

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

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# Content

Executive Summary .....	4
Section1 Introduction .....	6
1.1 Reasons for the research .....	6
Section 2 Methodology.....	7
2.1 Overall Approach.....	7
2.2 Surveys.....	7
2.3 Consultations .....	8
Section 3 Presentation of Data .....	9
3.1 Background data.....	10
What were young people currently doing?.....	10
What were parent/ carer respondents child(ren) currently doing?.....	11
3.2 Current provision .....	11
Parents and carers views on current provision .....	11
Young people’s views on current provision .....	12
Parents and carers knowledge of current provision.....	14
Young people’s knowledge of current provision .....	14
Barriers to Learning .....	15
Suggestions for change – Parents and carers .....	16
Suggestions for change – Young people .....	16
3.3 Future Learning Needs.....	18
Hopes for the future.....	18
Young people’s views on what they need to learn in the next two years...	19
What young people think employers are looking for.....	21
What motivates young people to learn? .....	22
Where young people would prefer to learn .....	23
3.4 How do young people make decisions about their future? .....	24
What parents and carers think influences their child(ren)’s decisions about their future .....	24
What influences the decisions young people make?.....	26
Where do young people get advice and guidance?.....	27
Parents’ perception of the quality of the Advice and Guidance their children receive .....	28
Young People’s perception of the quality of Advice and Guidance .....	29
3.5 Support needed to enable access and success.....	30
3.6 Views on Minimum Standards of Learning Provision .....	31
Section 4 Relationship of research findings to strategic objectives.....	33
Section 5 Learning Providers’ Views – Some Context .....	40
Knowledge of the current range of provision .....	40
Views on the current range of choice available to learners .....	41
Perceptions of future learning needs.....	42
Learning Providers’ perceptions of young people’s understanding of the options available to them.....	43
Where Learning Providers think young people get advice and guidance .....	44
How prepared are young people to make decisions about their future learning options? .....	44
What support would most help learners? .....	44
The minimum standard of provision.....	45
Views on Learner Entitlement .....	45
Section 6 Conclusions .....	46

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Funding .....	46
Advice and Guidance .....	47
Provision .....	47
Future Learning Needs.....	48
Transport.....	49
Work Based Learning/ Vocational Learning .....	49
Learner Entitlement .....	50
Support needed to ensure access and success .....	50
Engagement and Personalisation .....	51
References.....	52
Appendix I:- Sample Graffiti Wall, Learner Entitlement .....	53

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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 E2E or school based sixth form provision.
- ⇒ More young people express a desire to remain in education or training than actual post 16 participation rates suggest.
- ⇒ Over a third of young people said they would prefer to learn in college rather than in school and a similar proportion said they would prefer to learn in the workplace.
- ⇒ Many more young people believe they will need to gain vocational qualifications in the near future rather than 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.

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- ⇒ 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.
  - ⇒ Availability of transport was a significant influence on the advice parents gave in Hull.
  - ⇒ The local availability of appropriate courses influenced the advice given by a quarter of parents/carers.
  - ⇒ Young people in Hull and NE Lincolnshire were least likely to say that money influenced their decision-making.
  - ⇒ Young people thought the areas of support that would help them with their learning were work experience, maths and IT.
  - ⇒ Parents also thought more or improved work experience and work-based learning and support in maths were important. They also thought support in career planning would help young people with their learning.
  - ⇒ 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 Hull 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
- ⇒ East Riding 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 Hull. 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 Hull we have had surveys completed and returned by: -

- 33 Young People
- 16 Parents/ Carers
- 7 Learning Providers

## 2.3 Consultations

Consultations took place in a variety of venues in Hull including:-

- Shopping Centres
- Youth Projects
- Connexions Centres
- Creative Voice Event
- Training Provider premises

We have consulted 220 Young People and 90 Parents/Carers across the sub region, many of whom were from the Hull 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 peoples 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

30% of young people who responded to the sub regional survey were from Hull.<sup>1</sup>

40% of young people from Hull who responded to the survey were male and 60% female. 73% were between 14 and 16 years of age, 27% were 17 to 19. 6% of respondents had a Statement of Special Educational Needs.

