

Learner Views on Current and Future Learning Provision in the Humber Sub Region: East Riding area report.

Produced by TAC, a part of CfBT

February 2005

Content

| | |
|-------------------------------------------------------------------------------------------------------|-----------|
| Executive Summary | 1 |
| Section1 Introduction | 3 |
| 1.1 Reasons for the research | 3 |
| Section 2 Methodology | 4 |
| 2.1 Overall Approach | 4 |
| 2.2 Surveys..... | 4 |
| 2.3 Consultations | 5 |
| Section 3 Presentation of Data | 6 |
| 3.1 Background data..... | 7 |
| What were young people currently doing?..... | 7 |
| What were parent/ carer respondents child(ren) currently doing?..... | 8 |
| 3.2 Current provision | 8 |
| Parents and carers views on current provision | 8 |
| Young people’s views on current provision | 9 |
| Parents and carers knowledge of current provision..... | 10 |
| Young people’s knowledge of current provision | 11 |
| Barriers to Learning..... | 12 |
| Suggestions for change – Parents and carers | 13 |
| Suggestions for change – Young people | 14 |
| 3.3 Future Learning Needs..... | 16 |
| Hopes for the future..... | 16 |
| Young people’s views on what they need to learn in the next two years... | 17 |
| What young people think employers are looking for..... | 18 |
| What motivates young people to learn? | 19 |
| Where young people would prefer to learn | 20 |
| 3.4 How do young people make decisions about their future? | 21 |
| What parents think influences their child(ren) to make decisions about their future? | 22 |
| What influences the decisions young people make?..... | 23 |
| Where do young people get advice and guidance?..... | 24 |
| Parents’ perception of the quality of the Advice and Guidance their children receive | 25 |
| Young People’s perception of the quality of Advice and Guidance..... | 25 |
| 3.5 Support needed to enable access and success..... | 27 |
| 3.6 Views on Minimum Standards of Learning Provision..... | 28 |
| Section 4 Relationship of research findings to strategic objectives | 29 |
| Section 5 Learning Providers’ Views – Some Context | 37 |
| Knowledge of the current range of provision | 37 |
| Views on the current range of choice available to learners | 37 |
| Perceptions of future learning needs..... | 38 |
| Learning Providers’ perceptions of young people’s understanding of the options available to them..... | 39 |
| Where Learning Providers think young people get advice and guidance | 40 |
| How prepared are young people to make decisions about their future learning options? | 40 |
| What support would most help learners? | 41 |
| The minimum standard of provision..... | 41 |
| Views on Learner Entitlement..... | 41 |

| | | |
|------------------------|--------------------------------------------------------------|-----------|
| Section 6 | Conclusions | 43 |
| | Funding | 43 |
| | Advice and Guidance | 44 |
| | Provision | 44 |
| | Future Learning Needs..... | 45 |
| | Transport..... | 45 |
| | Work Based Learning/ Vocational Learning | 46 |
| | Learner Entitlement | 46 |
| | Support needed to ensure access and success | 47 |
| | Engagement and Personalisation | 48 |
| References..... | | 49 |
| | Appendix I:- Sample Graffiti Wall, Learner Entitlement | a |

Acknowledgements

Connexions Humber as the managing agents, and TAC as the lead researchers, would like to thank all the young people, parents and carers and learning providers who took the time to complete surveys or to talk to us at consultation events.

Your thoughts and suggestions on learning provision in the sub region have stimulated much thought and discussion amongst the research team.

We would also like to thank the members of the steering group for their time and support.

Executive Summary

The research, commissioned and funded by the Learning and Skills Council, was based on the premise that organisational change should be implemented through partnership between all service users and deliverers.

The aim of the project was to enable young people, aged 14 to 19, and parents/carers to share their views on current learning provision and what they would like to see from future provision in the sub region, thereby giving them a voice in strategic level policy and planning for 14- 19 learning services across the sub region.

The report focuses on young people and parents/carers views on current provision, future learning needs, decision-making, support and access and minimum standards of learning provision.

The aims of this research report are to:

- ⇒ Present the issues and insights gathered through surveys and consultations with young people and parents/carers
- ⇒ Place the issues and insights in the context of recent research and learning providers views, where appropriate
- ⇒ Provide stakeholders with the opportunity to comment on the research findings.

The key findings of the research suggest:

- ⇒ Parents/carers, young people and learning providers all identified a lack of meaningful work experience and poor availability of work placements as a barrier to young people achieving their goals and a weakness of current provision.
- ⇒ Parents/ carers considered the changes most likely to have a high impact on young people's learning to be curriculum flexibility and more practical or active learning activities.
- ⇒ Young people would like to see changes to current provision to make it more 'personalised'.
- ⇒ Young people often mentioned the importance of enjoying what they are doing in order to learn.
- ⇒ The majority of young people and parents/carers do not feel informed of the full range of provision. Few feel well informed about Entry to Employment (E2E), Apprenticeships and school based sixth form provision in schools other than that which their child(ren) currently attend.
- ⇒ More young people express a desire to remain in education or training than actual post 16 participation rates suggest. .
- ⇒ Roughly a fifth of young people said they would prefer to learn in college rather than in school and a significant number of young people said they would prefer to learn in the workplace.
- ⇒ Very few young people believe they will need to gain vocational qualifications in the near future compared to academic qualifications.
- ⇒ Many young people thought that employers were mainly interested in personal skills such as social and communication skills, punctuality and

- reliability, honesty, commitment, confidence and willingness to learn new skills.
- ⇒ Parents/carers do not see themselves as influencing the career and key learning decisions made by their child(ren), however, young people and learning providers consider parents and carers to be a major influence on young people's choices.
 - ⇒ Young people see advice from parents/carers and from their own friends as more of an influence on decisions made than advice from any professional source.
 - ⇒ Around a quarter of young people in the East Riding suggested teachers were an influence on their decision-making about their future. This is more than in other areas of the sub region.
 - ⇒ Friends and peers are seen as being as much of an influence as professional advice and guidance services
 - ⇒ Availability of transport was seen to be an influence on decisions to access provision post 16 made by young people in the East Riding than in other areas of the sub region
 - ⇒ The local availability of appropriate courses influenced the advice given by half of parents/carers.
 - ⇒ Practical work, work experience and maths were areas of support that young people thought would help them with their learning.
 - ⇒ Career planning and learner involvement in setting targets are seen to be important areas of support in need of development by parents.
 - ⇒ Very few young people or parents/carers thought that additional support in IT, reading and writing, behaviour management or counselling would help with their learning. More or improved work experience and work-based learning and support in maths were the areas they both considered to be important.
 - ⇒ When asked: "What do you expect a college, school or training provider to offer you?" young people often stated "support" and "understanding. Young people accept that they also have responsibilities as well as rights. These responsibilities are respect, good behaviour, hard work and honesty.
 - ⇒ Young people expressed concern about how they would be made aware of their learning entitlements and how these entitlements would be monitored.

Section 1 Introduction

1.1 Reasons for the research

This research into the views of young people and parents and carers in the Humber sub region was commissioned and funded by the Learning and Skills Council in May 2004. The managing agent was Connexions Humber and the research was conducted by TAC.

The aim of the study is to inform strategic level policy and planning for 14- 19 learning services across the sub region. This has been done through analysing the perceptions of young people and their parents, in the context of learning providers' views, on current learning provision in the sub region and by identifying perceived future needs for 14-19 provision. The findings of this research have been cross-referenced with findings from the BMG Householder Survey as well as OFSTED reports and other recent research such as the General Teaching Council's Teacher Survey and have been used to evaluate the suitability of the objectives, priorities and planned actions to improve learning provision set out in area strategy documents.

This project will help the LSC and partners ensure that their 14-19 Learning Strategy is learner focussed. It has enabled young people, aged 14 to 19, and parents and carers to:

1. Share their views of what they would like to see from provision in the sub region
2. Contribute to a critical evaluation of current learning provision
3. Contribute to a critical evaluation of the suitability of the objectives, priorities and planned actions to improve learning provision set out in area strategy documents.

The research has endeavoured to explore the relationships and inter-relationships between young people's views, parents' views and learning providers' views on the sub regional learning system.

This is the East Riding Area Report. There are a number of companion documents available for download from the Connexions Humber website, the Local LSC website and the CfBT website. The companion documents are:-

- ⇒ Sub Regional Full Report
- ⇒ Sub Regional Summary
- ⇒ Hull Area Report
- ⇒ North Lincolnshire Area Report
- ⇒ North East Lincolnshire Area Report
- ⇒ Young Persons Summary

Section 2 Methodology

2.1 Overall Approach

The overall approach to the research draws on systems thinking and participatory research, both of which are based on collaborative approaches to identifying solutions to perceived problems. These approaches are well suited to developing new forms and standards of delivery based on user need and are based in the belief that organisational change should be implemented through partnership between all service users and deliverers.

The rationale for taking this approach was to enable service users to:

- Share their views on current learning provision
- Outline what they perceive their current and future needs to be
- Make proposals contributing to the development of the strategy

The focus of this research was the views of young people and parents and carers however service providers' views were also collected via a mixed method approach in order to place the research in context.

The research engaged with a sample of:

- Young people,
- Parents
- Schools
- Statutory & Voluntary Sector Youth Service
- Specialist provision (e.g. S.E.N)
- FE colleges
- Sixth form colleges
- Work Based Learning providers (including E2E and Apprenticeships).

The data collection process was designed and conducted within a participatory framework, thereby enabling participants to shape the research process through identifying key issues, prioritising those issues and proposing potential solutions.

2.2 Surveys

Surveys were sent to a sample of learning providers in the East Riding. They were asked to distribute 10 copies of the young people survey and the parent/carer survey to a representative sample of their learners.

In the East Riding we have had surveys completed and returned by: -

- 34 Young People
- 29 Parents/ Carers
- 7 Learning Providers

2.3 Consultations

Consultations took place in a variety of venues in the East Riding including:-

- Youth Projects
- Connexions Centres
- Training Provider premises

We have consulted 220 Young People and 90 Parents/Carers across the sub region, many of whom were from the East Riding area.

Where it has fitted with the aims of their projects the Creative Connexions Team has also recorded the views of young people on their learning experiences.

Parents were invited to comment on current learning provision in their area and suggest improvements. They were also asked about barriers to their child(ren) achieving their goals. We then talked to participants about ways to overcome these barriers, namely how they would change or improve current provision to better meet the needs of young people. In the process of identifying a problem and suggesting a change participants contributed to a critical evaluation of current provision.

The TAC consultant and the young people who took part in the consultation events negotiated the actual activities used. The consultations predominantly utilised informal interviews and/or participatory appraisal tools or group activities to record young people's views on:-

- The availability, quality and standard of current learning provision in the sub region
- Their future learning needs and learning support in the sub region
- Their motivations for pursuing their chosen learning pathways
- Their aspirations for their future and the link to their chosen learning pathway.
- The level of control they had in choosing their learning pathway.
- The Learner Entitlement, Student Guarantee & Provider Guarantee charter

Not all of the above topics were covered in all consultations.

Sample questions that were explored with young people are listed below:-

- What do you think/ did you think of school/ college/ the training course?
- Did it suit/ How could it have been made to suit your interests and plans for the future?
- What would you like to be doing in one year's time and in 3 years time? Why?
- How will you get to that point?
- What courses, training or learning do you think will be necessary to achieve your goals?
- If you have to do some course/ learning where would you prefer to do it? (prompts – school, college, whilst working, through voluntary work, at a community/ youth group)
- Do you think you will need support/ help to do this? What support/help?

