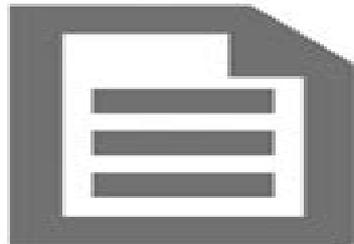




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# Literacy and numeracy support for homeless adults: An exploration of third sector employment and skills provision

Katy Jones, July 2018

## Summary

Whilst homeless people are increasingly expected to move into work, many face a number of barriers to labour market participation. A small but growing evidence base suggests that one key barrier is poor literacy and numeracy, or 'basic' skills. This briefing note summarises research focused on the literacy and numeracy support offered by third sector organisations, as part of their efforts to help homeless adults move into (or closer to) work. It presents key findings from 27 qualitative interviews conducted with staff working in the Greater Manchester homelessness sector. The research uncovers the extent and nature of literacy and numeracy provision offered in these organisations, along with a range of factors shaping it. It shows that organisations have demonstrated a propensity to develop literacy and numeracy support. However, it concludes that while government policy and related funding does not recognise and support such provision, it is likely to remain piecemeal and highly contingent on the contribution of volunteers and short term funding opportunities.

## About the researcher

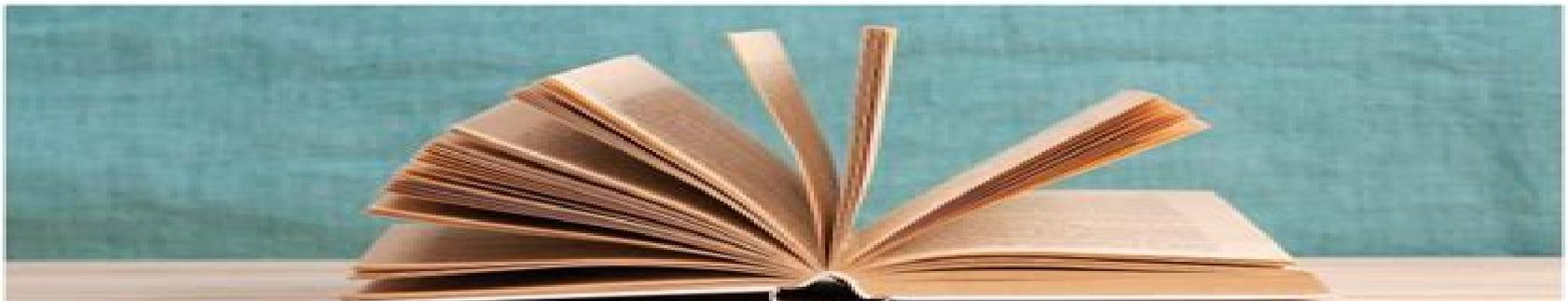
Dr Katy Jones is currently a Research Fellow in the Sustainable Housing & Urban Studies Unit (SHUSU) at the University of Salford. Prior to joining SHUSU, Katy was a Researcher at The Work Foundation, where she developed her expertise on skills, labour markets and related policy. The findings presented here emerged from her doctoral research conducted within the Department of Educational Research at Lancaster University.

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Telephone: 0161 295 7030



# Developing Literacy Programs For Homeless Adults

**Lorna Rivera**



## **Developing Literacy Programs For Homeless Adults:**

*Developing Literacy Programs for Homeless Adults* Joye A. Norris, Paddy Kennington, 1992 Traditional programming approaches to literacy education may be inadequate when dealing with the complexities of homelessness This book offers readers an examination of eight roles of literacy education in the overall services to homeless adults *Resources in Education*, 1993

**Literacy and Homelessness Project, Phase 3 Report** David Greig, St. Christopher House (Toronto, Ont.). Adult Literacy Program, 1999