The children of 56% of the parents and carers who responded were between the ages of 14 and 16 and 44% had children between the ages of 17 and 19.

#### What were young people currently doing?

Currently 60% of young people from Hull who responded to the survey were still at school, 15% were at college, 9% were on an apprenticeship, 7% were unemployed, and 9% were in some other form of education or training or in employment. None of the respondents from Hull were on an Entry to Employment programme.

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

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

<sup>1</sup> Returns from the other areas of the sub region were: 31% from the East Riding, 20% from North East Lincolnshire and 19% from North Lincolnshire.

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

62% of parent/carer respondents' children were still at school, 19% were at college and 19% were unemployed.

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

Currently at ...	Subregion (%)	Hull (%)	East Riding (%)	NE Lincs (%)	N Lincs (%)
School	64	<b>62</b>	72	50	55
College	20	<b>19</b>	20	10	33
School Sixth Form	nil	<b>nil</b>	nil	nil	nil
Other Provision	3	<b>nil</b>	nil	20	nil
Unemployed	7	<b>19</b>	4	nil	nil
Apprenticeship	3	<b>nil</b>	4	nil	12
E2E	nil	<b>nil</b>	nil	nil	nil
Missing data	3	<b>nil</b>	nil	20	nil
Total	100	<b>100</b>	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 in Hull cited poor pupil behaviour and inadequate teaching as a negative aspect of current school provision. 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 (see page 30).

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 3<sup>rd</sup> 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.

One parent in Hull felt that despite being told that there was choice in where you go for secondary education, this was untrue because of covert selection policies operated by schools. They felt that able pupils, by accident of where their parents live were being let down by the LEA as the quality of compulsory age provision was so variable. The respondent thought that this amounted to a lack of equality of opportunity.

Other parents in Hull felt that some school subjects were irrelevant and that they de-motivate 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). 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,"<sup>2</sup>

### **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.

Greater flexibility of learning hours was seen as important for accessing education to those who are in college, more so than those consulted/surveyed who are in school. However, one young person (whose friends agreed but did not fully take part in the consultation) thought that the school day was too long at six hours. They thought four hours was long enough for formal learning and

<sup>2</sup> National Centre for Social Research, 2004, *Young People in Britain: The Attitudes and Experiences of 12 to 19 Year Olds* , DfES

that the rest of the time could be used for homework and other activities that were enjoyable to them. They also thought that a shorter day would be beneficial because young people would be more focussed and work harder in the lessons. This view on the structure of the school day and the curriculum may fit with central government's desire to develop personalised learning.

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

*"The course was a waste of my time as it was just going over what I did at school... if my course had been different at college maybe I'd still be there now. But I wouldn't change the decision I made as I think it [apprenticeship] suits me better." (YP109 - Hull)*

A big issue for a number of young people in Hull was difficulties associated with getting placements for vocational courses.

It is interesting to note that gaps in vocational provision were also noted by a number of learning provider respondents, specifically difficulties in engaging companies to offer placement opportunities and gaps in specific vocational areas. It is also useful to note here that a national survey of teachers published in 2004<sup>3</sup> 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.

One young person raised lack of support and information as well as poor communication between professionals as an issue in a consultation session in Hull. However, they had been out of education for some time (following an extended period out of the country), and they recognised that the support situation may have changed, in part due to the introduction of Connexions. Nevertheless they felt that they had been completely let down by the system.

**Case Study**

Chris is 17 and lives in the East of Hull. He had wanted to become a plumber but no places were available as a plumbing apprentice. The only place he could get was on a car mechanics course at college but this was not what he had wanted and he felt the facilities at the college were poor. He had felt under pressure from his family to go to college rather than undertake an apprenticeship even though he knew this was not what he wanted to do. He has now left the car mechanics course and has a place as an electrician's apprentice. He felt this was right for him but was unhappy that he already felt as if he had 'wasted a year' and that at the end of the initial two-year period of training he would have to find a work placement in order to be fully qualified. He advised any young people thinking of doing an apprenticeship to apply when they are still at school because there are not enough placements. He also felt that there should be more training programmes in companies.