In addition the draft Learner Entitlement for the appropriate Local Authority Area was used as the focus of discussion with some young people. They were asked:-

- What were their views on the suggested draft?
- Was it clear and easy to understand?
- What was the level of service that learning providers should guarantee to provide?
- What they would agree to commit to in return?

Section 3 Presentation of Data

The main body of the report focuses on the data from Young People and parents and carers. As previously stated the analysis of data from Learning Providers gives valuable context to the data provided by Young People and parents and carers but was not the main focus of the research. Accordingly this is presented as a separate section following the main data.

All reasonable efforts were made to ensure the views of a representative sample of young people and parents from each area of the sub region were included in the research. Almost inevitably as self-reporting questionnaires were used for part of the data collection some groups are not fully represented in some areas. Where this was the case the research team attempted to engage the under-represented groups through consultation sessions.

The sub regional sample (total of 510 responses) can be considered as both adequate and appropriate for the total relevant population. Analysis of the surveys returned suggests that the results can be considered as broadly representative of young people currently in a range of provision, and of parents and carers of children across the full age range of 14-19 and of the views of different areas of the sub region.

The survey returns and the consultation sessions were generally concerned with people's perceptions of existing provision and as such notions of statistical internal validity are not wholly appropriate, however, the external validity of the research was tested through cross referencing to other recent research and through comparison of survey data with consultation data.

The reliability of the data collection tools, namely that they would give the same answers over time, across similar groups and irrespective of who administered it, was ensured through steering group involvement in the design of the data collection tools.

In addition it should be noted that the research adopted a triangulation strategy in its qualitative design, involving the use of multiple sources to enhance the rigour of the research, in order to help counter any bias or misinterpretation of results. The data triangulation included the use of more than one method of data collection in the form of documents, self-reporting questionnaires and face-to-face consultations/interviews that included video-taping. In addition to this, more

than one researcher took part in the data collection and analysis to guard against researcher bias.

3.1 Background data

31% of young people who responded to the sub regional survey were from the East Riding.¹

40% of young people from the East Riding who responded to the survey were male and 60% female. Two thirds of young people who responded to the survey from the East Riding were between 14 and 16 years of age, one third were 17 to 19. 13% of respondents had a Statement of Special Educational Needs.

The children of 66% of the parents and carers who responded were between the ages of 14 and 16 and 34% had children between the ages of 17 and 19.

What were young people currently doing?

Currently 61% of young people from the East Riding who responded to the survey were still at school, 9% were attending a school based sixth form, 15% were at college, 6% were on an apprenticeship, 6% were unemployed, and 6% were in some other form of education or training or in employment. 3% of the respondents from the East Riding were on an Entry to Employment programme.

The following table shows this data in comparison to the sub regional totals.

| Currently at ... | Subregion (%) | East Riding (%) | NE Lincs (%) | N Lincs (%) | Hull (%) |
|-------------------|---------------|-----------------|--------------|-------------|----------|
| School | 67 | 55 | 86 | 76 | 60 |
| College | 11 | 15 | 10 | 5 | 15 |
| School Sixth Form | 3 | 9 | nil | nil | nil |
| Other Provision | 6 | 6 | 4 | nil | 9 |
| Unemployed | 4 | 6 | nil | nil | 7 |
| Apprenticeship | 7 | 6 | nil | 14 | 9 |
| E2E | 2 | 3 | nil | 5 | nil |
| Total | 100 | 100 | 100 | 100 | 100 |

¹ Returns from the other areas of the sub region were: 30% from Hull, 20% from North East Lincolnshire and 19% from North Lincolnshire.

What were parent/ carer respondents child(ren) currently doing?

72% of parent/carer respondents' children were still at school, 20% were at college and 4% were on an apprenticeship or were unemployed.

The following table shows this data in comparison to the sub regional totals.

| Currently at ... | Subregion (%) | East Riding (%) | NE Lincs (%) | N Lincs (%) | Hull (%) |
|-------------------|---------------|-----------------|--------------|-------------|----------|
| School | 64 | 72 | 50 | 55 | 62 |
| College | 20 | 20 | 10 | 33 | 19 |
| School Sixth Form | nil | nil | nil | nil | nil |
| Other Provision | 3 | nil | 20 | nil | nil |
| Unemployed | 7 | 4 | nil | nil | 19 |
| Apprenticeship | 3 | 4 | nil | 12 | nil |
| E2E | nil | nil | nil | nil | nil |
| Missing data | 3 | nil | 20 | nil | nil |
| Total | 100 | 100 | 100 | 100 | 100 |

3.2 Current provision

Parents and carers views on current provision

Parents and carers views on current provision were collected via consultation events. They were asked to talk about positive and negative aspects of education and training in their area, to talk about barriers to their children achieving their goals and to suggest changes to current provision that would have a positive impact on young people's learning.

Parents and carers cited poor pupil behaviour and inadequate teaching as a negative aspect of current school provision (especially in Hull). Lack of facilities, poor facilities, and low numbers of places on FE courses were mentioned as negative aspects of current post-16 provision. It could be suggested that the negative aspects of post-16 provision noted by parents equal a restriction of choice and lead to greater competition for places and demand on oversubscribed providers and courses which are perceived by parents and carers to be better resourced or to have more places.

In the survey the majority of parents and carers say that they place considerable importance on qualifications, however, in consultations parents/carers expressed the view that qualifications and exams are not as important as experience. This might be taken as an indication of how important parents/carers consider meaningful work experience to be.

One adult contributor noted that work experience, as currently offered, was unsatisfactory.

"They end up doing menial tasks that do not require much. Kids want respect and responsibility."(Parent/ carer consultation response)

Importantly many young people during the consultation events said that more or better work experience would be a change in provision that would have a significant positive impact on their learning.

This is similar to views expressed by John Dunford, the General Secretary of the Secondary Heads Association, reported in the Times Education Supplement (*Is it tea-making of work experience?* September 3rd 2004, p3) that "teenagers will be left to run errands and count the stock", and that, "frankly they might as well be at school".

The opinion is also important in relation to the fact that work related learning is, now compulsory for all 14-16 year olds. Consultation with parents in rural areas highlighted the difficulties of finding work placements for their children on college courses. This raises questions of the viability of finding meaningful work experience placements for all secondary school pupils if parts of the East Riding are currently experiencing difficulties in placing older students.

Other parents felt that some school subjects were irrelevant and that they demotivate young people. This is interesting in the context of findings from recent DfES sponsored research that asked "*How much say should parents have in what is taught in schools?*" and "*How much say should children have in what is taught in schools?*".

The DfES research found:-

"...young people were very keen for parents to be consulted in some way. The most common view was that they should have some of the say (44 per cent). Only two per cent thought parents should have no say at all, and only a small minority thought parents should have all of the say. When it came to children's involvement ...Just over a third (36 per cent) thought children should have at least quite a bit of the say,"
(National Centre for Social Research, 2004, *Young People in Britain: The Attitudes and Experiences of 12 to 19 Year Olds* , DfES)

Young people's views on current provision

Through the consultation sessions, young people were asked to rate current provision and talk about the positive and negative aspects of their current experience, as well as offer suggestions for change. At some, but not all consultations, they were also invited to comment on the changes to their current learning environment that would have the greatest impact on their learning.

An example of the H-form used to collect this data is shown in Appendix III.

Representatives of a Youth Council consulted during this research suggested that they had to battle with schools to allow them opportunities to participate in Youth Council, other voluntary activities and sports events as they were not seen to be as important as academic learning by providers. Young people wanted to take part, however, and felt there was a lot of learning to be gained from voluntary or leisure activities. This view on the structure of the school day and the curriculum may fit with central government's desire to develop personalised learning.

A few young people also noted that the resources and learning environment of some college provision was poor or that some courses were not very stimulating, often because they repeated work done whilst at school or on some other course.

Lack of choice was one of the issues identified when a participant produced an education timeline. Because of timetabling issues this young person was not able to take the GNVQ most suited to their ambitions. The other main issue, identified during the production of the timeline, related to difficulties in getting placements. Whilst the young person was getting support from Connexions and the College, they felt that employers were not flexible enough as they preferred to take young people straight from school for work placements, rather than those who were slightly older. Interestingly this mirrored similar sentiments expressed by parents. The young person said that employers had often suggested that this was because of the funding system. Some additional information provided by respondents to the survey also notes the difficulty of getting placements. For example, when asked if they were able to do what they had wanted to do when they left school one young person stated:-

"My college could not find a placement for a course. I could not start the course without a placement" (YP107, East Riding)

It is interesting to note that gaps in vocational provision were also noted by a number of learning provider respondents, specifically gaps in apprenticeships, gaps in specific vocational areas and gaps in opportunities for young people of lower ability. It is also useful to note here that a national survey of teachers published in 2004² found that the development of 'vocational education and employability skills' were rated by just over one third of respondents as being 'not applicable' to their school and that among those who indicated that 'vocational education and employability skills' are applicable, just under one third say that it needs more emphasis.

Parents and carers knowledge of current provision

If, as suggested by the data from young people, parents and carers are a source of information for young people when choosing their learning paths it is important to understand what their knowledge base is.

² NFER, 2004, General Teaching Council Survey of Teachers 2004, GTC page 22

The data in this section is based on responses from 69% of parents and carers from the East Riding who responded to the question concerning the learning options open to their child(ren). This response rate was higher than the sub regional response rate for this question. They were asked to tick the option they knew most about and put a cross next to the option they knew least about. Some respondents chose to tick all that they knew about, or to put crosses next to all the options they felt they did not know enough about.

Parents know most about...

| | Sub region ³ | East Riding | NE Lincs | N Lincs | Hull ⁴ |
|--------------------------------------|-------------------------|-------------|----------|---------|-------------------|
| School Sixth Form (same school) | 39% | 45% | 20% | 11% | 6% |
| FE College | 32% | 14% | 50% | 22% | 19% |
| Sixth Form College | 24% | 14% | 0% | 44% | 13% |
| Work | 24% | 14% | 20% | 11% | 19% |
| Apprenticeship | 13% | 3% | 0% | 22% | 13% |
| School Sixth Form (different school) | 6% | 7% | 0% | 0% | 6% |
| E2E | 6% | 3% | 0% | 11% | 0% |

Of those that responded to this question parents across the East Riding appear to know least about Entry to Employment (E2E), Apprenticeships and school based sixth form provision in schools other than that which their child(ren) currently attend. They know most about school sixth form in the school that their child(ren) currently attends.

Young people’s knowledge of current provision

66% of young people in the East Riding responded to this question and some chose to tick all the options that they knew about, or to put crosses next to all the options they felt they did not know enough about.

Almost three quarters of young people in the East Riding who responded to this question say that the option they know most about is to attend the sixth form at the school they currently attend and 10% know most about sixth form at other schools. Over 80% of young people in the East Riding who responded to this question say that the option they know least about is Entry to Employment (E2E).

When compared to the knowledge base of their parents and carers and to comments made by learning providers this is perhaps unsurprising. Parents and

³ Total % does not equal 100 as respondents were able to tick more than 1 option
⁴ Total % does not equal 100 as not all respondents answered this question.

carers also knew least about E2E and most about school based sixth form provision at the school their child(ren) currently attend, and as 53% of young people in the East Riding say that parents and carers influence the decision they make this is clearly going to result in an information gap. This is also reinforced by comments made by some learning providers suggesting that training providers do not have good access to pupils in schools and that teachers and Connexions Personal Advisers are not fully informed of all training options.

Barriers to Learning

Few parents/carers in the East Riding had the opportunity to respond to the consultation on suggestions for change. The information below is based on sub regional averages and is supported by statements made by parents in the East Riding.

