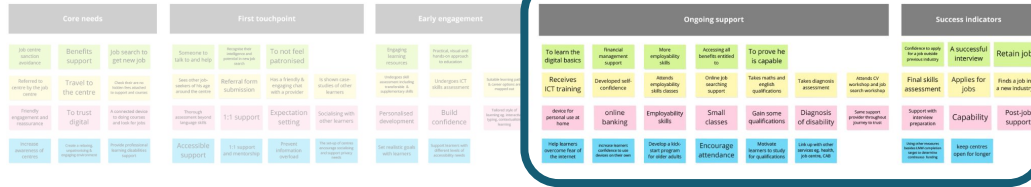
Opportunities

- 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







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 maintain control 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

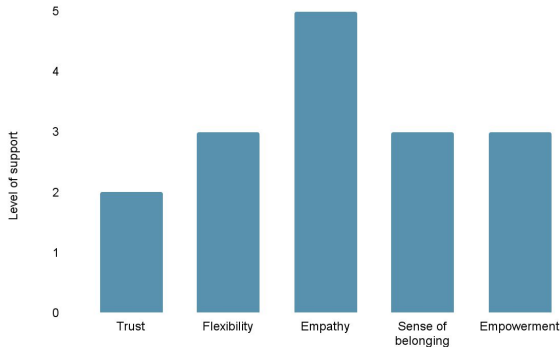
- Has an email address but only uses it for Universal Credit.
- Low self-esteem.
- Lacks self-belief.
- Texts & calls on smartphone.
- Cannot turn on the laptop.
- Emotionally overwhelmed.

Problems

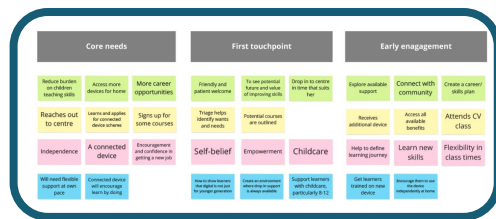
- Household sharing computer & wifi.
- Low income.
- Time-poor.
- Childcare responsibilities.
- Internet & training affordability.

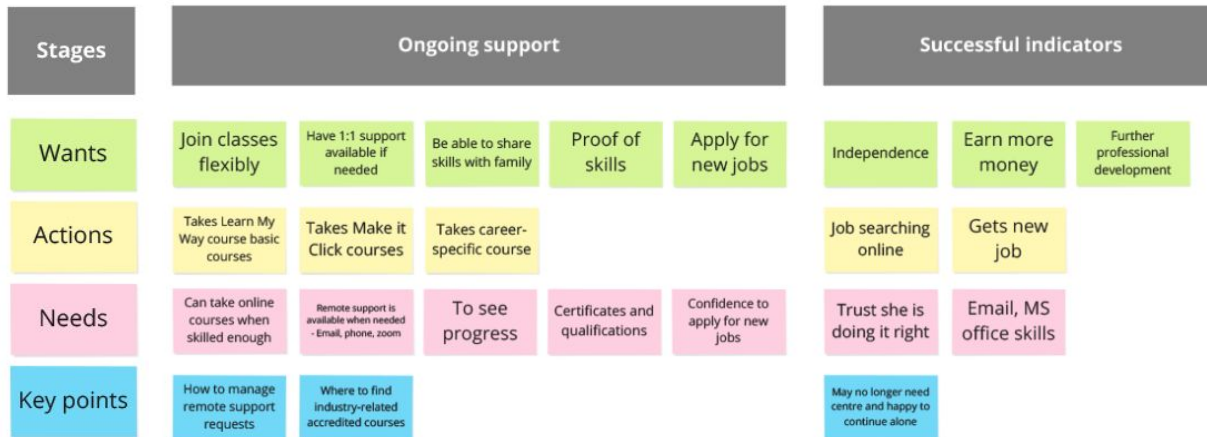
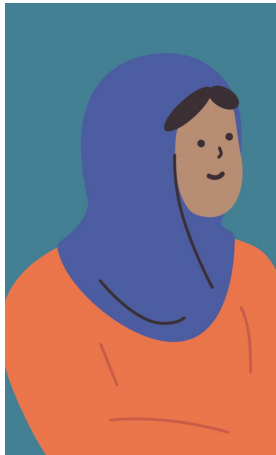
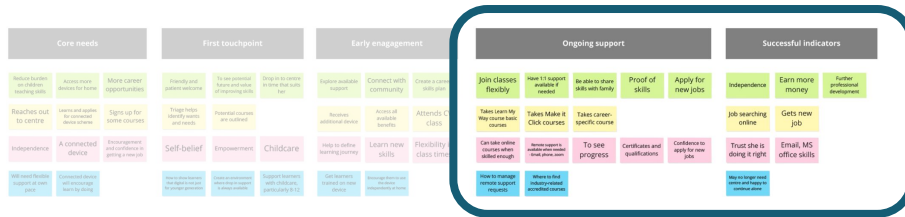
Opportunities

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



Journey: no skills + some access







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 centres, 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

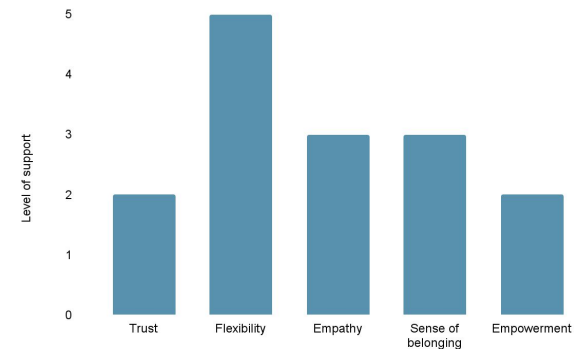
- Uses internet for work & personal.
- Lacks collaboration and leadership skills.
- Uses social media.
- Has never used LinkedIn.
- Feeling anxious about career move.