<sup>3</sup> NFER, 2004, General Teaching Council Survey of Teachers 2004, GTC page 22

## 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.

The data in this section is based on responses from 56% of parents and carers who responded to the question concerning the learning options open to their child(ren). This response rate was lower 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 <sup>4</sup>	Hull <sup>5</sup>	East Riding	NE Lincs	N Lincs
School Sixth Form (same school)	39%	6%	45%	20%	11%
FE College	32%	19%	14%	50%	22%
Sixth Form College	24%	13%	14%	0%	44%
Work	24%	19%	14%	20%	11%
Apprenticeship	13%	13%	3%	0%	22%
School Sixth Form (different school)	6%	6%	7%	0%	0%
E2E	6%	0%	3%	0%	11%

Of those that responded to this question parents across the sub-region appear to know least about Entry to Employment (E2E) and school based Sixth form provision and know most about FE Colleges and preparation for the world of work. This differs slightly from the sub regional average as the following table shows.

## Young people’s knowledge of current provision

57% of young people in Hull 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.

<sup>4</sup> Total % does not equal 100 as respondents were able to tick more than 1 option

<sup>5</sup> Total % does not equal 100 as not all respondents answered this question.

Young people say that they know least about E2E (n=0) and school based sixth form provision (n=2). Over half of young people in Hull say that the option they know most about is to go to an FE college.

When compared to the knowledge base of their parents and carers and to comments made by learning providers this is perhaps unsurprising. Parents and carers also knew least about E2E and school based sixth form provision, and as 30% of young people in Hull say that parents and carers influence the decision they make (see page 23) 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 training options.

### Barriers to Learning

The responses of parents/carers in Hull to *What are the three main barriers to your child achieving what they want?* are set out below

Barrier to achievement - Hull	Sub regional rank
1. Lack of parental support/control	1 <sup>st</sup>
2. Poor behaviour of others	3 <sup>rd</sup>
3. Negative influence from friends	2 <sup>nd</sup>
4. Lack of Support from Teachers	4 <sup>th</sup>
5. Exams and qualifications	8 <sup>th</sup>
6. Poor advice and information /lack of awareness of sources of advice and information	5 <sup>th</sup>
7. Lack of transport	6 <sup>th</sup>
8. Teaching	9 <sup>th</sup>
9. Lack of stability in schools	10 <sup>th</sup>
10.Choice of courses and subjects	12 <sup>th</sup>

There are few noticeable differences when compared to the sub regional analysis.

One parent noted that personal issues affect many young people in the city and interfere with their schooling. It was suggested that young people might, for example, not take exams, not because they don't have the potential, but because of other personal or family issues such as having a drug abuser in the family thus restricting the choices available to them. Parents also thought that employers rely too heavily on exam results for entry-level jobs and that colleges also need to look at entry criteria for courses that would enable young people in this kind of situation to access education, employment or training. It was suggested that pre-entry tests or one day job trials could be used as predictors of possible performance rather than simply judging young people's suitability for a job on exam results.

## Suggestions for change – Parents and carers

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**  
Practical, hands-on training for those without qualifications who are not interested in college based training *(Hull)*
- 2) **Increased or more accessible provision**  
More training providers *(Hull)*  
More activities for school age children – recreation, sports, music *(Hull)*
- 3) **Implementing support for young people on managing their behaviour**  
Ways of motivating young people to have goals and to work towards achieving them *(Hull)*

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

*"Make more training courses available that actually lead to employment...not still 'go get a job yourself' at the end" (Young person consultation, Hull)*

As with parents and carers suggestions for change, 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 and the behaviour of others were also common suggestions.