The ten main barriers to young people achieving their goals, were identified by parents and carers in consultation sessions as lack of parental support or control, negative influence of friends, the poor behaviour of others, lack of support from teachers, poor advice and information, lack of transport, lack of work placements or work experience, over emphasis on exams and qualifications, the quality of teaching and lack of stability in schools.

The lack of meaningful work experience and the poor availability of work placements was identified,

- ⇒ By parents and carers as a barrier to achieving goals
- ⇒ By young people as an aspect of education that if changed would have a major impact on their education
- ⇒ By learning providers as a criticism of the current range of provision available to young people.

"You have to find your own work placement (originally we were told the college would find it)... very difficult, when eventually found one had to turn it down because there are no buses" (Parent/ carer consultation, East Riding)

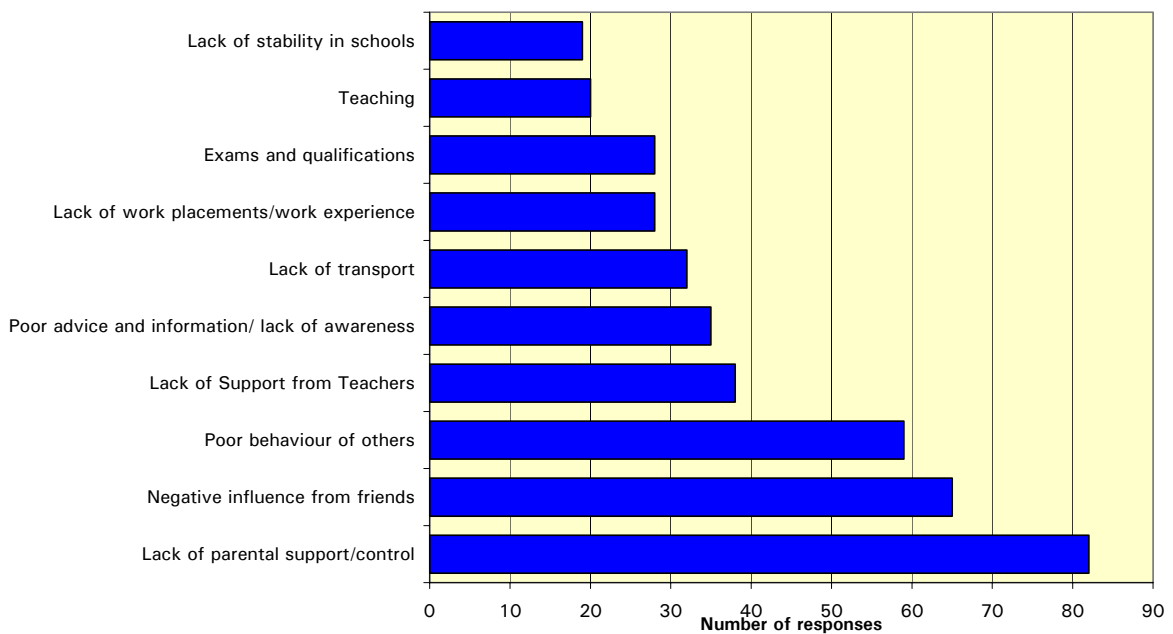
This quote from a parent/carer highlights that not only is it considered important to make available more work placements, or support to find work placements, other issues external to the education and training sector, such as transport, can have an impact. This is supported by comments made by a respondent to the learning provider survey:-

The young person has to pay for transport initially. If looking at provision out of their local area, the 'Wheels to Work' scheme could be extended to other areas. Other schemes could also be looked at. Not all young people are confident to ride mopeds. Travel to interviews could be paid. (Connexions PA, East Riding)

It is further supported by comments made by an Education Consultant in the Guardian:-

"...if student motivation is about greater choice over 'where to study' as well as 'what to study', another key strand is transport and the need to expand access so that 14 to 19 year olds in rural and urban areas can attend FE colleges and work-based learning providers." (The Guardian, 9th September 2004, Opinion, page15)

Top 10 barriers



One parent noted that the biggest barrier to his own child achieving was the low attainment of her peers. Coming from a rural community, he attributed this to:

1. 'Time poor' parents (either because they worked in rural economy – low wage and long hours, or because parents commute) and the negative impact this has on their children's behaviour.
2. Isolation and 'cultural deprivation' – the need to travel to access events such as Creative Voice

Suggestions for change – Parents and carers

Few parents/carers in the East Riding had the opportunity to respond to the consultation on suggestions for change. The information below is based on sub regional averages.

Parents and carers were asked to suggest ways of overcoming the barriers faced by their children and to place them in a matrix according to how easy they

thought their suggested solution would be to implement and how big an impact on learning the change would have.

The main suggestions for a high impact, focussed on:-

- 1) **Curriculum flexibility and appropriateness to young persons needs**
Work placements for their qualifications instead of academic qualifications – ie as an option to GCSE/A levels or college, from age 14 (*N Lincs*)
Make college more interesting and suitable for young people (*N Lincs*)
- 2) **Increased or more accessible provision**
Suitable and sufficient provision for disabled and autistic in college and with work providers (*N Lincs*)
Provision in outlying villages, not just big areas (*N Lincs*)
More transport and free for young people (*N Lincs*)
- 3) **Implementing support for young people on managing their behaviour**
Support for young people on managing their behaviour (*N Lincs*)
Practitioners based in school who are link workers between young people and teachers (*N Lincs*)
- 4) **Support for parents and carers.**
Parental support to develop parenting skills and managing young people’s behaviour (*N Lincs*)

The solutions or changes to current provision that parents/carers think would aid young people in overcoming perceived barriers to success are all concerned with the breadth, scope and appropriateness of current provision. By stating a need for change in these areas parents and carers are implying that current provision is not flexible enough, does not meet young people’s needs, is not accessible and that there is not enough support to address behaviour or for parents and carers to support their child(ren).

Suggestions for change – Young people

During the consultation events, young people were asked about the changes to learning provision that they thought would have the biggest positive impact on their learning.

Qualifications/ exams need to change - not enough flexibility about what is learnt - to make relevant to young people (Young Person Consultation - Bridlington)

As with parents and carers suggestions for change, a number of the suggestions made by young people focused on curriculum flexibility and relevance to their needs, often expressing a desire for more practical or active learning activities. Addressing bullying, including perceived bullying from staff, and the behaviour of others were also common suggestions.

Not as judgemental (teachers) - judge you as a person based on achievement and the other things they know about you (Young Person Consultation - Beverley)

Many of the suggested changes relate to the creation of a comfortable and respectful learning environment. Examples included: -

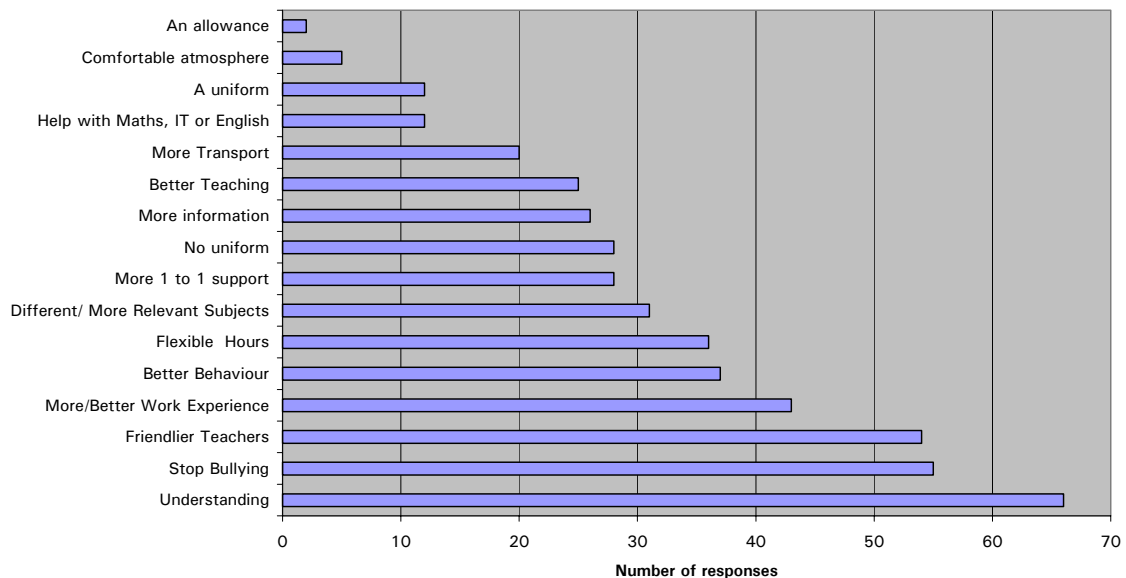
- ⇒ More understanding of you as a person/ less prejudice,
- ⇒ Stopping bullying,
- ⇒ 'Friendlier' teachers
- ⇒ Better behaviour of others.

Precisely what young people meant by 'friendlier' teachers was not consistent. For some it meant more open, more sociable and more outgoing teachers, for others it meant more responsive and more supportive teachers. For others it meant teachers having more respect for young people. Despite this lack of clarity it does fit with comments made concerning Learner Entitlement; many young people considered respect to be a key element of what they expect from a learning provider.

The building of good teacher-pupil relationships is identified as not only being beneficial to the attitudes and motivation of young people in a national survey of teachers but also to the development of more enjoyable learning experiences. It found that almost 80% of teachers develop their most successful lessons through interactions with pupils than by any other means.⁵

Other suggestions more directly indicate a change in the structure of learning provision. Many young people, for example, suggested more or better work experience as a curriculum change that would have a significant impact. This reflects the survey findings and is also reflected in the central government drive to support work related learning and positive work experience as an entitlement.

Which three changes would have the biggest impact on your future learning?



Flexible learning hours, different or more relevant subjects and more one to one support are factors that could be considered as ingredients of 'personalised learning' and are clearly seen by young people as desirable. This is slightly at

⁵ NFER, 2004, General Teaching Council Survey of Teachers 2004, GTC page 33

odds with the findings of the national survey of teachers that found only 58% of teachers thought it desirable for learners to “expect learning to fit them rather than for them to fit the learning provided”⁶.

3.3 Future Learning Needs

Hopes for the future

Young people were asked how long they would like to remain in some form of education or training. 9% of young people in the East Riding wanted to leave education or training at the age of 16. A national survey of young people’s attitudes conducted by the National Centre for Social Research on behalf of the DfES⁷ found that 1 in 10 young people thought they would leave full time education at the age of 16.

26% of young people in the East Riding expected to remain in education or training for one or two years beyond compulsory education compared to a national figure of 24%. 50% of young people in the East Riding wanted to remain in some form of education or training until they were between 20 and 30 years of age. In total 56% of young people in the East Riding wanted to remain in education beyond the age of 19, this compares to a national figure of 61%⁸.

Young People want to stay in education until...

| Area | 16 (%) | 17 (%) | 18 (%) | 19 (%) | 20-30 (%) | 30+ (%) | Don't know (%) | No response (%) |
|--------------------|----------|----------|-----------|----------|-----------|----------|----------------|-----------------|
| East Riding | 9 | 3 | 23 | 6 | 50 | 0 | 3 | 6 |

| | | | | | | | | |
|------------|-----|---|----|----|----|---|---|-----|
| Hull | 6 | 6 | 27 | 18 | 39 | 3 | 0 | 0 |
| NE Lincs | 4.5 | 0 | 45 | 14 | 32 | 0 | 0 | 4.5 |
| N Lincs | 5 | 5 | 28 | 9 | 43 | 0 | 5 | 5 |
| Sub region | 6 | 4 | 30 | 12 | 42 | 1 | 2 | 3 |

Young people in the East Riding were more likely to want to leave education and training at the age of 16 than young people in the other three areas of the sub region. However, more young people in the East Riding saw themselves remaining in some form of education or training until they are between the ages of 20 and 30 than other areas.

