The Challenge of Learning for All

Tina Turnbull
Associate Director: Skills
Learning and Skills Network

10th February 2009

It’s (no) different

- Know the target audience
- Building the future curriculum offer
- Meeting wider needs
- Hooking learners in and achieving success
- Becoming Employable

Know the target audience

Diverse characteristics
not just the stereotype

- poor educational attainment,
- persistent truancy,
- teenage pregnancy,
- use of drugs and alcohol,
- looked after children,
- disability,
- mental health issues
- crime and anti social behaviour

© Daily Mail

Building the future curriculum offer

- Foundation Learning Tier
  - Progression Pathway to a Foundation Diploma, GCSE or other appropriate destination
  - Progression Pathway to a first full level 2 in the Qualifications and Credit Framework (QCF)
  - Progression Pathway to skilled work or an Apprenticeship
  - Progression Pathway to supported employment or independent living
- Diplomas
  - 5 lines of learning available now
  - 10 lines of learning from Sept 09
- Apprenticeships – 21 types available, over 180 career choices, levels 2 and 3
- Functional Skills – applied learning in English, mathematics and ICT current piloting from entry to level 2

Meeting (Wider) Needs

- Initial advice and guidance
- Initial assessment and planning for personalised learning
- The full-time/part-time debate – how unit funding could support
- Learning support and learner support
- Appropriate physical environments
- Developing the workforce

Hooking Learners In

Award Winning Project For Young People in Care – Castle College Sheffield

It's about encouraging young people into college, and letting them see the facilities we offer. Nothing too heavy: an event, trips, or talks in college. The idea is to get them interested in the fun side of college, not the theory of why education and training is good for them. It is a very softly, softly approach.

That was really to find out a bit more about them and to get them to build a relationship with us. They enjoyed it — it gave them a sense of achievement. It was all about persuasion and building up their confidence."

While before the project only 6% of 50 looked-after children in year 11 progressed to a college place, let alone university, after a year the figure is 80%.

http://www.guardian.co.uk/winners-report/tomorrow

Achieving Success

Some local authorities are making real progress. - Barnsley has seen the largest percentage fall in Neet rates in England

- A wider partnership with the primary care trust, police, youth workers, schools among those involved.
- A "traffic light" prevention strategy was set up to help identify potential individuals up to a year in advance.
- Referrals from detached youth workers or police community support officers
- Personal advisers who visit the family as young people can be satisfied with being 'Neet' because their family tolerates it
- A grant programme for essential equipment or travel costs
- Improved flexibility - Barnsley college now provides courses with start times at across the year to prepare young people that want to get back on the educational ladder.

July 2007 there were 535 'Neets' in Barnsley, in July 2008 there were only 460, despite the cohort being slightly larger.

http://www.cypnow.co.uk/inDepth/ByDiscipline/Advice-and-Guidance/860854/Feature-Youth-employment-neet-solution/

Becoming employable – The place of ‘motivation’

- Skills that enhance employability - Numeracy, literacy, language and ICT are not the only deal breakers
- Enthusiasm, commitment and timekeeping are also central
- High quality teaching and learning goes a longway - importance of experiential and embedded learning is well proven
- Contact with employers during programmes can be seen as opportunities to be seized and actively managed for making ‘learning real’ and increasing employability
- A ‘transformative’ opportunity could be highly beneficial
  - The Inspire and Achieve Foundation aims to change attitudes by sending youngsters from low-achieving, white working-class backgrounds to India and China to learn how young people in those countries value education as a route out of poverty. "We want them to see what it is like to be hungry to be successful,"

https://www.lsneducation.org.uk/user/login.aspx?code=080139&P=080139PD&action=pdfdl&src=WEBGEN