Problems

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

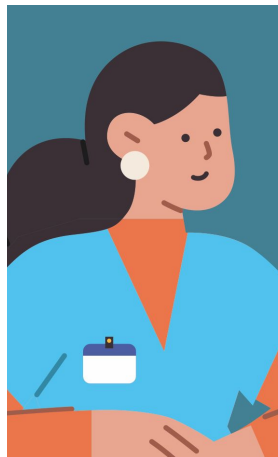
Opportunities

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

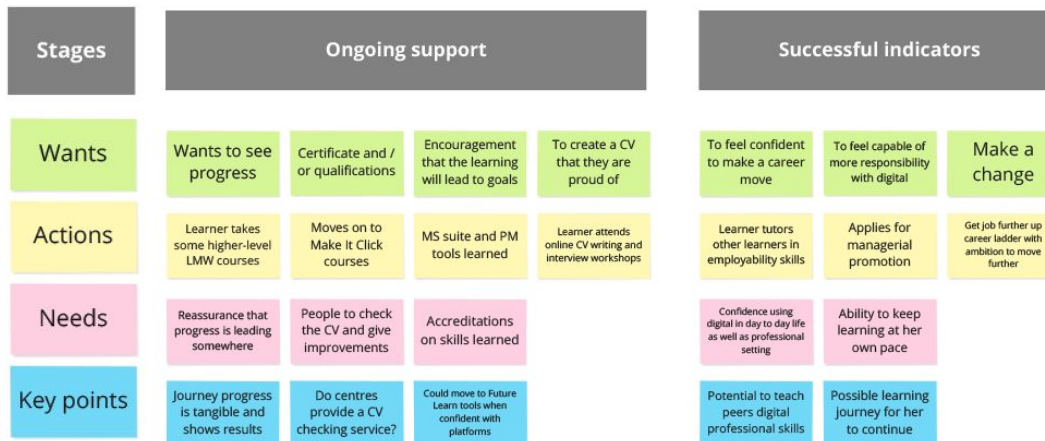
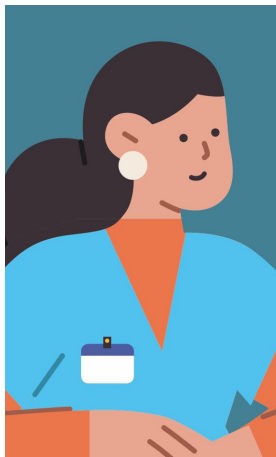
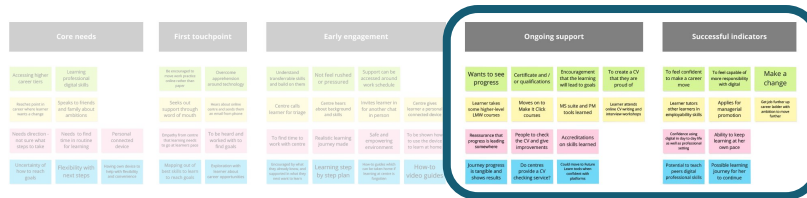


Journey: basic skills + some access

Core needs		First touchpoint	Early engagement				Ongoing support				Successful indicators		
Accessing higher career tiers	Learning professional digital skills	Reconnect with a career adviser	Overcome apprehension around technology	Understand transferable skills and how to use them	Not feel rushed or pressured	Support can be accessed around work schedule	Wants to see progress	Confidence and self-efficacy	Shows engagement and leads to goals	To explore a CV that shows a range of skills	To feel confident to build a career menu	To be capable of being responsible with paper	Make a change
Reassurance and motivation to learn	Speaks to friends and family about ambitions	Seeks out support through word of mouth	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	Meets with a coach or C&A	Self-study and P&A tasks achieved	Learner takes some responsibility for their own learning	Learner takes some responsibility for their own learning	Applies for vocational progression	Reassurance that progress is leading somewhere
Needs direction and some advice to take steps to take	Needs to find time to learn for learning	Personal connected device	Empathy from centre that learning needs to go at learners pace	To find time to work with centre	Realistic learning journey made	Safe and empowering environment	Reassurance that progress is leading somewhere	People to check in on progress	Accompanied to skills sessions	Reassurance that progress is leading somewhere	Ability to keep learning at own pace	Reassurance that progress is leading somewhere	Reassurance that progress is leading somewhere
Uncertainty of how to reach goals	Flexibility with next steps	Having own device to help with flexibility and convenience	Empathy from centre that learning needs to go at learners pace	Learning step by step plan	How-to video guides		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				Journey progress is tangible and shows results



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 transferable 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





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

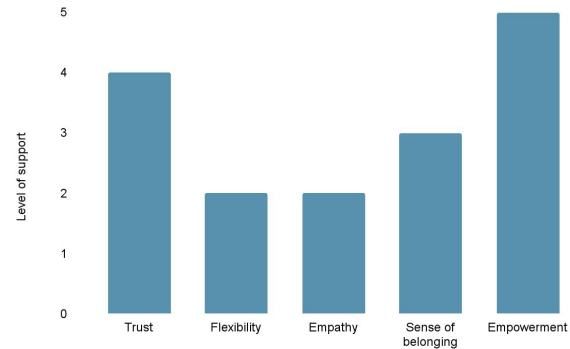
- Was a learner at the centre
- Volunteers at centre as a tutor
- Can access online services
- Internet safety concerns
- Is applying and creating jobs
- Has basic language skills

Problems

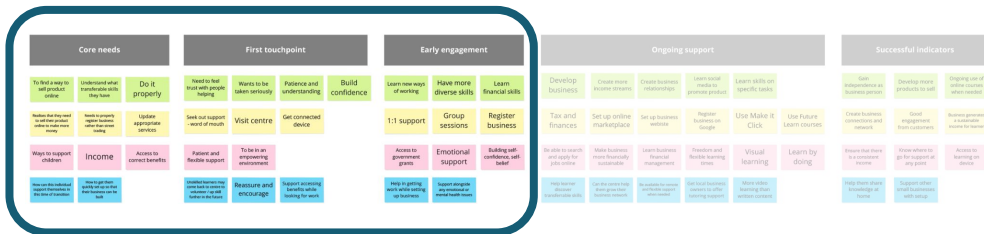
- Household sharing computer & wifi
- Financial difficulty
- Lacks experience of online businesses
- Cultural barriers
- Internet affordability

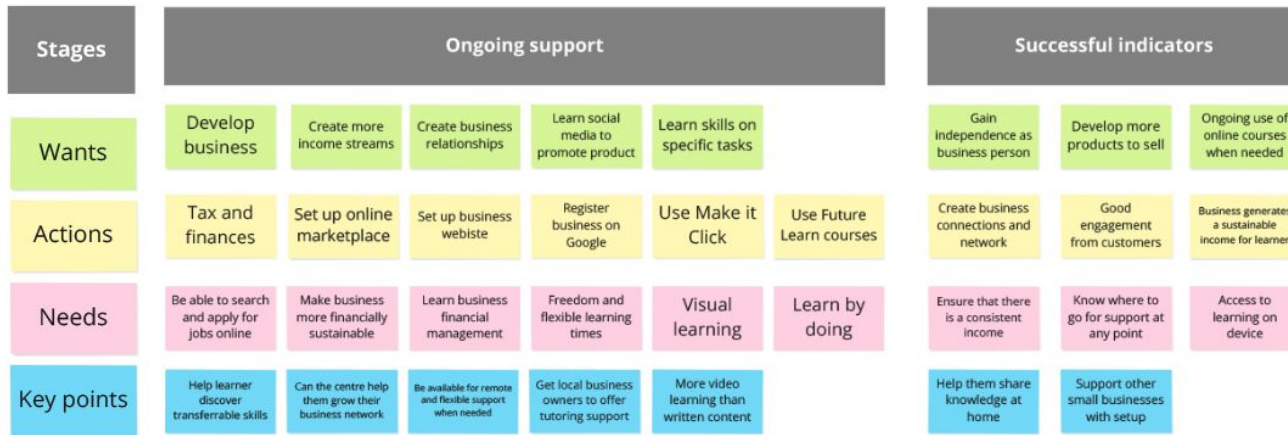
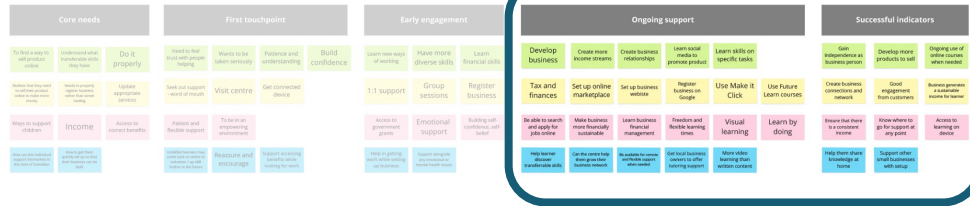
Opportunities

- Make It Click course
- Connected devices
- Digital marketing support
- Personalised support
- Tax & ecommerce support
- Specialist services linkage



