

Figure 9.2 How factors influencing curriculum design and delivery have shaped the teaching and learning in adult literacy and numeracy in England from the 1970s until 2010.

Phase	Key events and factors influencing Literacies curricula	Implications for curriculum design, delivery and development	Three main forces shaping curriculum planning and delivery (see Fig. 9.1 above)
One: 1970s	<p>1973: Russell Report – help the disadvantaged.</p> <p>1975: BBC TV series <i>On The Move</i> – supporting building skills in literacy.</p> <p>By 1976, 15,000 adults receiving literacy tuition across England and Wales.</p>	<p>Education offered by volunteers – classes in make-do settings: primary schools, warehouses, college corridors and canteens.</p> <p>No formal curriculum, resources often taken from other sectors (primary and secondary) or created.</p> <p>Informal support networks begin to form.</p> <p>High teacher autonomy.</p> <p>Limited support for teachers.</p> <p>Little formal funding available.</p>	<p><b>High student demand stimulated by <i>On The Move</i>, a BBC TV series</b></p> <p><b>No formal training available</b></p> <p><b>No formal funding available</b></p>
Two: 1980s	<p><b>1980:</b> Adult literacy expanded to include numeracy and become known as Adult Basic Education (ABE).</p> <p><b>1984:</b> ESOL added to the remit of the national agency, now known as the Adult Literacy and Basic Skills Unit (ALBSU).</p> <p>ALBSU became the ‘official voice’ for sector</p> <p><b>1985:</b> ALBSU estimated that 110,000 adults received tuition.</p> <p><b>1985:</b> Research and Practice in Adult Literacy (RaPAL) was founded.</p> <p>RaPAL campaigns for the rights of all adults to have access to the full range of literacies in their lives.</p> <p>Funding from the Manpower Services Commissions (MSC) and the European Social Fund (ESF).</p> <p>Estimates of 85,000 adults in ABE tuition.</p> <p>Funding continually under review by central government. Agency existence remains precarious.</p>	<p>Education offered by volunteers – classes in ‘make do’ settings: primary schools, warehouses, college corridors and canteens.</p> <p>No formal curriculum, resources often taken from primary and secondary sectors or created.</p> <p>Informal support networks begin to form.</p> <p>High teacher autonomy.</p> <p>Research begins to become available from RaPAL.</p> <p>Some funding available.</p>	<p><b>Funding from MSC and ESF</b></p> <p><b>Focus on link between literacy and work</b></p> <p><b>No formal training available</b></p> <p><b>No formal curricula</b></p>