⁶ NFER, 2004, General Teaching Council Survey of Teachers 2004, GTC page 52

⁷ National Centre for Social Research, 2004, Young People in Britain: The Attitudes and Experiences of 12 to 19 Year Olds , DfES page 76

⁸ National Centre for Social Research, 2004, Young People in Britain: The Attitudes and Experiences of 12 to 19 Year Olds , DfES page 77

When compared to actual participation rates for the Yorkshire and Humber region for 16 year olds (77%) and 17 year olds⁹ (66%) (2001 data) there is obviously a gap between young people's aspirations and reality. What is not completely clear from this research is what prevents those young people who wish to stay in education until they are 18 from doing so. However, young people did suggest that more or better work experience and work related learning would have a significant impact on their learning and fewer, but still significant numbers of young people, suggested that different or more relevant subjects would have an impact on their future learning. Whilst these were identified by young people as changes that would improve learning whether all, or any of these are also perceived as a barrier to continued participation is not clear.

It is also worth noting that about 24% of young people in the East Riding said that their preferred place of learning was the workplace. If opportunities for learning in the workplace are limited this may prove to be a barrier to participation.

Young people's views on what they need to learn in the next two years

Young people were asked what they thought they would need to learn in the next two years. Their responses were coded into nine categories for analysis. The categories were as follows:

- ⇒ No response
- ⇒ Obtaining academic qualifications
- ⇒ Further knowledge in the core curriculum subjects
- ⇒ Obtaining vocational qualifications/learning a trade
- ⇒ Life skills and independency
- ⇒ Financial skills and money management
- ⇒ Available career opportunities
- ⇒ Support and encouragement from others
- ⇒ Don't know

20% per cent of young people in the East Riding who returned the survey did not give a response to this question, with a further 3% stating that they did not know what they needed to learn over the next two years.

In the East Riding only, 6% of young people felt that they would need to learn a trade or obtain vocational qualifications over the coming two years this is considerably lower than other areas of the sub region, and 23% of young people felt they needed to 'learn' traditional academic qualifications such as GCSEs, A Levels and degrees.

15% of young people specifically stated that they need to gain more knowledge in the core curriculum subjects of Maths, English and Science or a combination of the three. A further 15% of young people felt that over the next two years

⁹ DfES, Nov 2004, Participation in Education and Training by 16 and 17 Year Olds in Each Local Area in England: 2001, available online at www.dfes.gov.uk/rsgateway/DB/SBU/b000450/index.shtml

they would need to concentrate on learning social and communication skills or life skills, including how to be more independent by learning to drive, for example.

Young people’s views on what they need to learn over the next 2 years, by area

| | Sub region | East Riding | Hull | NE Lincs | N Lincs |
|------------------------------|------------|-------------|------|----------|---------|
| Vocational qualifications | 24% | 6% | 35% | 40% | 24% |
| Academic qualifications | 21% | 23% | 9% | 32% | 24% |
| No response | 17% | 20% | 3% | 5% | 42% |
| Life skills and independency | 13% | 15% | 16% | 14% | 5% |
| Core curriculum subjects | 11% | 15% | 22% | 0 | 0 |
| Financial skills | 5% | 12% | 6% | 0 | 0 |
| Career opportunities | 5% | 3% | 6% | 9% | 0 |
| Don’t know | 3% | 3% | 3% | 0 | 5% |
| Support and encouragement | 1% | 3% | 0 | 0 | 0 |

What young people think employers are looking for

"Someone who is sensible, reliable with some useful skills and qualifications" (YP1, East Riding)

All young people were asked what they think employers are looking for. All responses were coded into eight categories as follows:

- ⇒ No response
- ⇒ Relevant skills, qualifications and experience
- ⇒ Hard honest worker, committed to the job with a sense of responsibility
- ⇒ Punctual, good at timekeeping with reliable attendance
- ⇒ Willing to learn new skills
- ⇒ Polite, friendly and approachable with good social & communication skills
- ⇒ Confidence
- ⇒ Don’t know

A number of young people gave more than one response to this question and this is reflected in the results.

In the East Riding 32% of the young people that responded to the survey felt that employers were primarily looking for ‘a good education’. They felt that employers wanted relevant skills, qualifications and experience that related to the job. Although young people mentioned qualifications regularly, they were generally not mentioned as the first attribute they think employers are looking for. Those that did place them first were mainly those who see themselves going on to college or university and mentioned more traditional qualifications such as GCSEs, A Levels and degrees.

For many respondents a greater emphasis was placed on personal attributes. 16% felt being punctual, reliable and a good timekeeper were important attributes, while 11% felt that being polite and friendly with good social and communication skills and 23% felt that being hardworking and trustworthy were primarily what employers were looking for.

Young people’s views on what employers are looking for, by area

| | East Riding | Hull | NE Lincs | N Lincs |
|-------------------------------------------------------------------------|-------------|------|----------|---------|
| Relevant skills, qualifications & experience (a good education) | 32% | 45% | 59% | 25% |
| Hard honest worker, committed to job with a sense of responsibility | 23% | 8% | 7% | 7% |
| Punctual, good at timekeeping with reliable attendance | 16% | 18% | 21% | 11% |
| No response | 11% | 3% | 10% | 19% |
| Polite, friendly and approachable with good social/communication skills | 11% | 18% | 3% | 19% |
| Willing to learn new skills | 5% | 0 | 0 | 4% |
| Confidence | 2% | 5% | 0 | 15% |
| Don’t know | 0 | 3% | 0 | 0 |

23% of young people in the East Riding felt being hardworking and trustworthy was a main attribute looked for by employers while only 7-8% of young people in the other areas agreed.

What motivates young people to learn?

Young people were asked an open question as to what things get them to work hard and do their best. The responses were then coded. Eighteen different motivating factors were named by young people in the East Riding (compared to twenty-seven different types of response sub regionally). Enjoyment or personal satisfaction was the most frequently mentioned motivating factor, followed by long-term aims or future success, and encouragement from staff. If all types of reward are added together then rewards becomes the next most frequently mentioned motivating factor for young people in the East Riding.

The responses given by young people in the East Riding suggest that interesting or stimulating learning opportunities, praise and encouragement or recognition of success and the use of meaningful rewards, would be beneficial for all young people not just those at risk of disengagement.

The top motivating factors for young people in the East Riding are:-

| Motivating factor | | Sub Regional Rank |
|-------------------|----------------------------------------------------|-------------------|
| 1 st | Enjoyment/ personal satisfaction | 1 st |
| 2 nd = | Future success/ long term aims | 2 nd |
| | Encouragement/ being 'pushed'/ interest from staff | 4 th |
| 4 th = | Praise | 8 th |
| | Respect from Peers | 18 th |
| | Limited distractions | 9 th |

Where young people would prefer to learn

The question *"Where would you prefer to learn?"* was only directed to young people. They were asked to tick one of a range of options (listed below) and explain the reason for their choice:

- In school
- In college
- In a workplace
- At a training centre
- Doesn't matter
- Elsewhere

30% of the young people surveyed in the East Riding would prefer part of their learning to take place in a school environment. This is a slightly higher proportion than sub regionally (24%). Typically those young people who expressed a reason for this suggested that it was because school was a 'safe' or friendly environment or because they liked the discipline and structure of this type of learning. All of those who said they would prefer to learn in school were currently in school or attending a school based sixth form. The majority also thought they would be in education or training until they were 20-30 years of age suggesting they are intending to follow a traditional 'academic' route of GCSE, A level, University.

18% of young people in the East Riding said they would like some or all of their learning to take place in college. Of these just over half were currently learning in a school environment and were aged 14-16. Typically young people said they would prefer to learn in college because they would be treated more like an adult, it was perceived to be more like 'real life' or they said they preferred that type of environment.

24% of the young people surveyed in the East Riding said it did not matter where they learnt as they would try their best wherever.

27% of young people in the East Riding said they would prefer at least some of their learning to be in the workplace. Just under half of the young people in the

East Riding who said they would prefer at least some of their learning to be in the workplace were currently at school.

Interestingly 68% of teachers who responded to a national survey said that they thought it was desirable for young people to “spend more time learning outside the formal school or college environment”¹⁰. This is echoed by one 14 year old female respondent who said that they would prefer to learn in school, in college and in the workplace...

3.4 How do young people make decisions about their future?

Make it clearer (in school) what the options are, and the importance of your choices you make in terms of jobs and future plans (Young Person Consultation - Beverley)

The survey of parents and carers and of young people as well as the consultation events with young people collected data concerning the advice and guidance young people get when making decisions about their future.

93% of parents and carers in the East Riding said that their child(ren)’s future plans influenced the advice they gave to their child(ren). Two thirds felt that it was important for their child(ren) to keep their options open. Transport influenced just over half of the parents in the East Riding. The local availability of appropriate courses influenced the advice given by 52% of parents and carers.

The need for more qualifications was seen as an influencing factor by 41% of parents and carers. Transport and money were important to 36% and 37% respectively. Advice from teachers (38%) was seen as a greater influence by parents and carers than advice from Connexions Personal Advisers (14%), Youth Workers (3%), friends (14%), other parents and carers and family (7%).

14% of parents and carers though that caring responsibilities influenced their child(ren)s decision making.

The factors which parents and carers considered **most important** in influencing the decisions their child(ren) make were future plans and keeping options open.

¹⁰ NFER, 2004, General Teaching Council Survey of Teachers 2004, GTC page 52

What parents think influences their child(ren) to make decisions about their future?

| | Sub region | East Riding | NE Lincs | N Lincs | Hull |
|------------------------------------------------|------------|-------------|----------|---------|------|
| Future Plans | 73% | 93% | 70% | 77% | 44% |
| Keeping their options open | 58% | 66% | 50% | 77% | 50% |
| Courses available locally | 46% | 52% | 40% | 66% | 25% |
| Exam Expectations/ Actual Results | 42% | 41% | 30% | 55% | 44% |
| Advice from teacher | 40% | 38% | 50% | 44% | 31% |
| Money | 37% | 41% | 40% | 33% | 31% |
| Transport | 36% | 55% | 10% | 33% | 19% |
| Friends | 16% | 14% | 0% | 22% | 25% |
| Parents/ carers | 13% | 7% | 20% | 22% | 19% |
| Advice from Connexions Personal Adviser | 13% | 14% | 10% | 22% | 6% |
| Caring Responsibilities | 10% | 14% | 0% | 11% | 13% |
| Advice from Youth worker | 7% | 3% | 10% | 11% | 13% |
| Flexible Study | 4.5% | 0% | 10% | 0% | 13% |

Most Important Influence

| Most Important Influence – East Riding | Sub regional rank |
|-----------------------------------------------------------|-------------------------|
| 1st Future Plans | 1st |
| 2nd Keeping their options open | 2nd |
| 3rd Courses available locally | 3rd |
| 4th = Exam expectations/ Actual results | 4th |
| Money | 5th |
| Advice from Connexions Personal Adviser | 6th = |

It is notable that despite over half of the respondents saying that transport influenced the decisions their child(ren) make none considered it to be the most important factor.

Equally notable is the fact that though many parents consider advice from teachers as an influence none thought it the most important influence yet one parent considered advice from a Connexions Personal Adviser to be most important.

What influences the decisions young people make?

