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Fact, fiction and moral panic: The changing adult numeracy curriculum in England.

Fitzsimons, Gail E. et al., Adult and lifelong education in mathematics. Adult Education Resource and Information Service (ARIS), Melbourne (ISBN 1-876768-27-4). 125-153 (2001).

This chapter is an updated version of the paper presented at WGA6, ICME9. It looks at the changing adult numeracy curriculum in England in the light of surveys showing unacceptably low levels of adult numeracy. It begins with a brief review of the survey evidence and considers the Moser Group's response in the context of the UK Labour government's lifelong learning agenda and efforts to combat social exclusion. It then looks briefly at the adult numeracy curriculum prior to the publication of the Moser Report before focussing on the new numeracy curriculum launched in February 2001. This is reviewed in the light of Michael Young's (1999) contention that the curriculum is always a contested concept linking ideas about knowledge and learning to an implicit or explicit set of educational purposes and goals for society. What educational purposes and goals for society are implicit or explicit in the new Adult Numeracy Core Curriculum?

Classification: B68