Journey: basic skills + entrepreneur







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

Chapter 3

The future

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

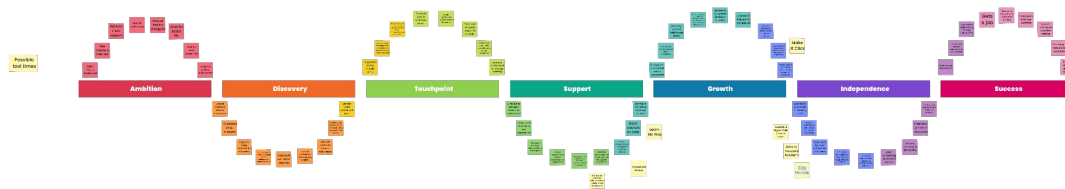
The ideal journey

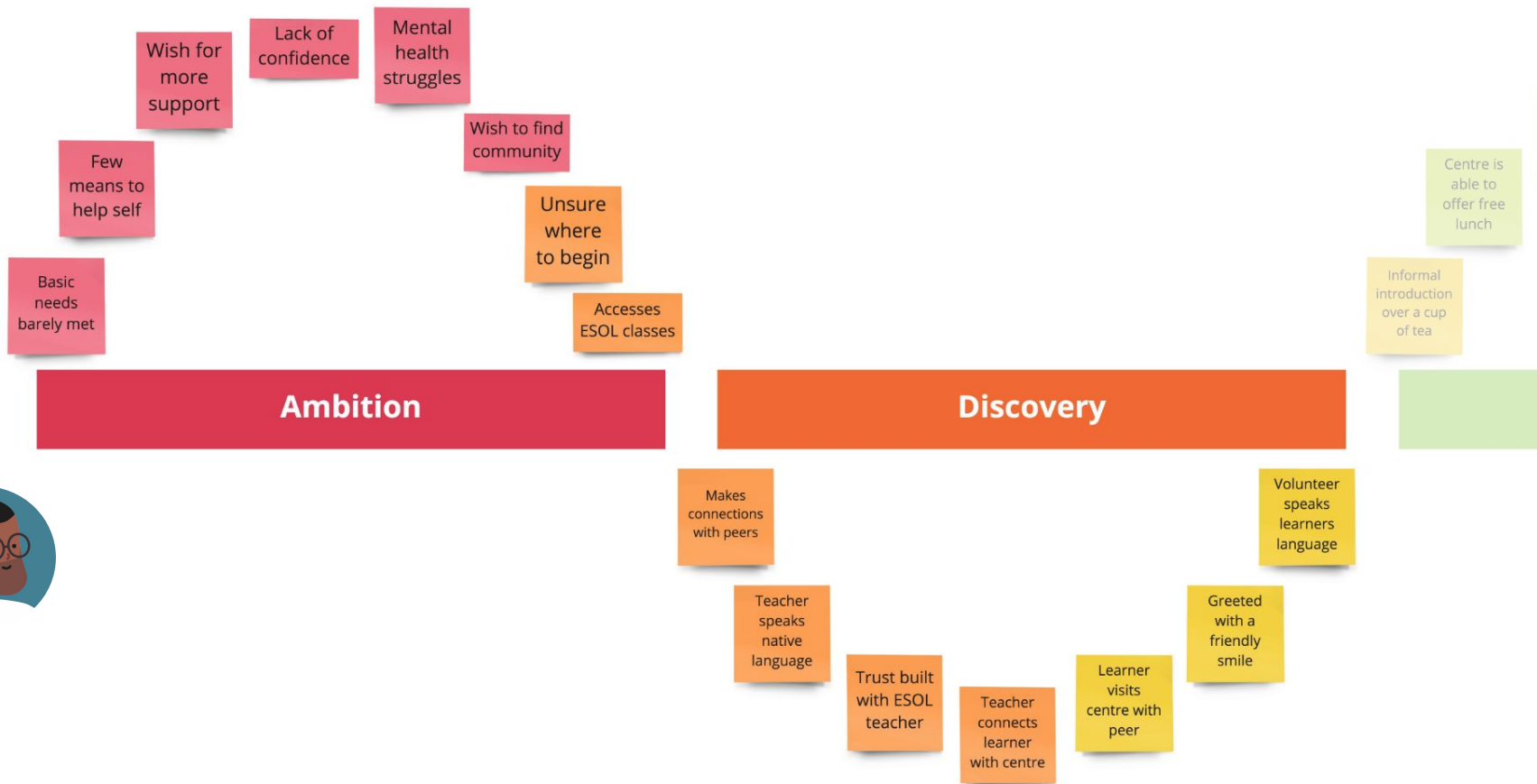
Each learner comes with a similar goal, *to learn new digital skills to help them gain meaningful employment*.

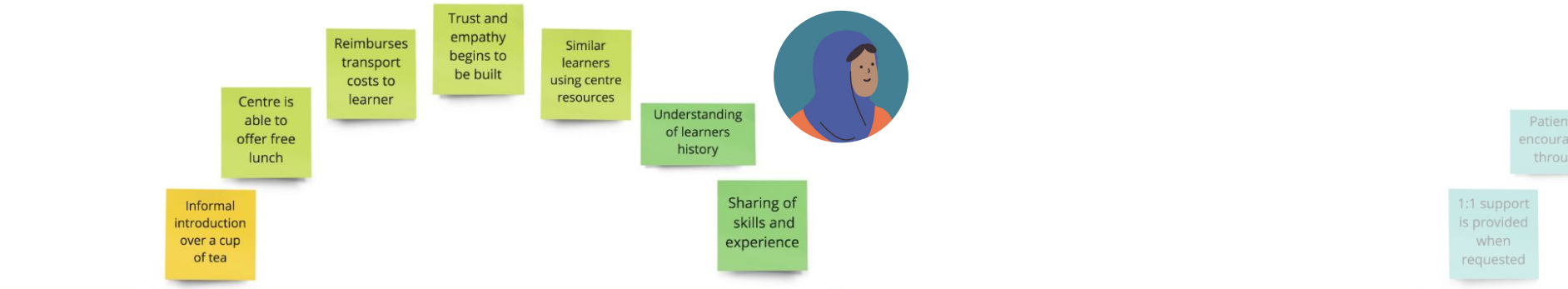
It is important to understand that each person has their own journey with a unique entry point at which they start their digital skills for employability learning journey.

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.