"Looking to the future and trying to achieve good grades in order to have a successful career." (YP22, East Riding)

'Future Plans', often articulated, as 'a career' is the main influencing factor on choices made in relation to learning. 65% of the young people who responded to the survey in the East Riding suggested that their future plans influenced their decision making process.

53% of young people said that their parents or carers were an influence on the decisions they make, though very few parents thought that they were an influence. 41% of young people said that money influenced their decisions. This was higher than the sub regional average and was often coupled with a statement which suggested that it was money in the long term, rather than short term incentives, which was uppermost in their minds. Transport was an influence on the decisions made by 41% of young people from the East Riding compared to a sub regional average of 20%. Around a quarter of young people in the East Riding suggested teachers were an influence on their decision-making about their future. This is more than in other areas of the sub region.

What influences young people's decisions?

| | Sub region | East Riding | Hull | NE Lincs | N Lincs |
|-------------------------------------------------|------------|-------------|------|----------|---------|
| Future plans | 55% | 65% | 39% | 55% | 38% |
| Parents/ carers | 41% | 53% | 30% | 36% | 24% |
| Money | 36% | 41% | 21% | 27% | 43% |
| Exam expectations/ Actual results | 32% | 35% | 24% | 18% | 38% |
| Friends | 24% | 24% | 21% | 27% | 14% |
| Transport | 20% | 41% | 9% | 5% | 9% |
| Advice from Connexions Personal Advisers | 20% | 18% | 9% | 23% | 29% |
| Advice from teacher | 18% | 26% | 9% | 9% | 19% |
| Courses available locally | 16% | 9% | 24% | 9% | 14% |
| Caring responsibilities | 12% | 3% | 9% | 27% | 10% |
| Flexible study | 12% | 9% | 6% | 18% | 14% |
| Advice from Youth worker | 2% | 0 | 3% | 5% | 0 |

When questioned about advice and guidance professionals, or professionals working with young people, Connexions Personal Advisers were noted as an influence by 18% of respondents in the East Riding¹¹. No young people in the East Riding saw advice from Youth Workers as an influence. The highest level of professional influence was teachers, said to influence the decisions made by 26% of respondents. It should be noted that friends and peers are seen as being as much of an influence as professional advice and guidance services. A higher proportion of young people than parents stated that friends were an influence on their decision-making. Consultations with parents and carers suggest that they believe negative influence from friends is the second largest barrier to achievement. This is an important difference in perception, as parents appear to assume friends' influence is a negative thing whilst young people see it as positive.

It is interesting at this point to briefly consider responses from learning providers concerning where young people get advice and guidance. Across the sub region 96% of learning providers thought that young people received advice and guidance from parents and carers or other family members. 92% thought young people received advice and guidance from school. 79% thought advice and guidance came from Connexions Personal Advisers and 58% from college or training staff. There is a clear disparity here between where young people get formal advice and guidance and what actually influences the decisions they make. It is also important to note that both young people and learning providers consider parents and carers as an important source of information yet parents and carers themselves do not recognise this to be so.

Where do young people get advice and guidance?

Parent/carer perceptions of whether their child(ren) had received Information, Advice and Guidance

| Area | Yes (%) | No (%) | Missing Data (%) |
|--------------------|-----------|-----------|------------------|
| Sub region | 69 | 27 | 4 |
| East Riding | 83 | 17 | 0 |
| NE Lincs | 70 | 30 | 0 |
| N Lincs | 78 | 22 | 0 |
| Hull | 44 | 37 | 19 |

17% of parents in the East Riding said that their child(ren) had not received any advice and guidance. This was the lowest in the sub region.

When asked where their child(ren) get information, advice and guidance on their learning options a wide variety of responses were received. For many there were multiple sources of information such as 'Teachers and Family' or 'School and Connexions'. The majority of parents/ carers said that Connexions Personal

¹¹ The customer satisfaction survey, conducted by BRMB on behalf of the DfES in 2003, found that 25% of respondents said that Connexions had definitely influenced the decisions they made.

Adviser a Careers Adviser or a Careers Teacher were the source of information, advice and guidance. Very few parents or carers felt that they themselves were an important source of information, advice and guidance for their child(ren).

Parents and carers were also asked how good they felt the advice and guidance, from whatever source, had been. 76% of parents and carers in the East Riding felt it had been either excellent, good or OK, however, 10% considered the advice and guidance received by their child(ren) as poor or very poor.

Parents’ perception of the quality of the Advice and Guidance their children receive

| Area | Excellent (%) | Good (%) | OK (%) | Poor (%) | Very Poor (%) | Missing Data (%) |
|--------------------|---------------|-----------|-----------|----------|---------------|------------------|
| Sub region | 14 | 26 | 24 | 7.5 | 1.5 | 27 |
| East Riding | 14 | 38 | 24 | 7 | 3 | 14 |
| Hull | 6 | 6 | 19 | 19 | 0 | 50 |
| NE Lincs | 20 | 20 | 30 | 0 | 0 | 30 |
| N Lincs | 11 | 33 | 33 | 0 | 0 | 22 |

Young People’s perception of the quality of Advice and Guidance

Young people were asked if they had received advice and guidance on the learning options open to them, where they got this advice and guidance from and how good they thought it was. 17 % of young people in the East Riding who responded to the survey said they had not received advice and guidance. This is the same as the percentage of parents who thought their child(ren) had not received any information advice and guidance. Whilst it is possible that this many young people are not receiving advice and guidance it is equally possible that they do not recognise the advice and guidance they are getting as being advice on their future options.

32% of young people said that they got advice and guidance solely from Connexions. Almost two thirds of those young people who said that they got advice and guidance solely from Connexions were in the 17-19 age group. An additional 8% of all young people respondents said that Connexions were one of their sources of information, advice and guidance.

Many young people get advice and guidance on their learning options from multiple sources. On the face of it this would appear to be positive in that young people are not reliant on a single source of, potentially biased, information. In a young person consultation in a different area of the sub region, however, it was pointed out that this could cause pressure. The young person noted: -

"You get advice from school, advice from parents, they conflict and they don't match what you wanted for your self. It's difficult to balance advice and pressure from parents and school with your own plans" (Young person consultation, Hull)

No young people in the East Riding said they had received advice and guidance from a college or University.

One young person, reflected on the decisions they had to make whilst still at school and the impact those decisions can have on your future:-

"Choosing GCSEs in yr 9 was hard - too young? You need more information. No individual help on what would suit you. Don't really know how it would affect choices later on."
(Young person consultation, East Riding)

Whilst it may be a valid view that 'understanding' needs to begin as early as Year 7 some young people felt that having to make choices that could affect the rest of their lives as early as Year 9 was too early. It could be suggested, however, that if understanding of the options available began earlier then by Year 9 young people would be better prepared to make decisions.

In the East Riding 80% of young people thought the advice and guidance they had received was excellent, good or OK. Whilst this appears to compare unfavourably with the findings of the 2003 customer satisfaction survey for Connexions Humber where 90% of respondents were 'very' or 'fairly' satisfied with the service received it should be noted that in this project 'advice and guidance' covers multiple sources not solely Connexions. Only 3% of young people feel that the advice and guidance they had received was poor and none rated it as very poor. The remainder said they had not received any advice or guidance.

If the rating of 'OK' is understood as meaning that the advice and guidance was adequate but that there was room for improvement, or that there are some good points and some bad points, then this data could be taken to suggest that approximately one in ten young people in the East Riding are not fully satisfied with the help they are receiving.

| Area | Excellent (%) | Good (%) | OK (%) | Poor (%) | Very Poor (%) | Missing Data (%) |
|--------------------|---------------|-----------|-----------|----------|---------------|------------------|
| Sub region | 19 | 35 | 16 | 4 | 2 | 24 |
| East Riding | 21 | 47 | 12 | 3 | 0 | 18 |

| | | | | | | |
|----------|----|----|----|----|---|----|
| Hull | 18 | 6 | 18 | 3 | 3 | 52 |
| NE Lincs | 27 | 55 | 14 | 0 | 0 | 4 |
| N Lincs | 10 | 43 | 24 | 10 | 4 | 10 |

The LSC Humberside Survey 2003 interviewed 2500 representative respondents across the region and found that most were aware of colleges/universities and/or jobcentres providing advice about training or learning activities (79%). Only

29% mentioned the Humberside Partnership. However it must be noted that only 14% of respondents were aged under 24 years and 47% were aged over 45 years and as such may not be so aware of services currently available to young people. The Connexions Humber Ofsted Report 2003 found limited knowledge of Connexions among parents, pupils, students and trainees. Young people, who are not part of Connexions targeted groups, are much less knowledgeable about what services are available.

3.5 Support needed to enable access and success

This section considers data gathered from surveys and the consultation events on areas of support that parents and carers and young people in the East Riding believe would enable greater equality of access and opportunity to succeed for young people across the sub region.

It is interesting that only one of the top five areas of support that young people believe would help them access the learning to which they are entitled is ranked in the top five by learning providers based in the East Riding, namely involvement in own target setting.

Support in Maths was important to young people and parents/ carers in the East Riding as was work experience. More one to one support was seen to be more important in the East Riding than in other areas of the sub region.

Areas of support that need further development to help young people access the learning experience to which they are entitled – rank order (sub regional rank in brackets)

| Young People | | Learning provider |
|-------------------|-----------------------------------------|-------------------|
| 1 st | Practical Work (1 st =) | 6 th = |
| 2 nd | Maths (3 rd) | 6 th = |
| 3 rd | Work Experience (1 st =) | 9 th = |
| 4 th | 1to1 support (7 th =) | 9 th = |
| 5 th | Own Target Setting (5 th =) | 2 nd = |
| 6 th = | Financial Support (5 th =) | 4 th = |
| | Flexible Study Hours (4 th) | 13 th |
| | Reading (9 th) | 6 th = |
| 9 th | IT (7 th =) | 9 th = |

| Parents/ Carers | | Learning provider |
|-------------------|--------------------|-------------------|
| 1 st | Career Planning | 2 nd = |
| 2 nd = | Own Target Setting | 2 nd = |
| 2 nd = | Financial | |
| 4 th | Work Experience | 9 th = |
| 5 th | Maths | 6 th = |
| 6 th | Practical Work | 6 th = |
| 7 th | 1 to 1 support | 9 th = |

Career planning and learner involvement in setting targets are seen to be very important areas of support in need of development by parents/carers and learning providers in the East Riding

3.6 Views on Minimum Standards of Learning Provision

The views of parents and carers and young people on minimum standards of provision and statements of learning entitlement were collected through the consultation events.

Support and understanding were common responses to the question “What do you expect a college, school or training provider to offer you?” Young people recognise that they then have a responsibility to offer respect and good behaviour as well as hard work and honesty.

One of the key themes when talking to contributors as they completed the flipcharts was that learning should be fun. Young people often mentioned the importance of enjoying what they are doing in order to learn, or that if what they do is boring they do not learn, and often pointed out that there is no reason why school or learning cannot be fun.

Consultation responses on the notion of Learner Entitlements resulted in young people suggesting that learning providers should offer:-

1. Courses that motivate and inspire you
2. Good, detailed information about career and learning choices
3. Clear guidance on where the things you are studying now might lead (eg other courses, types of jobs etc
4. A place to learn that is supportive for all learners and gives me the same chance to succeed as anyone else
5. A place to learn that encourages you to go on to further learning or employment
6. A place to learn that has high standards and high expectations
7. Recognition for your successes that are not ‘academic’
8. The opportunity to learn at a pace that suits you
9. The chance to be in control of your own learning
10. The availability of a wide range of qualifications and courses

Young people recognise they have a responsibility to:-

- Be good
- Do the work
- Be determined to do the best you can
- Give hard work and effort
- Get work completed
- ‘Get your head on’
- Give 100% to education and get more in return
- Demonstrate a willingness to find out stuff for yourself – be motivated enough to do something about it yourself rather than letting others do it for you.