**Literacy** S. N. Colamery, 2000 Literacy is defined as the ability to read and write One would expect that as the world enters the 21st century of the Third Millennium we wouldn't even need to discuss such a topic But alas that is not the case Even in the United States the only so called superpower left standing at the moment the rate of illiteracy is astonishing Some cynics say that there is no cause for alarm since the rich elite class needs millions of workers for low paid jobs and the less educated the better Others say that the lack of literacy is the fault of the schools and that if we double the pay of the teachers they will somehow suddenly be interested in teaching Still others say that with television and VCRs everywhere who needs to read and write anyway In this book we have collected citations sorted and indexed them in a way which we hope will be useful for those seeking further information on this topic At the beginning we offer excerpts from some of the fundamental reports summarising the dismal situation *Resources in Education*, 1997

**Program Development in Continuing Education** Allan E. Goody, Charles E. Kozoll, 1995 *Teaching Adults with Learning Disabilities* Dale R. Jordan, 1996 This series edited by Michael W Galbraith explores issues and concerns of practitioners who work in the broad range of settings in adult and continuing education and human resource development These books provide information and strategies on how to make practice more effective for professionals and those they serve They are written from a practical viewpoint and provide a forum for instructors administrators policy makers counselors trainers managers program and organizational developers instructional designers and other related professionals This book is designed to teach literacy providers and classroom instructors how to recognize specific learning disability LD patterns that block reading spelling writing and arithmetic skills in students of all ages One of the major problems faced by literacy providers is keeping low skill adults involved in basic education programs long enough to increase their literacy skills to the level of success This book will show instructors at all levels and especially instructors in adult education how to modify teaching strategies and curriculum to accommodate the special needs of LD learners *Focus on Adult Basic and Literacy Education*, 1991

**Designing Instruction for Adult Learners** Gary J. Dean, 1994 Dean adult and community education Indiana U of Pennsylvania presents the second edition of this text for teachers of adult learners Coverage includes gathering information about oneself as an adult educator and about content learners and learning contexts developing content knowledge conducting needs assessments of adult learners developing an instructional design and evaluating the instructional plan before during and after its implementation Dean's ideas can be applied to a wide variety of settings topics learners and adult

educators The second edition includes changes to the text to improve clarity and revision and updating of exhibits figures activities and references Annotation copyrighted by Book News Inc Portland OR

**Collaborative Program Planning** Joe F. Donaldson, Charles E. Kozoll, 1999 This series edited by Michael W Galbraith explores issues and concerns of practitioners who work in the broad range of settings in adult and continuing education and human resource development These books provide information and strategies on how to make practice more effective for professionals and those they serve They are written from a practical viewpoint and provide a forum for instructors administrators policy makers counselors trainers managers program and organizational developers instructional designers and other related professionals A growing focus on performance outcomes of adult and continuing education programs creates the motivation for collaboration with organizations whose primary purpose may not be education By developing partnership relationships these organizations can more effectively design programs to foster transfer of learning from programs to practice How not for profit organizations collaborate to develop and present adult and continuing education programs is the unifying example in this book It also provides guidance for those in adult and continuing education and related areas who must work with other organizations In a sense it is both a road map on what factors to examine as collaborative arrangements are considered and a guide developed from practice based data This work is intended for those professionals working in the areas of education local government park and recreation health care economic development agencies and social service agencies It may also be used as required reading material for undergraduate and graduate courses that prepare professionals for practice

**Laboring to Learn** Lorna Rivera, 2008-08-28 The American adult education system has become an alternative for school dropouts with some state welfare policies requiring teen mothers and women without high school diplomas to participate in adult education programs to receive aid Very little has been published about women s experiences in these mandatory programs and whether the programs reproduce the conditions that forced women to drop out in the first place Lorna Rivera bridges the gap with this important study the product of ten years active ethnographic research with formerly homeless women who participated in adult literacy education classes before and after welfare reform Analyzing the web of ideological contradictions regarding work first welfare reform policies Rivera argues that poverty is produced and reproduced when women with low literacy skills are pushed into welfare to work programs and denied education