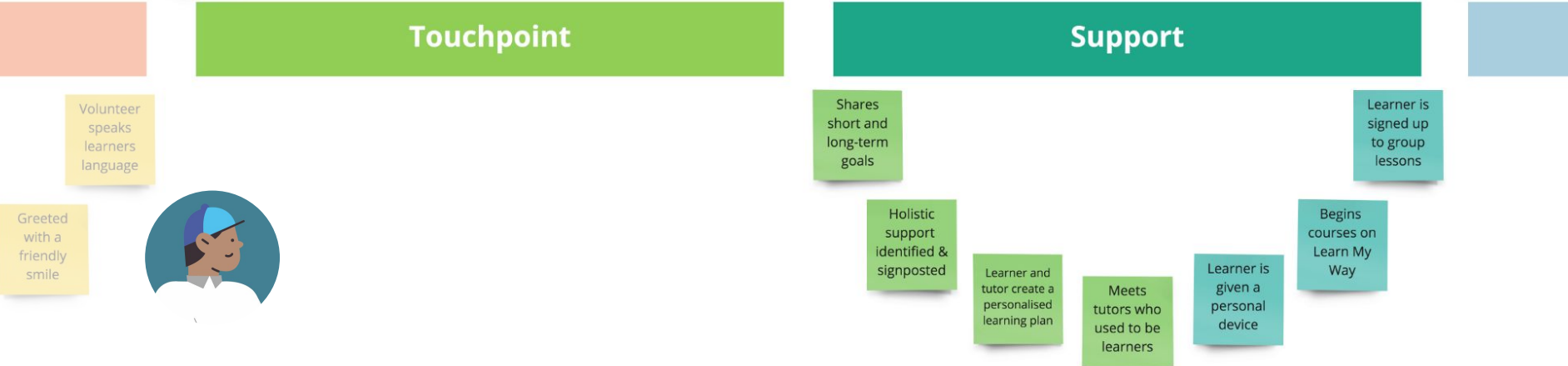






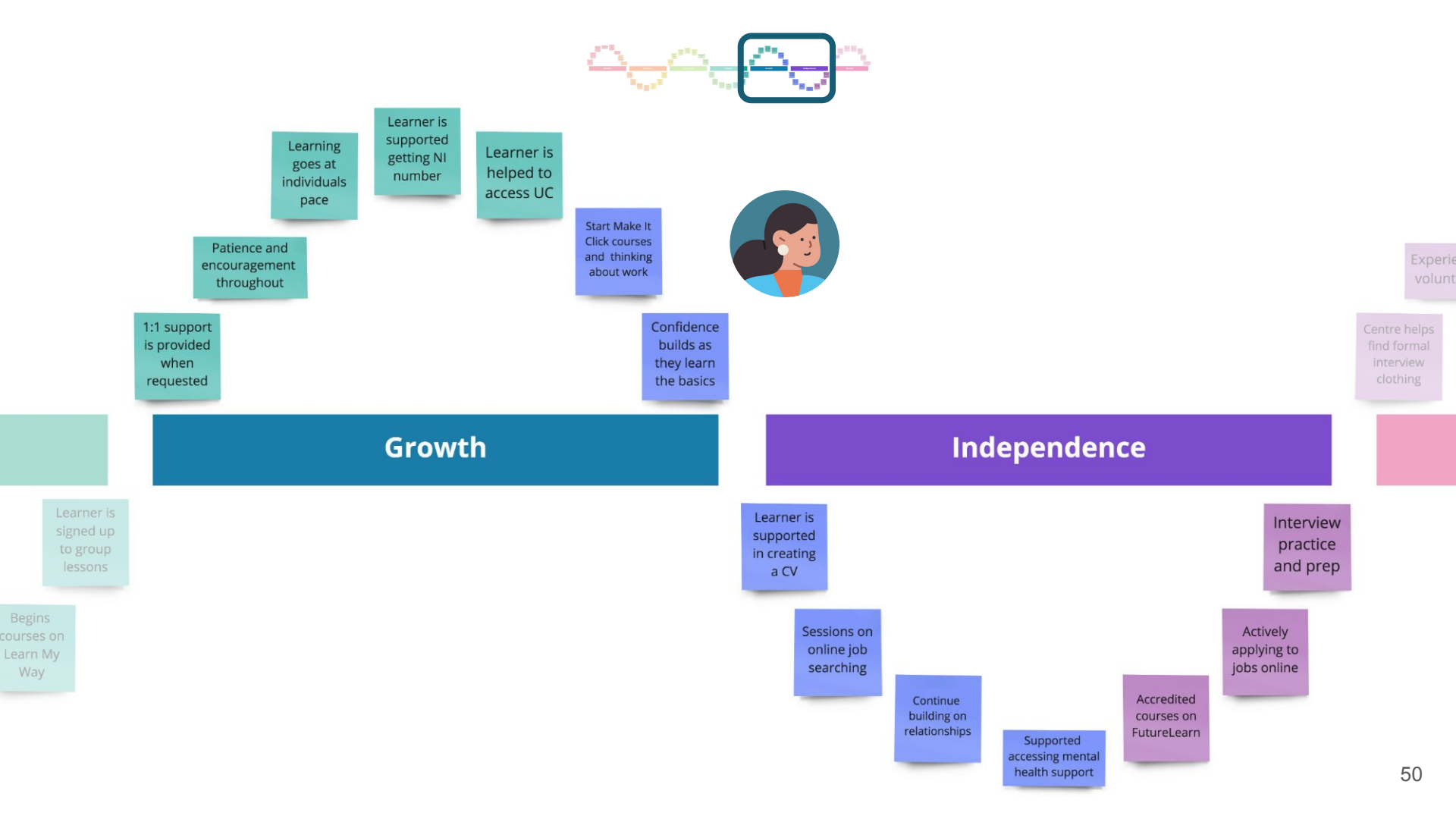
Touchpoint

Support



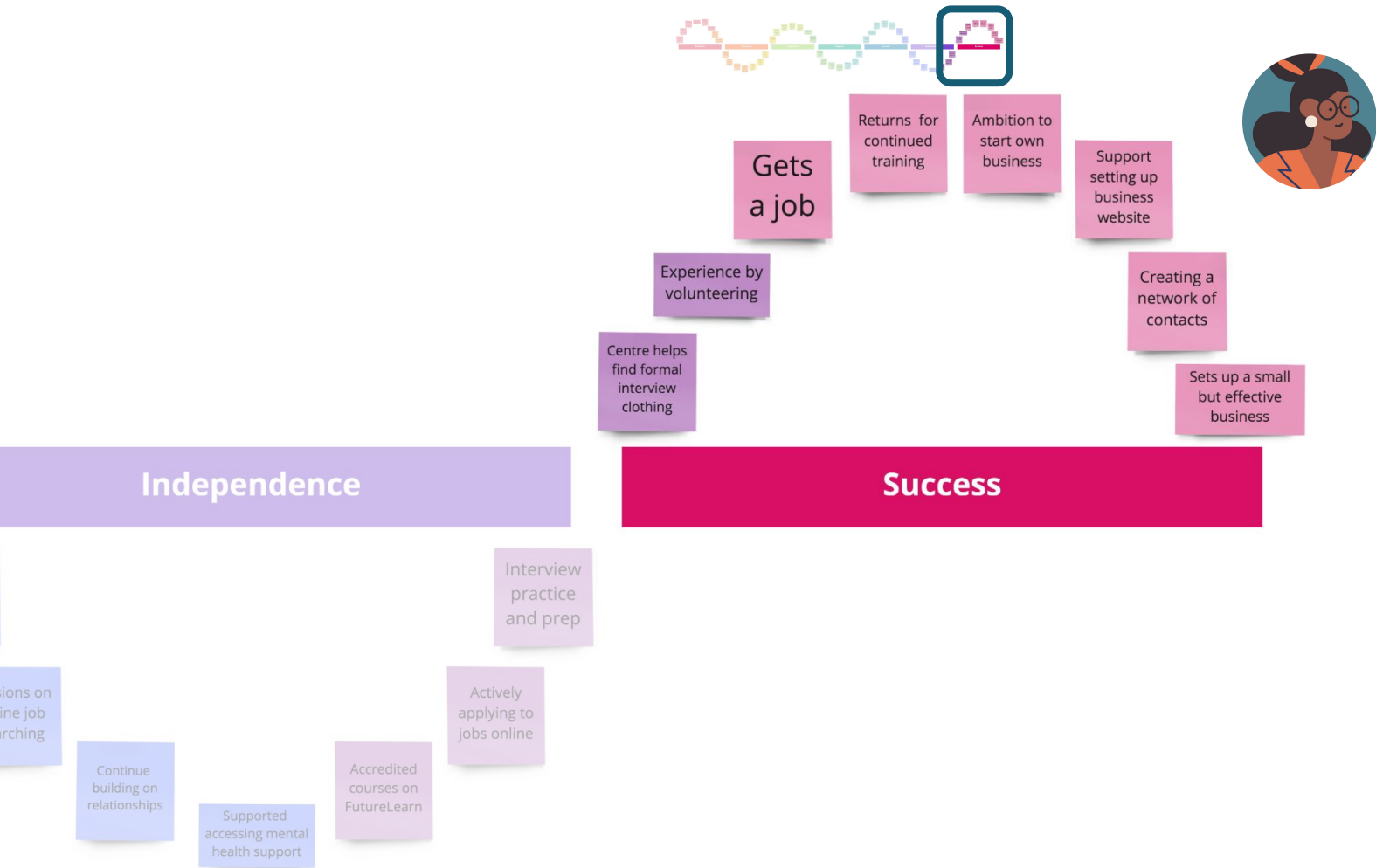
Patience encourage through

1:1 support is provided when requested



Growth

Independence



Learning tools

Learn My Way

Over 30 free online courses to help beginners learn the basics of getting online. Courses 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



Make It Click

Features learning content that includes courses, tools and templates to help those who want to take their digital skills to the next level and gain more experience online.

Make It Click is ideal for individuals who want to learn more specific skills relating to their interests or employment. Such as building a business, learning new software and creating professional documents.

<https://makeitclick.learnmyway.com/directory>



Learning tools

FutureLearn

There is a diverse range of subjects available, from business and management to healthcare and medicine. Including opportunities from short courses, specialist tracks and online degrees.

This resource is an amazing opportunity for someone who is looking to specialise their skills into a career path, gain a promotion with new skills or change careers and explore something new.

<https://www.futurelearn.com/partners/accenture-uk>



Skills to Succeed Academy

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 centre, as I was saying that I needed to learn ICT skills for my new business. Initially, I came to the Centre with a list of things I wanted to learn such as accounts, spreadsheets, online security and how to make documents. I found Make It Click really useful for me as I was able to work with Fareeha [founder of Being Woman] about what I needed, what was the right course for me and what steps I could do next.