A consultation event with a Youth Council focussed on learner entitlement. The most important things the group felt should be included were:

1. Respect for young people
2. Motivation
3. Personal centred learning
4. Individual programmes tailored to individual needs – not necessarily all academic
5. More real life examples and relate subjects to everyday issues
6. Better citizenship education
7. Practical application of skills
8. Avoid jargon – more plain explanations
9. Value of enrichment / social and recreational experiences – more flexibility with all schools. Colleges, training providers encouraging enrichment – volunteering, time off for youth council etc
10. Deal with transport difficulties – seemed to be the main problem for all

There was a long discussion in which members of the Youth Council felt that although it was a good thing to have this entitlement they were concerned about:

- a. How young people would get to know about it
- b. How it will be enforced – will learning providers have to provide it in reality and what sanctions would be imposed if they failed to do so?

A young persons statement of responsibility was also discussed and the majority felt that this would be a good idea that they would sign up to, as long as the learning providers part of the deal was enforced. The young people felt that the statement of responsibility could be used as a tool for the learning provider to make young people agree but that learning providers may not be forced to provide their end of the bargain.

Section 4 Relationship of research findings to strategic objectives

Each area of the sub region has strategic documents relating to 14-19 learning and statements of learner entitlement, reflecting the specific needs of those areas. In order to evaluate their appropriateness this section draws on such documents specific to the East Riding (eg the principles of learner entitlement), and considers them in the light of the views of young people and parents/carers gathered during this research.

For ease of comparison across the four area reports and the sub regional report the same headings have been used. Thus the wording of the principles may not be as they appear in the original document.

The table on the following pages shows strategic objectives, priorities and actions, and whether young people and parents and carers think they are important. This analysis is based on survey returns and consultation responses. In general there is overall support from young people and parents/carers for the

objectives and for many of the priorities as they have a close fit with their needs. There may, however, be a need for modification to some priorities and additional actions to address specific issues raised by young people.

| Strategic Objectives, Priorities and Actions | What young people and parents/carers say |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objective | |
| <p>Increase participation from the age of 16 onwards by developing a broad 14-19 curriculum that is centred on the needs of the individual learner</p> | <p>Strong support from young people and parents/carers for the overall objective to increase participation in education and training. Whilst the proposed actions to increase learner motivation and hence increase post 16 participation through making learning more appropriate to young people's needs are apt, it may be sensible to also consider actions that deal with other ways of increasing learner motivation. This could include greater awareness of learning styles and active learning, implementing a programme to ensure all young people have an Individual Education Plan, CPD for teaching staff and greater collaborative activity between young people and staff. The research suggests that an additional action focussing on revising/simplifying the system of funding provision may be necessary to make a broad curriculum accessible to all.</p> |
| Priorities | |
| <p>Comprehensive, well co-ordinated and appropriate provision</p> | <p>Strong support for this priority is implied throughout the research. More strategic planning of the provision in order to create more choice for young people was identified by learning providers as a priority. There is also a need for advice and guidance that covers all available provision.</p> |
| <p>Create responsive and flexible provision meeting individual learners needs in terms of curriculum choice, learning style and pace, work experience</p> | <p>Strong support for this priority from young people and parents and carers. Flexibility should include the opportunity to learn in different environments and for some young people flexible learning hours would also be beneficial.</p> |
| Actions | |
| <p>Map and review provision, fill gaps and remove duplicate or failing programmes</p> | <p>The research suggests that there are a number of gaps especially in vocational provision. There is also a need to increase the number of places available in some types of provision.</p> |
| <p>Develop collaborative provision to increase flexibility and choice</p> | <p>The research suggests that there is a need to increase flexibility in order to improve access to a full range of provision.</p> |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority | |
| Positively market this provision to increase the desire to learn post 16 | This is important but the research evidence suggests that there already exists a strong desire to remain in education or training post 16. It is important that any marketing of provision includes marketing to parents/ carers as they are a strong influence on the decisions made by young people. |
| Priority | |
| Increase progression to HE, including vocational routes | Very few young people in the East Riding thought they needed to learn vocational qualifications in the next two years. |
| Action | |
| Develop learning pathways which combine vocational and non-vocational learning, promoting work experience and apprenticeships | Work experience is important to young people and parents and carers – they believe it would help their learning. There is a need to promote apprenticeships and E2E as legitimate learning pathways. A programme to ensure teachers in schools are also aware of the benefits of vocational learning may be necessary. |
| Improve links to local HE provision and create more vocational pathways. | Improved links, if they lead to clearer progression routes in areas of interest to learners is a positive action. This may help to address the disparity between young people’s desire to stay in education and actual participation rates. |
| Priority | |
| Improve aspirations and motivation and match employer need | Again, whilst this is important, the research evidence suggests that amongst the majority of young people there already exists a high level of aspiration and motivation to be involved in learning. The belief that the learning being undertaken will lead to employment is important to many young people and parents/ carers. It is therefore important to consider employer need, however, this should not be at the expense of learner need. |
| Action | |
| Fast Track opportunities for learners not yet ready for Level2/3 qualifications | There is support for alternative accreditation routes via community and or informal learning for all young people not only those who are not yet ready for Level2/3 qualifications. |
| Allow learners to take qualifications when it suits their needs/ ability and implement methods to accredit prior learning | This is a positive action in that it recognises individual learner needs. The research suggests that accreditation of prior learning should include informal as well as formal learning. |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objective | |
| Enhance quality and standards of delivery in all learning provision, building on the best work done in schools, colleges and training providers both locally and nationally, so that all young people receive the best possible learning experience | There is definite support for this objective. The quality of teaching and lack of support from teachers were both cited as barriers to learning by parents. Young people wanted greater understanding and respect from teachers. They would also like teachers to be more open, sociable, outgoing, more responsive and supportive. |
| Priority | |
| Implement a rigorous and consistent self monitoring and evaluation process | The quality of teaching was cited as a barrier to learning by parents therefore rigorous evaluation of standards would be welcomed. Self-evaluation and monitoring would need to be transparent and independently monitored to satisfy young people. |
| Priority | |
| The achievement of high standards of teaching and learning is placed at the heart of all learning provision | The quality of teaching was cited as a barrier to learning by parents. The quality of teaching was also a commonly cited negative aspect of young people's learning experience. |
| Action | |
| Develop a set of agreed standards | Not addressed in the research but young people and parents/carers should be included in the process of agreeing the standards to ensure that the standards cover elements of provision that are important to them. |
| Priority | |
| Build on shared best practice | Not specifically addressed in the research |
| Action | |
| Ensure teachers and trainers are appropriately qualified and have the skills necessary to deliver teaching and training of the highest quality | CPD for teachers should include skills identified in the research by young people such as behaviour management, pastoral practice, anti bullying and engagement. Learning providers identify a need for help and advice about behaviour management, PSPs etc and more pastoral support in schools |
| Action | |
| Implement CPD programmes for staff to share and learn best practice taking place across all sectors. | Though not addressed specifically in the research there is a clear need to ensure that standards and practice are consistent across all sectors if flexible learning programmes are to be successful. |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority | |
| Create learning environments of the highest standard which are appropriate and stimulating | The 'atmosphere' or ethos of a learning environment contributes considerably to its success. The building of good teacher-pupil relationships is identified as not only beneficial to the attitudes and motivation of young people but also to the development of more enjoyable learning experiences. |
| Action | |
| Improve learning environments to demonstrate the value that is placed on learning, to allow a variety of teaching, training and learning styles and to ensure up to date vocational skills can be acquired. | Young people suggested changes to provision that would have an impact on their learning. Many relate to the creation of a comfortable and respectful learning environment. The facilities in some college provision and some work-based training were criticised by young people. Lack of facilities, poor facilities, and low numbers of places on FE courses were also mentioned as negative aspects of current post-16 provision by parents/carers. |
| Priority | |
| Increase retention by ensuring that the learner is on the right programme and is supported in a culture of high expectations | Research suggests that more support is needed to help young people change programmes. Some young people felt that having to make choices that could affect the rest of their lives in Year 9 was too early and hence mechanisms to support changes of programme would be welcomed. More places and timetabling flexibility were found to be problematic for some young people, especially when combining vocational and non-vocational learning. Young people say they should be entitled to "A place to learn that has high standards and high expectations." |
| Objective | |
| Improve achievements by setting targets that provide a clear focus for providers and learners and by developing effective retention strategies, learner support programmes and by encouraging local action. | The role of targets in improving performance was not specifically addressed by the research, however some young people did recognise targets as a factor that motivates them to do their best. |

| Actions | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improve retention through attendance monitoring and targets to improve attendance. | Not specifically addressed in the research. Attendance monitoring is clearly important in alerting providers to possible issues and the possible support needs of learners especially those who have caring responsibilities. |
| Intensify learner support well before the transition stage of 16 | There is clear backing from young people and parents/carers for more learner support programmes. There was a desire for more 1 to 1 support. Some young people felt that having to make choices that could affect the rest of their lives as early as Year 9 was too early, however, it could be suggested that if understanding of the options available began earlier then by Year 9 young people would be better prepared to make decisions. |
| Celebrate excellence in education and training, eg CoVEs, Specialist Schools etc and share good practice Celebrate excellence of learners | Enjoyment, praise and recognition as well as rewards are motivating factors for young people. Celebrations of excellence focussing on young people's achievement would be positive. The sharing of good practice was not addressed in the research. |
| Make better use of initial assessments to ensure learners are on appropriate programmes and can be supported appropriately | This is important as the research shows the highest motivating factor in the East Riding to be enjoyment. There is a clear desire for support through career planning from parents; this may form a part of initial assessments. |
| Priority | |
| Build on improvements in attainment arising from the Literacy and Numeracy strategies and ensure the value of learning is communicated and that initiatives to encourage parents/carers to support their children are established. | Learning appears to be highly valued by most parents/carers and young people and many want to stay on beyond the age of 16. |
| Actions | |
| Implement initiatives to establish partnerships between providers and parents to support the learner | Parents and carers identified the need for help to better enable them to support their child(ren) as an important change they would like to see. Also, many young people see their parents as an influence on the choices they make, parents are therefore an important ally for learning providers. |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority | |
| Use Performance Indicators that are common across providers and pathways which include value added and distance travelled information | Not addressed in the research though such indicators may be useful in helping young people make choices about where they want to learn. |
| Actions | |
| Establish common data collection methods | Not addressed in the research. |
| Priority | |
| Implement targets to increase participation, retention, achievement, progress and quality. | Not addressed in the research. |
| Actions | |
| Establish targets to ensure aspirations of learners and providers are high | Parents/carers felt that involving young people in target setting was important. |
| Actions | |
| Raising aspirations of learners and their parents by building on experience and good practice. | The research suggests that most young people and their parents have high aspirations in relation to getting a good job or gaining qualifications. |
| Objective | |
| Ensure that young people are given high quality information, guidance and the individual support needed to take advantage of the right learning opportunity. | It should be remembered that the research found that young people received information and advice from multiple sources so actions to improve the quality of information, advice and guidance must encompass all professionals and organisations that work with young people, parents/carers and young people themselves. Poor advice and information was seen as a barrier to young people achieving their potential. Young people will need additional guidance to choose vocational pathways and linked college courses at 14. |
| Priority | |
| Well co-ordinated and clearly packaged provision which allows the learner to consider with guidance the breadth of pathways available. | Young people recognise the need for consistent information, advice and guidance. Many young people receive advice from multiple sources and can be confused by conflicting advice. Many young people and parents are not fully aware of the whole range of provision. |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Actions | |
| Collaboration between providers and Connexions to improve the guidance and information given to learners. | Whilst this is important, it should be recognised that few young people considered Connexions Personal Advisers to be the main source of their guidance and information. |
| Actions | |
| Building on established links with HE institutions to raise aspirations and establish clear progression routes. | Many young people want to stay in education or training until they are between the ages of 20 and 30. |
| Priority | |
| Ongoing support for young people during their learning. | Young people and parents/carers consider support to be important. Ongoing support tailored to individual needs could be considered as an element of personalised learning. |
| Actions | |
| Encourage providers to promote progression routes. | There is a need to promote all potential progression routes not just those offered by the same provider. |
| Actions | |
| Building on the Connexions Personal Adviser Service to support learning and offer guidance in progression routes. | Whilst this is important it should be remembered that young people receive advice and guidance from multiple sources with very few young people in the East Riding saying that PAs were a major factor in their decision making. |
| Priority | |
| Inclusive provision working towards the removal of barriers to participation. | Parents and carers see the main barriers to learning as lack of parental support or control, negative influences from friends, the poor behaviour of others, lack of support from teachers, poor advice and information, lack of transport, lack of work placements or work experience, over emphasis on exams and qualifications, the quality of teaching and lack of stability in schools. Specific actions addressing these barriers should be implemented. |
| Actions | |
| Develop programmes that bring into learning those who are disaffected, providing opportunities for progression, removing any identified barriers to learning. | It is "vitally important" to retain non-accredited courses as it is these courses and programmes that allow 'second chances' and first level engagement. |