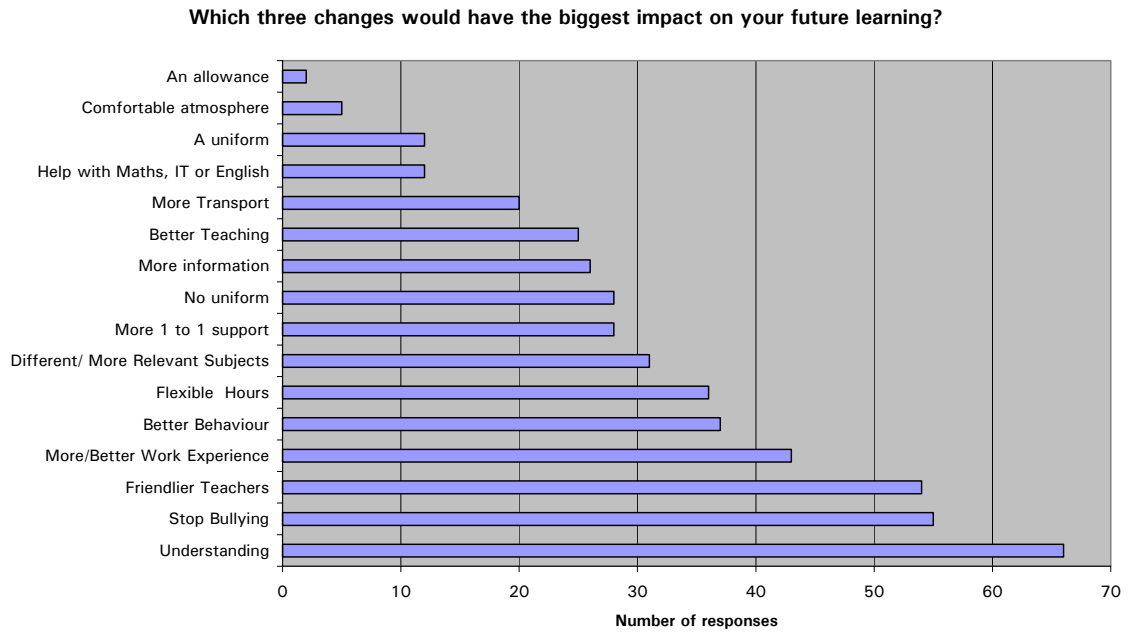
During the consultation events, young people were asked about the changes to learning provision that they thought would have the biggest positive impact on their learning.

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 prejudgement,
- ⇒ 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. 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 bar chart below shows data for the sub region.



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.<sup>6</sup>

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.

Fewer, but still significant numbers of 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. As one young person who was currently unemployed put it, the best way to help them move into work, training or employment is to:-

*"...provide courses that are interesting and accessible" (YP84, Hull).*

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 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

<sup>6</sup> NFER, 2004, General Teaching Council Survey of Teachers 2004, GTC page 33

than for them to fit the learning provided"<sup>7</sup>. However, a learning provider also summed up the need for a more flexible approach to delivery:-

*"Current education system is obsessed with passive learning. Individual styles and needs are unable to be met due to class sizes and the one size fits all approach in schools. Schools need to be more aware of young people who learn in different styles - be more creative with teaching methods - or use alternative agencies to deliver." (Youth service - Hull)*

### 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. In Hull 6% of young people said they 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 DfES<sup>8</sup> found that 1 in 10 young people thought they would leave full time education at the age of 16. 33% of young people in Hull expected to remain in education or training for one or two years beyond compulsory education compared to a national figure of 24%. These figures suggest that young people in Hull have relatively high aspirations and motivation to remain in education beyond compulsory schooling. However, only 39% of young people in Hull wanted to remain in some form of education or training until they were between 20 and 30 years of age, compared to 42% sub regionally. In total 55% of young people Hull wanted to remain in education until or beyond the age of 19, this compares to a national figure of 61%<sup>9</sup>.

#### Young People want to stay in education until...

Area	16 (%)	17 (%)	18 (%)	19 (%)	20-30 (%)	30+ (%)	Don't know (%)	No response (%)
Sub region	6	4	30	12	42	1	2	3
<b>Hull</b>	<b>6</b>	<b>6</b>	<b>27</b>	<b>18</b>	<b>39</b>	<b>3</b>	<b>0</b>	<b>0</b>

NE Lincs	4.5	0	45	14	32	0	0	4.5
N Lincs	5	5	28	9	43	0	5	5
East Riding	9	3	23	6	50	0	3	6

Young people in Hull were less likely to want to remain in some form of education or training until they are between the ages of 20 and 30 than young

<sup>7</sup> NFER, 2004, General Teaching Council Survey of Teachers 2004, GTC page 52

<sup>8</sup> National Centre for Social Research, 2004, Young People in Britain: The Attitudes and Experiences of 12 to 19 Year Olds , DfES page 76

<sup>9</sup> National Centre for Social Research, 2004, Young People in Britain: The Attitudes and Experiences of 12 to 19 Year Olds , DfES page 77

people in the East Riding or North Lincolnshire. They were slightly more likely to want to leave education or training at 16 or 17 years of age than young people in North Lincolnshire and North East Lincolnshire.