Taking part in Make It Click 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 lessons from Make It Click 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 taken part in Learn My Way at the centre, tutors then encouraged Usman to enroll on Make It Click. Although he had no specific goals to begin with, he soon found the resources on offer incredibly useful. Since taking part in Make It Click, 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 taking part in Make It Click, 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 Centre, 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 Centre, helping others out who he recognised as being in his position a few months ago.

Centre 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.”

Centre Case study

A1 Community Works, Northallerton

“Our educators (staff and volunteers at our centre) 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.”

Chapter 4

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 community centres and funders to understand how they can deliver services to meet the needs of their communities; particularly taking 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)

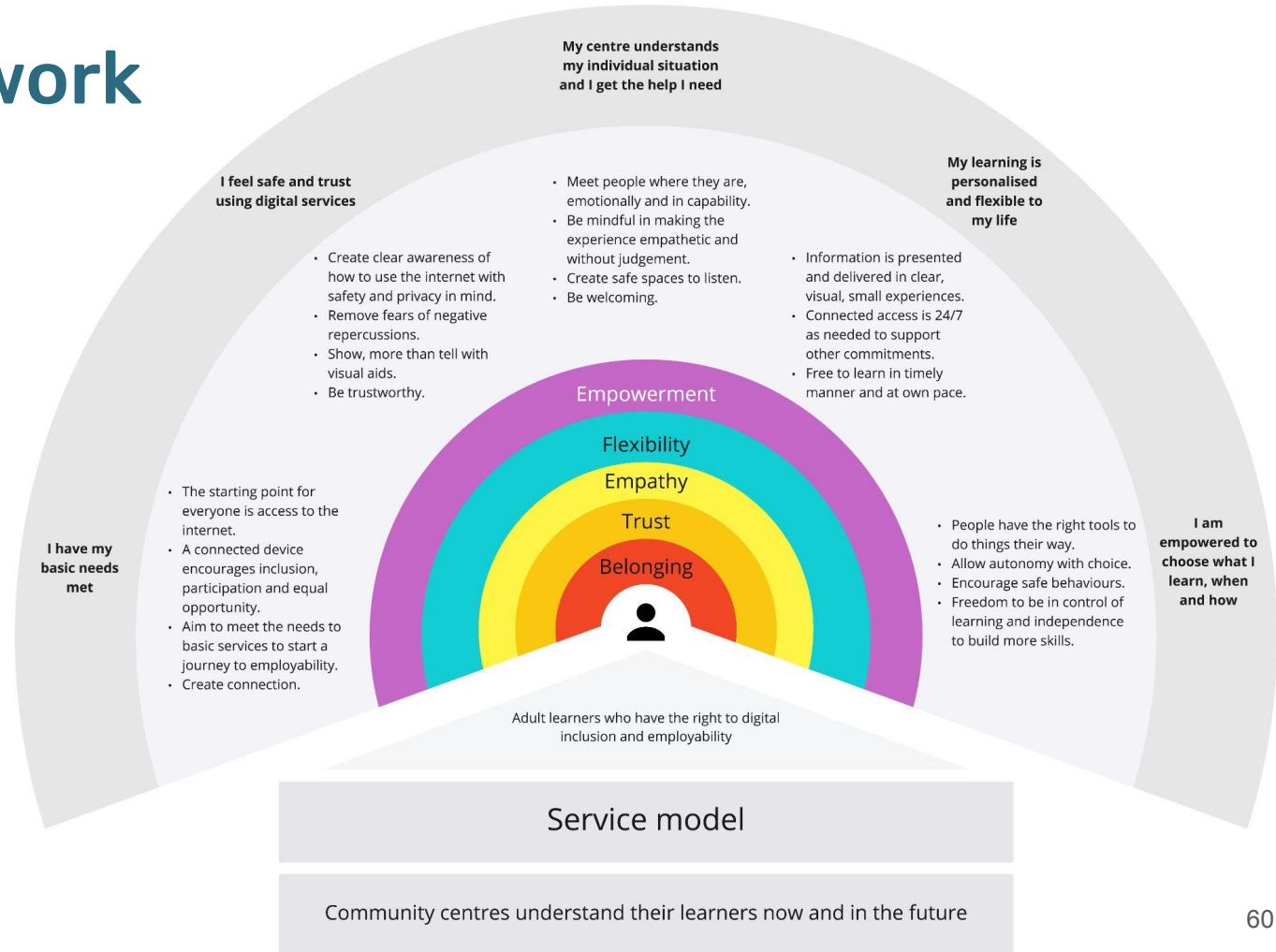
The principles for good services to support digital inclusion need to include:

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

The framework

Design and deliver:

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



Chapter 5

What's next?

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

How to use this playbook

This playbook is for community centres 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?