**Assessing Adult Learning** Joseph J. Moran, 1997 Showing adult educators how to use informal assessments to improve the learning of those they serve this work explains well established assessment principles and demonstrates how educators can use those principles to devise and conduct assessments in collaboration with their learners

**Mentoring Adult Learners** Norman Harris Cohen, 1995 This book is designed to provide pragmatic guidance to those who assume responsibility for the mentor role so that they can function as more significant influences in their mentoring relationships with adult learners as students or employees Intended audiences include the following two and four year college faculty counselors administrators staff at postsecondary educational

institutions professionals who manage intern training programs and human resource development specialists in business and government from Abstract on Researchgate

**Teaching from the Heart** Jerold W. Apps, 1996 This series edited by Michael W Galbraith explores issues and concerns of practitioners who work in the broad range of settings in adult and continuing education and human resource development These books provide information and strategies on how to make practice more effective for professionals and those they serve They are written from a practical viewpoint and provide a forum for instructors administrators policy makers counselors trainers managers program and organizational developers instructional designers and other related professionals Teaching from the Heart is written for teachers and for learners Its purpose is to illustrate learning for the whole person including attending to the spiritual biological intellectual and emotional dimensions Part I describes through stories and exercises the meaning of learning from the heart In Part II teachers discover how to develop their own such learning and then through many practical and specific approaches explore ways to teach from the heart

Learning Disabilities, Literacy, and Adult Education Susan Ann Vogel, Stephen M. Reder, 1998 In this book experts in the fields of LD and adult literacy describe the characteristics demographics education and employment status of adults with severe learning disabilities and discuss the laws that protect them in the workplace and in educational settings Sample forms checklists resource lists and examples from staff preparation programs are included

*Homelessness, Health, and Human Needs* Institute of Medicine (U.S.). Committee on Health Care for Homeless People, 1988

Professional Writing Roger Hiemstra, Ellen M. Brier, 1994 A practical guide for writers who want to be published in educational journals this book offers insights tips and strategies The reader will be able to identify understand and work through the stages of writing and publication processes from prewriting to the completion of the manuscript

**The Profession and Practice of Adult Education** Sharan B. Merriam, Ralph Grover Brockett, 1997 This book fills the gap for a comprehensive authoritative introduction to the field of adult and continuing education Two of the most respected authors in the field Sharan B Merriam and Ralph G Brockett provide an insightful analysis of this rapidly developing field and a thorough grounding in its guiding concepts purposes and practices of programs Comprehensive in scope The Profession and Practice of Adult Education offers a philosophical overview of adult education clearly defines the field and its development reviews goals and purposes outlines the delivery of programs by agencies and organizations examines major concepts and trends and presents a vision for the future Merriam and Brockett examine the role professional associations literature and information resources and the academic preparation of adult educators play in the ongoing professionalization of the field They explore such critical questions as What are the objectives to achieving unity in a field as diverse as adult education and Are there advantages for adult education aligning itself more closely with education Should the primary focus be on the individual or society The authors take a broader global perspective on the troublesome issue of opportunity access and participation The authors explore the area of adult education outside the mainstream of practice by examining who nontraditional educators are and

what they do They place special emphasis on social change as an objective of adult education The book also touches on adult education as a forum for the international exchange of ideas and experiences and reveals what the field is like in other parts of the world In the concluding chapter Merriam and Brockett offer a vision of the future of adult education for the next millennium

**New Acquisitions** Unesco Institute for Education. Documentation Centre and Library,1992

**Connecting with Older Adults** Paulette T. Beatty,Mary Alice Wolf,1996 This practical guide provides an overview of current gerontological theory and research and a summary of the principles of adult education It aims to provide basic information and practical strategies for a range of practitioners and adult educators

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### **Developing Literacy Programs For Homeless Adults Introduction**

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