When compared to actual participation rates for the Yorkshire and Humber region for 16 year olds (77%) and 17 year olds<sup>10</sup> (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 more flexible learning hours, different or more relevant subjects and more one to one support would have an impact on their future learning.

It is also worth noting that 27% of young people in Hull said that they would like at least some of their learning to take place in the workplace. 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.

Similarly parents and carers have identified a number of barriers to learning (see pages 12 and 19), however, whether any or all of these are also barriers to participation is not clear.

A typical consultation response from many young people was that they '*want a good education so I can get a good job*'. Financial support is not a key factor in terms of accessing education but money (long term) is a motivating factor in terms of decision making about courses or jobs. Typically young people and their parents '*want a good job with lots of money*'.

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

Young people were also 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

<sup>10</sup> 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](http://www.dfes.gov.uk/rsgateway/DB/SBU/b000450/index.shtml)

Only 3% per cent of young people from Hull 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<sup>11</sup>.

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

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

35% of young people in Hull felt that they needed to learn a vocational qualification over the coming two years<sup>12</sup>. This is considerably more than the sub regional average (24%) but less than the percentage of young people in North East Lincolnshire who thought a vocational qualification was what they would need to study in the next two years.

22% of young people in Hull (more than any other area of the sub region) named the core curriculum subjects of Maths, English and Science or a combination of the three as their learning priority.

16% of young people in Hull felt that they needed to learn social and communication skills or life skills, including how to be more independent by learning to drive. This is slightly higher than the sub regional average.

Only 9% of young people in Hull said they needed to learn ‘learn’ traditional academic qualifications such as GCSEs, A Levels and degrees. This is considerably lower than the sub regional average (21%) and less than any other area of the sub region.

6% of young people in Hull felt they really needed to learn what was available to them in terms of career opportunities, while a further 6 % felt that it was important for them to gain a greater understanding of financial issues, personal money management and budgeting.

<sup>11</sup> 42% of young people in North Lincolnshire did not respond to this question compared with 20% of young people from the East Riding and 5% from North East Lincolnshire.

<sup>12</sup> This fits with learning providers views that one of the most important future learning need for the sub region is likely to be vocational provision, see page 47.

## What young people think employers are looking for

*"Enthusiasm, right skills for the job. Good punctuality and attendance" (YP85, Hull)*

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.

### Young people's views on what employers are looking for

	Sub Region	Hull	East Riding	NE Lincs	N Lincs
Relevant skills, qualifications & experience (a good education)	40%	<b>45%</b>	32%	59%	25%
Hard honest worker, committed to job with a sense of responsibility	12%	<b>8%</b>	23%	7%	7%
Punctual, good at timekeeping with reliable attendance	17%	<b>18%</b>	16%	21%	11%
No response	11%	<b>3%</b>	11%	10%	19%
Polite, friendly and approachable with good social/communication skills	13%	<b>18%</b>	11%	3%	19%
Willing to learn new skills	2%	<b>0</b>	5%	0	4%
Confidence	5%	<b>5%</b>	2%	0	15%

Young people in Hull were more likely than the sub regional average to think that employers look for relevant skills, qualifications and experience. Only 8% of young people in Hull felt being hardworking and trustworthy was a main attribute looked for by employers. This is similar to other areas of the sub region with the exception of the East Riding where it was considered important by considerably more young people.

The proportion of young people that viewed punctuality, reliability and good timekeeping as important was reasonably similar across all areas - 18% Hull, 16% East Riding; 21% North East Lincolnshire; and 11% North Lincolnshire. Being polite and friendly with good social and communication skills was thought of as important by a similar percentage of young people across most of the areas; Hull 18%, North Lincolnshire 19%; and East Riding 11%, however, only 3% of young people in North East Lincolnshire expressed the same view.