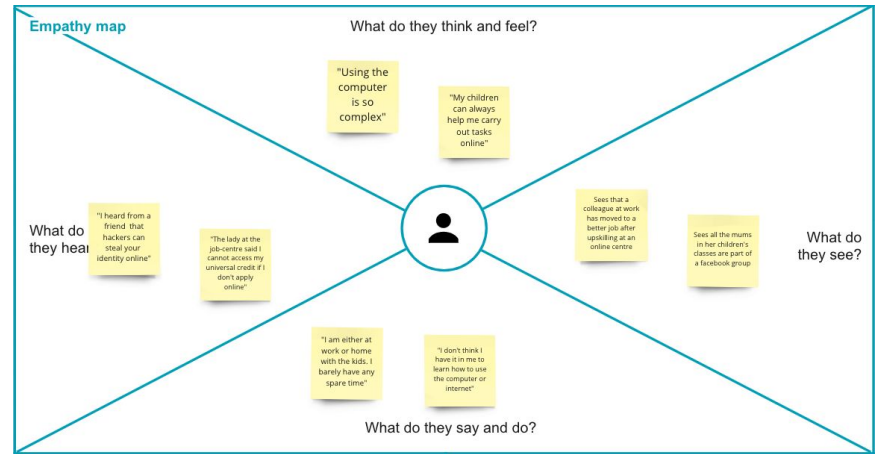
A completed empathy map will help you understand which persona you're serving and in turn will show you which theme to focus on.

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](#).

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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?

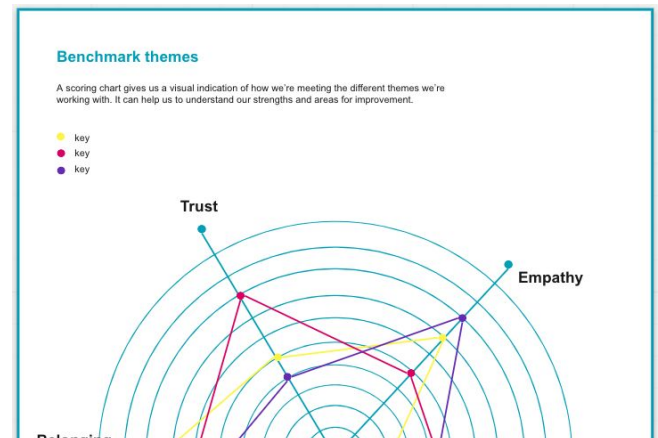
Your score card gives you a lay of the land for how your centre is delivering against your theme. This is a good benchmark to understand how you improve over time.

Questions you might ask

- What do 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



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

Helpful or hindering?
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.

What is the service offered?	Which persona does it serve?	How is it helpful?	Is it hindering?	Could we do or change anything to make it better?	Score (1-10)
CV workshop	Trust Empathy	Learners are able to showcase their skills, experience and learning to a potential employer Learners can tailor their CV to match job descriptions	No	To engage recruiters for sessions	7

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](#).

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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 centre 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](#).

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Service model knowledge gaps

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.

Category	Principle	Question	Status
Ease	I have my basic needs met	Does everyone have access to the internet?	✓
		Does everyone have connected devices?	✗
		Are basic human needs met? (food, shelter, etc)	✓
		Do people feel connected and a sense of belonging with the centre?	✓
Safety	I feel safe and trust using digital services	Does everyone have an understanding of internet safety and privacy?	✓
		Can people use online services without fear of repercussions?	✗
		Are people able to share their learning with others?	✗

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](#).

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Understanding offering
The Offering Canvas, is a tool to help understand how to turn your knowledge gaps into opportunities.

Table	What is the current offering?	What gaps have you identified?	Describe the gaps	What steps could be made to close the gap(s)?	When?
Ease	free wifi connection in centre access to centre computers	some learners have poor wifi at home Some learners have no internet access at home	Some learners are unable to afford internet access at home due to low income	Identify learners with no or poor access to the internet at home Such learners can be given connected devices provided by grant things foundation	October 2021
Safety					
Care					
Support					

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](#).

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Measurement framework

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 things to stop as part of your offering.

What tools or services could you measure?	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	Learned independently, with the support, with or without, with or without a device 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_I4ievcM=/
password: **goodthings**
- **Workshop #1 - Understanding learners**
https://miro.com/app/board/o9J_I7wWULo=/
password: **goodthings**
- **Workshop #2 - Learner journeys**
https://miro.com/app/board/o9J_I63YsW8=/
password: **goodthings**
- **Workshop #3 - Connected devices**
https://miro.com/app/board/o9J_I4ib3So=/
password: **goodthings**
- **Covid-19 Response Report**
<https://www.goodthingsfoundation.org/insights/covid-19-response-report/>
- Improving digital skills for employability
- Broadening digital skills for future work - Good Things Foundation
- Digital Skills and Inclusion Research Working Group Evidence Brief
- **Shocks, Knocks & Building Blocks**
<https://www.goodthingsfoundation.org/insights/shocks-knocks-and-skill-building-blocks/>

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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

Supporting people in digital skills and further education

Good Things Foundation Playbook
for community partners.

In partnership with



J.P.Morgan



Further Education Playbook Contents



Quick Tip : You can click on each area to navigate directly to that page

- **Introduction to playbook extension**
- **Key findings**
 - Further education learner
 - Key theme - Commitment
- **Focus area**
 - Theme, persona, journey
 - Pain-points to opportunities
- **The future**
 - The ideal journey (updated)
- **The service model** (updated)
- **What's next**
 - How to use this playbook (updated)
- **Appendices**
 - Extra resources
 - Acknowledgements

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.



Chapter 1

Key findings

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

Further education learner

Speaking to colleges and centres, 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.

Chapter 2

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

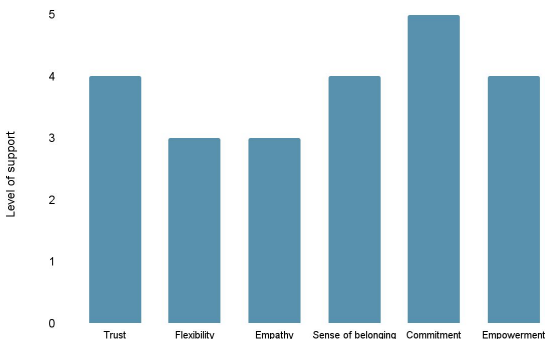
- Felt digital wasn't for people like him
- Low confidence
- Initially anxious about classroom-based learning
- Initial poor self-efficacy
- Uses Google Translate on smartphone

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



Journey: access + limited skills

Stages	Core needs	First touchpoint	Early engagement	Ongoing support	Successful indicators			
Wants	There is a lot of choice and options I can choose what I want to do I can choose when I want to do it	There are people who can help me I can get support when I need it I can get help when I am struggling	I can see what I am capable of I can see what I am interested in I can see what I am good at	I can see what I am capable of I can see what I am interested in I can see what I am good at	I can see what I am capable of I can see what I am interested in I can see what I am good at	I can see what I am capable of I can see what I am interested in I can see what I am good at		
Actions	Seek support about education and work I can get help when I need it I can get help when I am struggling	Be referred by job centre I can get help when I need it I can get help when I am struggling	Visit online centre for skills development I can get help when I need it I can get help when I am struggling	Be referred by job centre I can get help when I need it I can get help when I am struggling	Visit online centre for skills development I can get help when I need it I can get help when I am struggling	Be referred by job centre I can get help when I need it I can get help when I am struggling		
Needs	Have secure housing I can get help when I need it I can get help when I am struggling	Time spent building a trusting relationship I can get help when I need it I can get help when I am struggling	Help finding new direction in life I can get help when I need it I can get help when I am struggling	Be able to visit centre flexibly due to childcare I can get help when I need it I can get help when I am struggling	Understanding of other commitments in individuals life I can get help when I need it I can get help when I am struggling	Support in accessing learning at home I can get help when I need it I can get help when I am struggling		
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 accurately recognise 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	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 paths
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 Identify 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?	How can skills assessments accurately recognise future career goals?	How to overcome lack of regular public transport to college

Stages	Core needs	First touchpoint	Early engagement	Ongoing support	Successful indicators
Wants	Desire to go to college and study To get support and advice To be encouraged to pursue further education	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	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 Regular reviews through education to keep learner needs at top priority	Regular reviews through education to keep learner needs at top priority Ability to learn how to learn	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	Ability to learn how to learn	Can do things that they previously did not have a skills or confidence to 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?	