Section 5 Learning Providers' Views – Some Context

Data from learning providers is presented in this section to provide some context to the views of young people and parents/carers. It should be noted that the sample is small as learning providers were not the main target of the project, however, learning providers views on what young people and parents and carers know about existing provision and advice and guidance is extremely pertinent.

In total eight responses were received from learning providers in the East Riding. The table below shows a breakdown by type of survey respondent.

| Respondent Type | Sub region (%) | East Riding (%) |
|-----------------------|----------------|-----------------|
| Training Providers | 26 | nil |
| Schools | 25 | 14 |
| FE | 18 | 29 |
| Youth Service | 13 | 14 |
| Alternative Provision | 9 | 14 |
| Connexions | 9 | 29 |

Knowledge of the current range of provision

Learning providers were asked how they would rate their own knowledge of the full range of learning provision for young people in their area. All felt that their own knowledge was either very good, good or adequate. No providers felt that their own knowledge was poor.

Views on the current range of choice available to learners

Rural isolation is a big issue for YP living in villages - no access to some provision. Poor apprenticeships provision both in variety of available and numbers of placements. These can seriously curtail the options for YP (Connexions Personal Adviser, East Riding)
Lack of public transport is an issue for people in remote rural communities. (FE college, East Riding)
Rural isolation is a major problem. Isolated villages + long travel times. Vocational/ training courses not easily available in Pocklington. (School, East Riding)
Excellent for Hull pupils but I work across E Riding/ South Humber where provision is often very poor, especially for younger students. (Alternative provision, East Riding)

Learning providers were asked how would they rate the current range of choice for learning provision for young people in their area. All rated it as excellent, good or adequate. The most common reason given for not rating as excellent, especially in the East Riding, was rural isolation or lack of transport and the impact this has on the amount of provision available and on accessing the non-academic provision that does exist.

Gaps in provision were noted by a number of respondents, specifically mentioned were gaps in apprenticeships, gaps in specific vocational areas and gaps for lower ability learners as well as providing academic but not 'other' learning.

An information gap, or lack of careers education and guidance was also cited as a reason for giving the rating to the current range of provision. The LSC Humberside Household Survey 2003 found that academic routes dominate post-16 choices and that apprenticeships have not yet established themselves as an attractive or popular alternative. It was also found that across all age ranges, most information and guidance is given by employers and by training institutions involved in the process (mainly FE and HE institutions), not by independent advisory services.

The lack of a range of provision is also supported by findings published in the LSC Humberside Household Survey 2003, which found that traditional types of learning, delivered through traditional routes, dominate provision. Less formal, community-based and e-learning is negligible. It is also supported by the Ofsted Inspection Report of the East Riding of Yorkshire LEA (2004), which found that the LEA's support for 14-19 education is unsatisfactory. The weakness of the LEA's strategic links with the local LSC has 'hampered the partnership's capacity to stimulate new learning opportunities for young people' (p.13). The report recommended that the joint strategic planning for 14-19 between the LEA and the LSC needs to be improved to ensure appropriate response to the 14-19 agenda and that pupils on the alternative learning programme are taught in registered provision and that schools retain responsibilities for these pupils. It also suggests that the LEA work with the LSC and other key stakeholders to explore different models to enhance learning opportunities for pupils from age 14.

Perceptions of future learning needs

Learning Providers felt that two learning needs were paramount:

- ⇒ More vocational training
- ⇒ Personalised learning routes

Representatives of the Voluntary and Community sector, noted in a consultation session that learning has to have "value for the individual" and that it is important to identify what it is the young person values. Importantly it was noted that accreditation does not always equal value for young person and that it is "vitaly important" to retain non-accredited courses. It was noted that it is these courses and programmes that allow 'Second chances' and first level engagement. It also enables "learning for the sake of learning". This view is supported by young people, for example one young person noted that they are motivated to do well by: -

"Praise. Rewards - certificates that are worth something. Thinking I can do it." (YP18, East Riding).

The following needs were seen to be particularly important:

| Future learning need | East Riding |
|------------------------------------------------------------|-------------|
| More vocational training | ✓ |
| Personalised learning routes | ✓ |
| More ICT | ✓ |
| More flexible /distance / family / support learning models | ✓✓ |
| More varied and supportive SEN provision | ✓✓ |
| Incentives to motivate | ✓ |
| Larger range of choices | ✓ |
| Involve young people | ✓ |
| Basic skills | ✓ |
| Leadership / business management skills | ✓ |
| Training linked to areas vocational shortages | ✓ |
| Better quality provision / resources | ✓ |

When asked if young people’s future learning needs were currently being met, almost 90% of learning providers across the East Riding said no.

Some suggestions as to how these needs could be met were offered:

*More investment is required in FE colleges if they are to provide vocational training fit for the 21st century. An extension to the COVE programme would be helpful, including funding for existing COVEs beyond year 3.
Further funds for ICT and e-learning would give training providers the opportunity to deliver in a more flexible manner; this would enable a more inclusive approach for teaching and learning than is currently possible. (FE college - East Riding)*

Learning Providers’ perceptions of young people’s understanding of the options available to them

50% of the learning providers in the East Riding felt that young people do not understand the options that are available to them at the end of year 11.

Many schools did not answer this question or stated that it was not relevant, as young people did not apply to attend. This was unfortunate as it would have been interesting to note whether schools felt young people understood all the options offered to them by their school.

Additional information provided by learning providers suggests that there is a range of information and support available to prepare young people. However, one provider noted a lack of awareness of vocational provision.

Many young people have little awareness of vocational education and how it equates to academic provision; they are often surprised to learn that FE courses can provide effective progression to HE (FE college- East Riding).

This supports the findings of the young persons and parents and carers survey where it was found that the type of provision that both young people and parents and carers know least about is vocational provision in the form of apprenticeships and E2E.

To combat any lack of understanding learning providers felt that more information is required. They firmly pointed to more and improved careers education and guidance, along with further Connexions input into schools to improve young peoples and their parents/carers understanding.

Where Learning Providers think young people get advice and guidance

All learning providers thought that young people get advice and guidance from multiple sources. In the East Riding 100% of learning providers thought that young people received advice and guidance from parents and carers or other family members. 86% thought young people received advice and guidance from school. 87% thought advice and guidance came from Connexions Personal Advisers and 56% from college or training staff.

Learning providers also named other important sources of advice and guidance. These included:-

- ⇒ Youth workers – 8%
- ⇒ Work based learning providers – 8%
- ⇒ Friends – 4%
- ⇒ Internet – 4%
- ⇒ Guidance companies – 4%
- ⇒ Employers – 4%

Representatives of the Voluntary and Community sector thought the VCS is under represented in careers lessons and careers fairs despite the fact that the sector is the third largest employer in the country and that many of the skills needed in the sector are similar to those needed by service industries and can be gained through volunteering work.

How prepared are young people to make decisions about their future learning options?

Learning providers were also asked how well prepared they thought young people were to make decisions about their future at the end of year 11. None of the learning providers from the East Riding who responded thought young people were well prepared but 43% felt that young people were adequately prepared. However, over 50% of learning providers thought young people were not prepared to make decisions about their future at the end of year 11.

Learning Providers’ Perceptions of how well prepared young people are to make decisions at the end of year 11?

| Area | Well Prepared | Adequately Prepared | Not Prepared | Missing data |
|--------------------|---------------|---------------------|--------------|--------------|
| Sub region | 21% | 38% | 33% | 8% |
| East Riding | 0 | 43% | 57% | nil |

| | | | | |
|----------|-----|-----|-----|-----|
| Hull | 29% | 14% | 43% | 14% |
| NE Lincs | 25% | 50% | 0 | 25% |
| N Lincs | 40% | 60% | 0 | nil |

None of the respondents from the East Riding thought that young people were well prepared compared to at least 25% in all other areas of the sub region. Over 40% of respondents in all areas except Hull felt that young people were at least adequately prepared to make decisions about their future learning choices.

What support would most help learners?

The most important support areas were perceived by learning providers to be; help with independent living, counselling support and behaviour management support. Financial support and setting targets and goals were also seen to be important. This differs from the areas of support considered to be most important by both parents and carers and young people.

The minimum standard of provision

The majority of learning providers felt that the minimum standard for all provision should be vocational or academic programmes, tailored to individual needs and ‘only the best will do’.

*That they are given a package that meets their needs whether it is basic skills, academic or more importantly, more practical skills that will help them get jobs
(Youth Service - East Riding)*

A couple of learning providers, however, had concerns about the practicalities of a minimum standard.

*Great idea in principle **BUT**: Will it happen? Will transport be available? Will it be flexible enough to meet changing demands? (School - East Riding)*

Views on Learner Entitlement

Respondents had mixed views about the idea of a statement of learning entitlement. Some thought that a learner entitlement would help engagement, encourage and support learners whilst others questioned what it would achieve. This is not dissimilar to the views of young people, where they questioned the enforceability of a statement of learner entitlement.

Learning providers were asked to make suggestions as to what should be included in a statement of learner entitlement. These are shown in the table below:

| Minimum entitlement | Quote: |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Best they can be – vocational or academic. Tailored to needs | <i>Pupils should be given the opportunity to be the best that they can be by either following a broad and balanced curriculum or a vocational course (FE college)</i> |
| Builds on existing knowledge | <i>Takes account what they already have and builds on that (FE college)</i> |
| Open access | <i>Available regardless of local / travel / cost (blue sky ideas – an ideal) (FE college)</i> |
| Maximum choice | <i>Good range of choices – with extension routes as needed – to be real choices (Connexions PA)</i> |
| Package to suit needs | <i>That they are given a package that meets their needs whether it is basic skills, academic or more importantly, more practical skills that will help them get jobs (Youth service)</i> |
| Positive comment | <i>Good idea to have clear standards (Alternative provision)</i> |
| Basic skills | <i>Basic skills/key skill's (including IT) The 3 R's, arts and sciences. Physical activities should be included (FE college)</i> |

Section 6 Conclusions

This concluding section is structured to reflect the main issues arising from the data, as agreed by the project Steering Group in October 2004. It highlights the main issues raised by young people.