## 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. Eleven different motivating factors were named by young people in Hull (compared to twenty-seven different types of response sub regionally). Interest in the subject was the most frequently mentioned motivating factor, followed by long-term aims or future success, and financial rewards. If all types of reward are added together then rewards becomes the most frequently mentioned motivating factor for young people in Hull.

In many respects this fits with findings from the General Teaching Council’s Survey that:

“The most widely-used strategies to foster motivation in pupils at risk of disengagement are individual education plans; home-school dialogue; a reward system; and contributions from support staff.” (GTC, 2004, p30)

The responses given by young people in Hull suggest that the use of meaningful rewards, time and support, and interesting or stimulating learning opportunities would be beneficial if applied to all young people not just those at risk of disengagement.

The top motivating factors for young people in Hull are:-

Motivating factor	Sub Regional Rank
1. Interest in subject	3rd
2. Future success/ long term aims	2nd
3. Reward (financial)	7th
4. Enjoyment/ personal satisfaction	1st
5. Reward (non-specified)	5th
6. Time/support from staff	11th
7. Exam/ coursework success	14th
8. Encouragement/ being ‘pushed’/ interest from staff	4th
9. Reward (personal eg chocolate, trips etc)	15th
10. A challenge	12th
11. Pleasing others/ praise (parents, teachers)	8th

### Case Study

Lisa is 15 and lives in Hull. She only liked school because of her friends and her boyfriend. Otherwise it was boring and she didn’t attend. She would only go if they paid her! She hates the uniform. She would rather go to college to do beauty therapy and in 3 years would like to be working in a beauty place, possibly even in management! She would prefer to train on the job. She thinks her school broke their promise to her to let her go on a one day release programme but she appreciates that she needs to go to school first....

## Where young people would prefer to learn

*"If you want to do well in the future it shouldn't matter where you're learning" (YP109, Hull)*

*"Don't matter about the place... it's you that has to do it not the place" (YP86, Hull)*

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

21% of the young people surveyed in Hull would prefer part of their learning to take place in a school environment. This is a slightly smaller 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 and between the ages of 14-16.

36% of young people in Hull said they would like some or all of their learning to take place in college. Of these over half were currently learning in a school environment. 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.

21% of the young people surveyed in Hull said it did not matter where they learnt as they would try their best wherever.

36% of young people in Hull said they would prefer at least some of their learning to be in the workplace. One third of the young people in Hull who said they would prefer at least some of their learning to be in the workplace were currently at school.

*"In a workplace - more mature, it's real, feel you're doing proper work" (YP103, Hull)*

One 14 year old stated they would prefer to learn in college and in a workplace because:

*"...the work is vital and in a workplace you can get a good feel for the job" (YP97, Hull).*

Of the small number of young people that would prefer to learn solely in a training centre both were female, currently at school and aged 14-16.

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”<sup>13</sup>. 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...

*“...because then you can learn in different environments and have different things to learn” (YP96, Hull).*

### 3.4 How do young people make decisions about their future?

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.

44% of parents and carers in Hull said that their child(ren)’s future plans influenced the advice they gave to their child(ren). 50% felt that it was important for their child(ren) to keep their options open. The local availability of appropriate courses influenced the advice given by a quarter of parents and carers in Hull. Exam expectations or actual results gained were seen as an influencing factor by 44% of parents and carers.

Transport, though seen as an influence by a smaller proportion of parents and carers in Hull than other parts of the sub region was still seen as an influence by 19%. Money was an influencing factor for 31% of parents and carers in Hull, the lowest of all areas of the sub region.

Advice from teachers was seen as an influence by 31% of parents and carers in Hull. Advice from this source was seen as a greater influence by parents and carers than advice from Connexions Personal Advisers (6%), Youth Workers (13%), friends (25%), other parents and carers and family (19%). Advice from Connexions Personal Advisers was seen as an influence by fewer parents and carers in Hull than any other area of the sub region.

13% of parents and carers in Hull noted that caring responsibilities influenced their child(ren)s decision making. This is slightly higher than the sub regional average.

#### **What parents and carers think influences their child(ren)’s decisions about their future**

Young people’s future plans were commonly considered to be an influence by parents/carers in Hull as was keeping their options open. The table on the next page compares Hull returns to sub regional averages.