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 themselves 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

Chapter 3

The future

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

The ideal journey (updated)

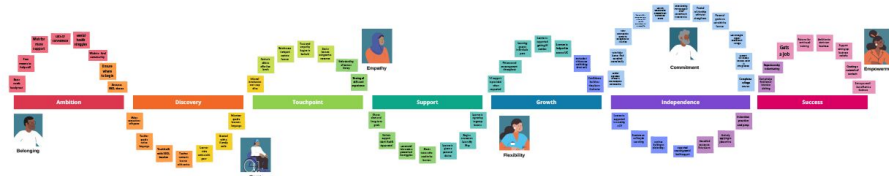
This new journey now encompasses the branch off route to further education. What is important to note about all themes across the journey is the interwoven connectivity they all have with each other.

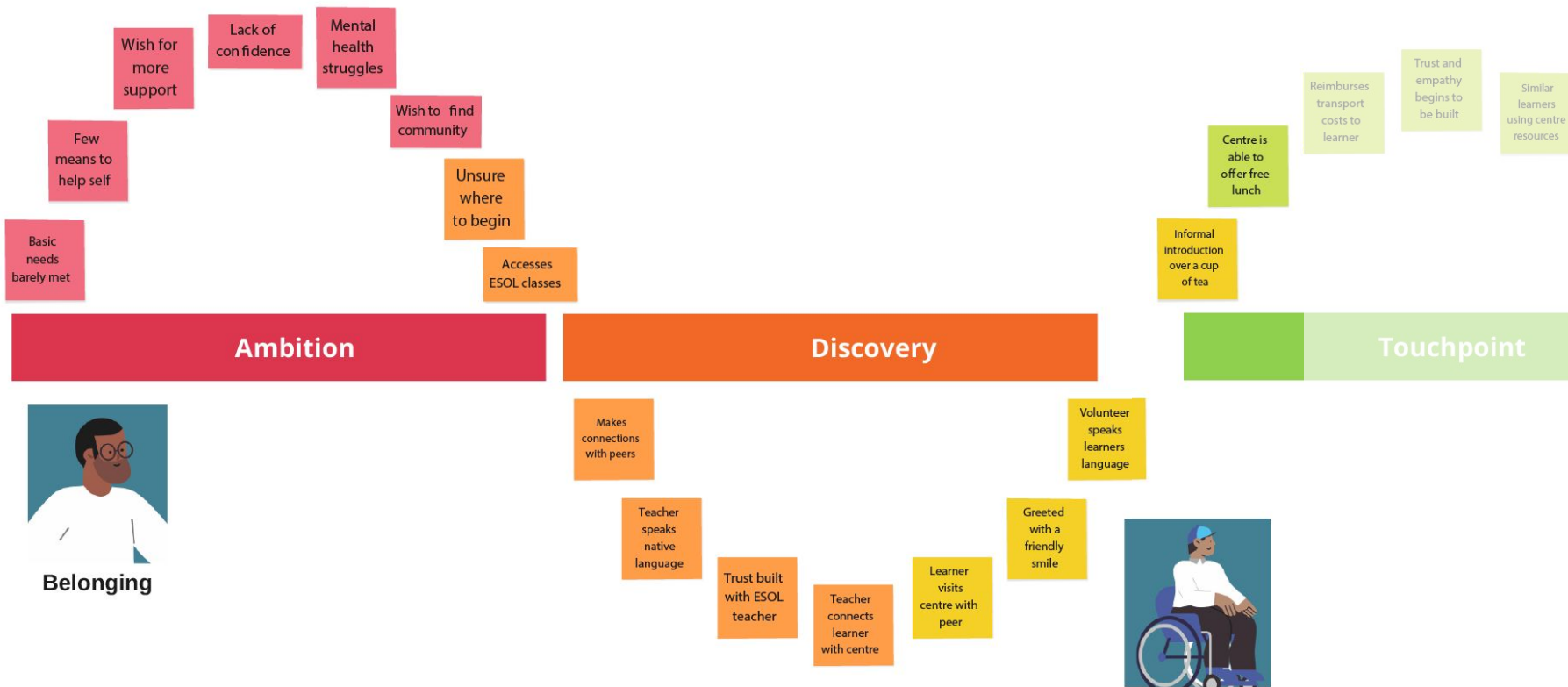
There appears to flow an almost linear progression through the themes - with learners initially needing a sense of **belonging** to developing **trust**, feeling **empathically** understood and provided **flexibility** of support.

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.







Empathy

- Informal introduction over a cup of tea
- Centre is able to offer free lunch
- Reimburses transport costs to learner
- Trust and empathy begins to be built
- Similar learners using centre resources
- Understanding of learners history
- Sharing of skills and experience

Touchpoint

Support

Group

- 1:1 support is provided when requested
- Patience and encouragement throughout
- Learning goes at individuals pace
- Learner support getting numbers

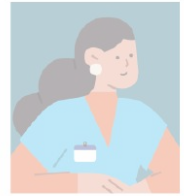
y

- Learner visits centre with peer
- Greeted with a friendly smile
- Volunteer speaks learners language



Trust

- Shares short and long-term goals
- Holistic support identified & signposted
- Learner and tutor create a personalised learning plan
- Meets tutors who used to be learners
- Learner is given a personal device
- Begins courses on Learn My Way
- Learner is signed up to group lessons