Funding

“...lack of participation in education post-16 is not only caused by lack of financial support. There has to be recognition that a new system of financial support may overlook other ways in which young adults can be re-engaged: through informal and non-formal activities, through community involvement, and through programmes such as “Getting Connected” (NIACE/NYA)”

The response from NIACE to the government document *Supporting Young People to Achieve: Towards a new deal for skills*, is pertinent in relation to funding issues raised by the research:

⇒ In consultations financial support was not a key factor in terms of accessing education but money (long term) is a motivating factor in terms of decision making about courses, jobs etc.

Central Government has focused on financial incentives to encourage young people to stay in education post 16. This is laudable and is unlikely to have a detrimental effect but it may not address the issues underlying why young people may choose not to stay on. Whilst 41% of young people said that money influenced their decisions, this was often coupled with a statement which suggested that it was money in the long term, rather than short-term incentives, which was uppermost in their minds. The research data suggests therefore that personal funding (targeted at young people such as the Educational Maintenance Allowance) is not the biggest issue stopping young people from remaining in education or training rather it is the range of appropriate provision. Fewer young people thought financial support would help them than the number who thought more practical or active learning, support in maths, more or improved work experience, more one to one support or involvement in setting their own targets would help. Data from learning providers suggests that the funding system for providers may prevent a wider range of provision and choice being made available, thus restricting young people’s desire and motivation to stay on in education or training. As an education consultant notes in an article in the Guardian, “new arrangements are needed for the mainstreaming of funding for 14 to 15-year-olds who are pursuing vocational education and training programmes at FE colleges and work-based learning providers.” (The Guardian, 9th September 2004, Opinion, page15)

The underlying issues are lack of appropriate provision, provider inflexibility, rural isolation and lack of transport.

Advice and Guidance

Young People receive information, advice and guidance from multiple sources both formally and informally. Many young people say that their parents influence the decisions they make. The research suggests that there are implications for the way advice and guidance companies, Connexions, schools, colleges and other professionals supporting young people work not only with young people but also with parents/carers and with each other.

- ⇒ Advice from teachers was seen as an influence by 38% of parents and carers. Advice from this source was seen as a greater influence by parents and carers than advice from Connexions Personal Advisers, Youth Workers, friends, other parents and carers and family.
- ⇒ Both parents and young people suggest that their future plans are the biggest influence on the decisions they make. Young people said that their parents influence the decisions they make but parents did not recognise the influence they have on their child(ren)s decision making.
- ⇒ Career planning and learner involvement in setting targets are seen to be very important areas of support in need of development by parents/carers and learning providers in the East Riding
- ⇒ 17 % of young people who responded to the survey in the East Riding said they had not received advice and guidance.

Provision

"College is better than school because it is more 'laidback' and both the teachers and young people are more respectful because they have 'free choice to learn.'"
 (Young Person Consultation, East Riding)

- ⇒ Young people suggested changes to provision that would have an impact on their learning. Many relate to the creation of a comfortable and respectful learning environment, for example, more understanding of you as a person/ less prejudgement, stopping bullying, friendlier teachers and better behaviour of others. Many young people just want support and understanding
- ⇒ Young people and parents and carers also highlighted the need to be able to access meaningful work experience, practical learning and improved vocational opportunities.

Future Learning Needs

"Skills for life and work" (Young Person, East Riding)

"The Government's ambition for improving the skills of young people is that the proportion of young people remaining in education and training post-16 will move from being one of the lowest in the OECD to one of the highest. Building on the success of Education Maintenance Allowances in raising participation in full-time education, the aim of this review is to ensure all young people aged 16-19 have the support and incentives they need to participate in education and training." (HM Treasury, 2004, Supporting Young People to Achieve: Towards a new deal for skills, HMSO page 5)

- ⇒ 12% of young people in the East Riding wanted to leave education or training before the age of 18 yet government statistics show that approximately 25% of young people leave education and training before they are 18. The disparity between the number of young people who wish to leave education or training before the age of 18 and the number that actually do so suggests that current provision may not meet some young people's needs.
- ⇒ 50% of young people wanted to remain in some form of education or training until they were between 20 and 30 years of age.
- ⇒ Only 6% of young people in the East Riding felt that they would need to learn a trade or obtain vocational qualifications over the coming two years.

Transport

"Transport is a real problem for 16 yr olds. Bus companies need to look at where people need/want to go" (Parent/carer consultation, East Riding)
"You have to find your own work placement (originally we were told the college would find it)... very difficult, when eventually found one had to turn it down because there are no buses" (Parent/ carer consultation, East Riding)

- ⇒ Lack of transport was ranked by parents as the sixth biggest barrier to their children achieving their goals.
- ⇒ It was also recognised as barrier to equality of access by professionals supporting young people.

Work Based Learning/ Vocational Learning

- ⇒ Of the options available to young people at the end of year 11 parents know least about Entry to Employment (E2E) and Apprenticeships.
- ⇒ Additional support through work experience was seen by many parents and carers as being important in helping their child(ren) with their learning.
- ⇒ Many young people thought that work experience would help them with their learning.
- ⇒ Just under half of the young people in the East Riding who said they would prefer at least some of their learning to be in the workplace were currently at school.
- ⇒ Poor apprenticeship provision both in the variety available and numbers of placements available.
- ⇒ Consultation with parents in rural areas has highlighted the difficulties of finding work placements for their children on college courses which raises questions of the viability of finding meaningful work experience placements for all secondary school pupils.
- ⇒ Young people thought that work experience and more practical work would help them with their learning.

The research suggests that current WBL could be improved and that the profile of E2E and apprenticeships as legitimate learning opportunities needs to be enhanced. It also highlights the need to encourage more employers to make placements available.

Learner Entitlement

Whilst supporting the principle of a learner entitlement, young people and learning providers both raised concerns about how minimum curriculum entitlements and minimum standards of provision would be monitored. This echoes NIACE's comments regarding work based learning provision:

"...limited recognition of how high the quality of training has to be to attract young adults. If there is to be an encouragement for young adults to enter vocational (and other) training post 16, the Government must ensure that there is a rigorous quality assurance scheme to guarantee that training which is undertaken is of high quality, and also that potential training providers do not create training programmes to meet increased demand without the skills, knowledge and experience to underpin their delivery. This is of particular concern since recent inspections (*Literacy, Numeracy and English for speakers of other languages: a survey of current practice in post 16 and adult provision*, Ofsted/ALI, September 2003) have raised the issue that young learners are 'being failed' in their work based learning provision. It seems vital that difficulties in existing provision are resolved before new provision is created, and higher numbers of learners enrol;"

- ⇒ When given a free choice as to what should be included in a minimum entitlement young people suggested it should include: _
1. Respect for young people
 2. Motivation
 3. Personal centred learning
 4. Individual programmes tailored to individual needs – not necessarily all academic
 5. More real life examples and relate subjects to everyday issues
 6. Better citizenship education
 7. Practical application of skills
 8. Avoid jargon – more plain explanations
 9. Value of enrichment / social and recreational experiences – more flexibility with all schools. Colleges, training providers encouraging enrichment – volunteering, time off for youth council etc
 10. Deal with transport difficulties
- ⇒ Young people acknowledged that if these were their rights then they too had responsibilities. They suggested their responsibilities included:
1. Be good
 2. Do the work
 3. Be determined to do the best you can
 4. Give hard work and effort
 5. Get work completed
 6. 'Get your head on'
 7. Give 100% to education and get more in return
 8. Offer commitment, timekeeping, be conscientious and hardworking
 9. Be motivated enough to do something about it yourself rather than letting others do it for you.

Support needed to ensure access and success

- ⇒ In consultations young people, suggested that more flexible learning hours, different or more relevant subjects and more one to one support would have an impact on their future learning.
- ⇒ Parents and carers see the main barriers to learning as lack of parental support or control, negative influences from friends, the poor behaviour of others, lack of support from teachers, poor advice and information, lack of transport, lack of work placements or work experience, over emphasis on exams and qualifications, the quality of teaching and lack of stability in schools.
- ⇒ Learning providers felt that opportunities for informal and community based learning should be established across the area. They also felt there was a need for more flexible / distance / family / support learning models.

Engagement and Personalisation

"Rewards encourage me to do my best work. If I know that I'll get a reward for doing good work, then I'll try hard on it and put a lot of effort in." (Young person, East Riding)

"I do well in sports because I love sports and I enjoy working with engines and practical work because it interests me" (Young person, East Riding)

"Thinking about my future and what I want to become. Also all the people that will be proud of me when I do things that are brilliant" (Young person, East Riding)

"Despite changes in policy and labour market conditions, a persistent nine per cent of the 16-19 cohort in England have been NEET each year since 1994." (HM Treasury, 2004, Supporting Young People to Achieve: Towards a new deal for skills, HMSO page 9)

- ⇒ 42% of parents thought that if their child(ren) were involved in setting their own targets that would help their learning. 16% of young people thought being able to set their own targets would help their learning.
- ⇒ 33% of young people thought that more practical work would help them with their learning.
- ⇒ Many young people *'want a good education so I can get a good job'*.
- ⇒ 18% of young people in the East Riding said they would like some or all of their learning to take place in college. Of these just over half were currently learning in a school environment and were aged 14-16.
- ⇒ 27% of young people in the East Riding said they would prefer at least some of their learning to be in the workplace. Just under half of the young people in the East Riding who said they would prefer at least some of their learning to be in the workplace were currently at school.
- ⇒ Young people often mentioned the importance of enjoying what they are doing in order to learn.
- ⇒ Many young people see rewards as a good means of motivating them to learn.
- ⇒ Learning providers recognised the need to be young person focused and reflect young people's preferences and learning styles as well as increased involvement for young people in addressing their individual needs.

References

BRMB, 2003, *Customer Satisfaction Survey: Phase 1 Partnerships 2003*, Connexions Humber, DfES/CSNU

BMG, 2003, *Household Survey 2003*. LSC Humberside Household Survey Report BMG Research.

DfES, Nov 2004, *Participation in Education and Training by 16 and 17 Year Olds in Each Local Area in England: 2001*, available online at www.dfes.gov.uk/rsgateway/DB/SBU/b000450/index.shtml

HM Treasury, 2004, *Supporting Young People to Achieve: Towards a new deal for skills*, HMSO

John Dunford, reported in the *Times Education Supplement*, Is it tea-making of work experience? September 3rd 2004, page3

National Centre for Social Research, 2004, *Young People in Britain: The Attitudes and Experiences of 12 to 19 Year Olds*, DfES

NFER, 2004, *General Teaching Council Survey of Teachers 2004*, GTC

OFSTED/ALI, 2003, *Literacy, Numeracy and English for speakers of other languages: a survey of current practice in post 16 and adult provision*, Ofsted/ALI, September 2003

OFSTED, 2001, *Inspection of North East Lincolnshire Local Education Authority*. Ofsted; HMI, available at www.ofsted.gov.uk

OFSTED, 2003, *Inspection Report Connexions Humber*. Ofsted; HMI, available at www.ofsted.gov.uk

OFSTED, 2004, *Inspection Report of the East Riding of Yorkshire LEA* Ofsted; HMI available at www.ofsted.gov.uk

Appendix I:- Sample Graffiti Wall, Learner Entitlement