<sup>13</sup> NFER, 2004, General Teaching Council Survey of Teachers 2004, GTC page 52

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

Parents/carers were also asked to say which they felt was the most important factor. The factors which parents and carers in Hull considered **most important** are shown in rank order in the table below.

Most Important Influence - Hull	Sub regional rank
<b>1. Future Plans</b>	1st
<b>2. Courses available locally</b>	3rd
<b>3. Exam expectations/ Actual results</b>	4th
<b>4. Money</b>	5th
<b>5. Parents/ carers</b>	6th
<b>6. Flexible Study</b>	7th

Whilst a quarter of all parents and carers thought that their child(ren)'s friends were an influence on the decisions they make none thought it the most important factor. The courses available locally was the second ranked most important factor, again highlighting the potential impact on learning of ensuring a broad range of suitable and accessible provision.

## What influences the decisions young people make?

'Future Plans', often articulated, as 'a career' is the main influencing factor on choices made by young people in Hull in relation to learning. 39% of the young people who responded to the survey in Hull suggested that their future plans influenced their decision making process. However, this is considerably lower than the sub regional average (55%).

The second most commonly cited influence were parents and carers with 30% of young people in Hull saying that their parents or carers were an influence on the decisions they make, though only 19% of parents thought that they were an influence on their children.

The courses available locally influenced the decisions made by 24% of young people in Hull. Exam expectations, or actual qualifications gained, also influenced the decisions made by 24% of young people whilst far more parents rated this as important in influencing their decisions (44%).

### What influences young people's decisions?

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

21% of young people said that money influenced their decisions. This was often coupled with a statement that suggested that it was money in the long term, rather than short-term incentives, which was uppermost in their minds.

Transport was not considered to be as important by young people in Hull as it was by their parents - it influenced the decisions made by 9% of young people responding to the survey whereas 19% of parents stated transport was an influencing factor.

For nearly 9% of young people, caring responsibilities influenced the decisions they made concerning their learning. Flexible study hours were less of an influence on young people in Hull than the sub regional average.

When questioned about advice and guidance professionals, or professionals working with young people, both Connexions Personal Advisers and teachers were noted as an influence by 9% of respondents. Youth workers were said to influence 3% of respondents. It is worth noting that these percentages for professional advice and guidance are all lower than the influence of friends and peers, cited by 21% of young people as influencing the decisions they make. This is interesting as 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, as parents appear to assume friends' influence must be negative whilst young people see it as positive.

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. The results of the current study suggest that Connexions Personal Advisers may be less of an influence.

It is also interesting to note the difference between young people's perceptions and parent/ carer perceptions. Advice from teachers was seen as an influence by 31% of parents and carers whereas only 9% of young people cited teachers as an influence.

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?**

37% of parents and carers who responded to the survey in Hull said that their child(ren) had not received any information, advice or guidance on their learning options.

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

Area	Yes (%)	No (%)	Missing Data (%)
Sub region	69	27	4
<b>Hull</b>	<b>44</b>	<b>37</b>	<b>19</b>

NE Lincs	70	30	0
N Lincs	78	22	0
East Riding	83	17	0

When asked where their child(ren) get information, advice and guidance on their learning options it is noticeable that there was less variety of sources than other areas of the sub region. The only professional advice and guidance services mentioned by parents and carers in Hull were Schools, Careers Teachers, Youth Service and Navy Careers Office.

Parents and carers were also asked how good they felt the advice and guidance, from whatever source, had been. The response rate to this question was low, however, that is not surprising given that 37% of parents and carers in Hull did not think their child had received advice and guidance. 31% of parents and carers in Hull felt advice and guidance had been either excellent, good or OK, however, 19% considered the advice and guidance received by their child(ren) as 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
<b>Hull</b>	<b>6</b>	<b>6</b>	<b>19</b>	<b>19</b>	<b>0</b>	<b>50</b>

NE Lincs	20	20	30	0	0	30
N Lincs	11	33	33	0	0	22
East Riding	14	38	24	7	3	14

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. 52 % of young people who responded to the survey in Hull said they had not received advice and guidance or did not respond to the question. This is considerably higher than the proportion 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. As one learning provider noted:-

*A significant number of young people do not access advice and guidance in a traditional way for example through schools, therefore use of detached workers/sports workers etc may also provide additional options (Youth service - Hull)*

Most young people get advice and guidance on their learning options from multiple sources. Only 12% of young people in Hull, who had received advice and guidance, said that they got advice and guidance solely from Connexions. A further 12% of young people said that Connexions were one of their sources of information, advice and guidance in conjunction with school, college or youth service.