Flexibility



Growth

1:1 support is provided when requested

Patience and encouragement throughout

Learning goes at individuals pace

Learner is supported getting NI number

Learner is helped to access UC

Start Make It Click courses and thinking about work

Confidence builds as they learn the basics

Independence

Learner is supported in creating a CV

Sessions on online job searching

Continue building on relationships

Supported accessing mental health support

Accredited courses on FutureLearn

Actively applying to jobs online

Interview practice and prep



Commitment

Learner expresses interest in course beyond online centre

Tutor helps learner find accredited course locally

Tutor accompanies learner to college course induction

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

Learner begins regular education at College

Learners confidence and self-belief is strengthened

Completes college course

Centre helps find formal interview clothing

Experience by volunteering

Gets a job



Flexibility

Begins courses on Learn My Way

Learner is signed up to group lessons

Learner is given a personal device



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

Learners confidence and self-belief is strengthened

Completes college course

Centre helps find formal interview clothing

Experience by volunteering

Gets a job

Returns for continued training

Ambition to start own business

Support setting up business website

Creating a network of contacts

Sets up a small but effective business



Commitment



Empowerment

Independence

Success

Continue building on relationships

Supported accessing mental health support

Accredited courses on FutureLearn

Actively applying to jobs online

Interview practice and prep

Chapter 4

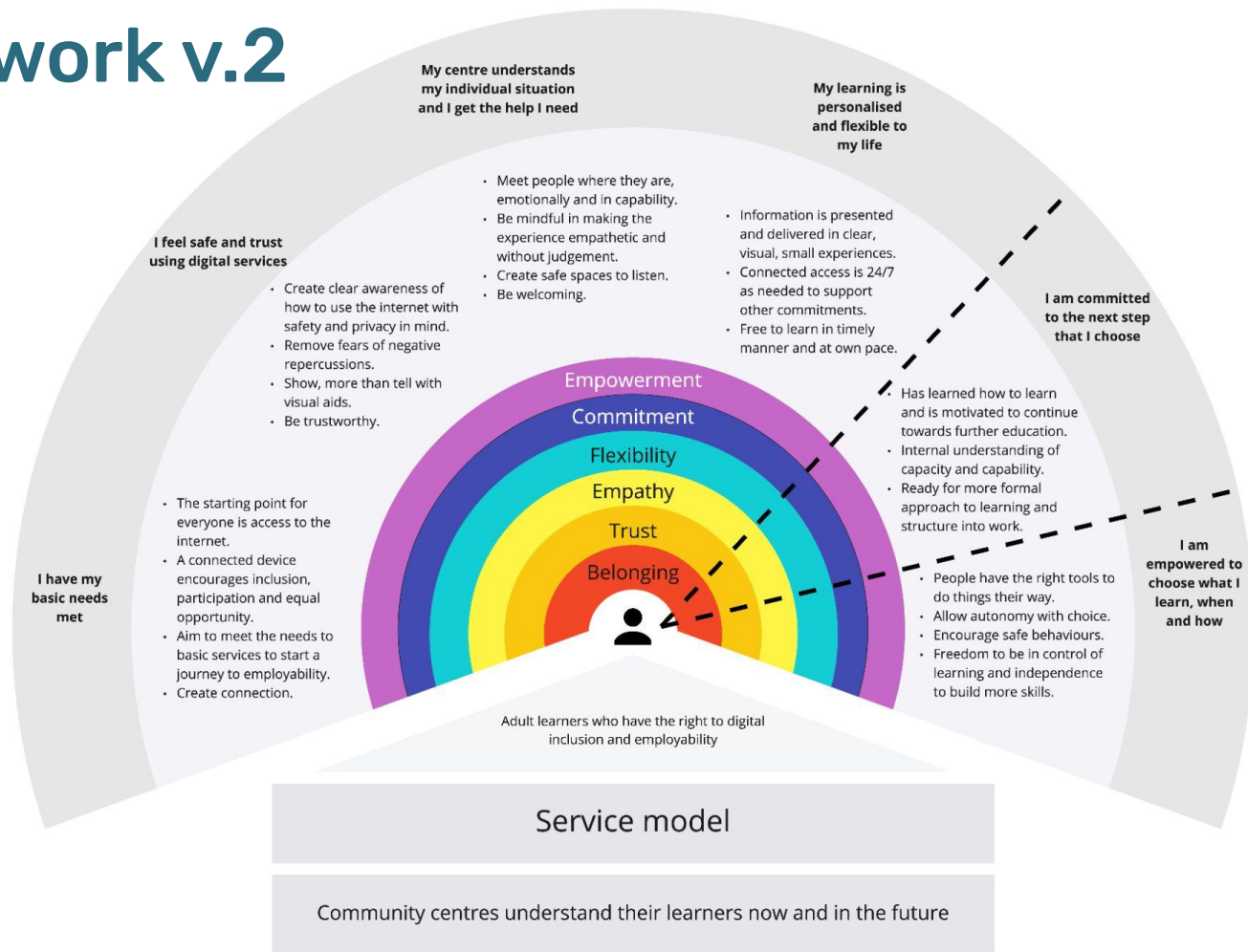
The service model (updated)

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

The framework v.2

Design and deliver:

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



Chapter 5

What's next?

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

How to use this playbook (updated)

This extension to the initial playbook is a continuation of the previous [6 ways to use this playbook](#) slide.

It is for community centres 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_L4ievcM=?moveToWidget=3074457363500038713&cot=10).
https://miro.com/app/board/o9J_L4ievcM=?moveToWidget=3074457363500038713&cot=10

Effectiveness - MoSCoW tool

The Effectiveness tool using the MoSCoW model for decision making. 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 key needs and outcomes?	What do we need to prioritise?				What does success look like and how can we support more individuals?	Next actions			
	What MUST we do? and how?	What SHOULD we do? and how?	What COULD we do? and how?	What WOULD we do? and how?					
Belonging	Make the learner feel safe and have basic needs met (housing, food, etc)	Address the immediate needs of learners by conducting initial needs assessment.	Create an inclusive learning environment and safe spaces for learners	Support with immediate task-based digital service requirements	set up peer to peer mentorship to encourage learning from each other	offer more personalised and tailored support to learners based on individual needs and circumstances	give connected choice	Learners consistent attendance and developing relationships at centre	Learners on completion of digital learning can become volunteers and translators
Commitment	Learners to go into further education on full time training course and relevant basic digital skills first	learners goal resources through initial needs assessment	Establish a digital community where learners can help each other. For example, language exchange, online courses, resources, etc.	learners can access open-ended support as long as they need to	Small tutor: learner ratio	FE will less output (due to focus more on building learners' aspirations)	Learners realise their potentials and submit an application to study at FE	Learners and FE tutors jointly set goals to be achieved	

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?

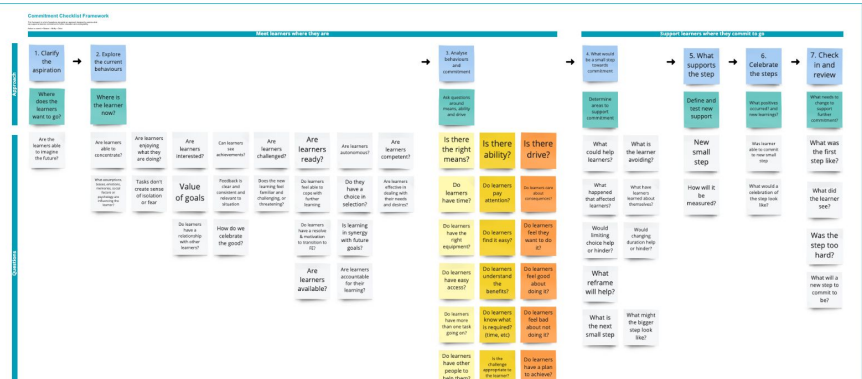
Clear understanding on tangible steps on the path of commitment towards empowerment.

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](#).

https://miro.com/app/board/o9J_L4ievcM=?moveToWideget=3074457363556976106&cot=14



Appendices

**Extra information and
acknowledgements**

Any extra resources

- **All assets - Digital Playbook version**
https://miro.com/app/board/o9J_I4ievcM=/
password: **goodthings**
- **Workshop 4 - Further education**
https://miro.com/app/board/o9J_I-k50cU=/
password: **goodthings**
- Future Digital Inclusion: delivering basic skills for those in need

Our Partners



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

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 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 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.

Playbook extension was created by:

Honey Badger; Aimee Tasker, Olubukola Otesile, Tina Connelly and Vimla Appadoo.

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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



www.goodthingsfoundation.org