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, however, it was pointed out that this can 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)*

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.

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.

### **Young People's perception of the quality of Advice and Guidance**

42% of young people in Hull thought the advice and guidance they had received was excellent, good or OK, this is considerably lower than the sub regional average of 70%. 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. 18% of young people in Hull said that the advice and guidance they had received was excellent, only 6% said it was good and 18% thought it was OK. However, this means that 6% of young people feel that the advice and guidance they had received was very poor or poor. The remainder said they had not received any advice or guidance.

Young people in Hull were less likely to rate the advice and guidance as excellent, good or OK than in the other areas, however, it should be noted that over half of the young people from Hull chose not to respond to this question.

Area	Excellent (%)	Good (%)	OK (%)	Poor (%)	Very Poor (%)	Missing Data (%)
Sub region	19	35	16	4	2	24
<b>Hull</b>	<b>18</b>	<b>6</b>	<b>18</b>	<b>3</b>	<b>3</b>	<b>52</b>

NE Lincs	27	55	14	0	0	4
N Lincs	10	43	24	10	4	10
East Riding	21	47	12	3	0	18

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 just under one in four young people are not fully satisfied with the help they are receiving.

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 Hull 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 Hull, namely financial support. Support in Maths was important to young people and parents/ carers in Hull as was work experience. Support in reading was not seen to be important by young people, parents/carers or learning providers in Hull. Counselling and Behaviour support were both ranked highly by learning providers in Hull (and sub regionally) but were not considered important by parents/ carers or young people in Hull.

**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	
1.	Work Experience (1 <sup>st</sup> =)
2.	Maths (3 <sup>rd</sup> )
3.	IT (7 <sup>th</sup> =)
4.	Flexible Study Hours (4 <sup>th</sup> )
5.	Financial Support (5 <sup>th</sup> =)
6.	1to1 support (7 <sup>th</sup> =)
7.	Own Target Setting (5 <sup>th</sup> =)
8.	Practical Work (1 <sup>st</sup> =)
9.	Reading (9 <sup>th</sup> )

Parents/ Carers	
1.	Career Planning
2.	Maths
3.	Work Experience
4.	Own Target Setting
5.	1 to 1 support
6.	Independent Living Skills
7.	Practical Work
8.	Reading

Young people in Hull were less likely to think practical work or involvement in own target setting were areas of support in need of development than the sub regional average rank. They were more likely than the sub regional average to consider support in IT to be needed.

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 Hull

Learning Providers in Hull ranked Independent living skills as 9<sup>th</sup>, however, sub regionally this was ranked 1<sup>st</sup>.

During consultation events caring responsibilities, or family issues, were mentioned by a couple of young people as reasons for not doing well at school (it has also been mentioned by Connexions Personal Advisers as a big issue for the sub region). A recent survey by The Princess Royal Trust for Carers found that more than a million children in Britain are looking after someone with an illness, disability or health problem – reported in TES September 3<sup>rd</sup>, p4. Greater awareness and understanding of the associated needs of such learners (eg flexibility or 1 to 1 support) may be necessary.

### 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.

Sheets of flipchart paper were used to gather the opinions of young people attending the Creative Voice event in Queens Gardens, Hull. An illustration of one of these sheets can be found in Appendix I.

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.









Objective	
<p>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.</p>	<p>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.</p>
Actions	
<p>Improve retention through attendance monitoring and targets to improve attendance.</p>	<p>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.</p>
<p>Intensify learner support well before the transition stage of 16</p>	<p>There is clear backing from young people and parents/carers for more learner support programmes. 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 than by Year 9 young people would be better prepared to make decisions.</p>
<p>Celebrate excellence in education and training, eg CoVEs, Specialist Schools etc and share good practice Celebrate excellence of learners</p>	<p>Rewards, praise and recognition 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.</p>
<p>Make better use of initial assessments to ensure learners are on appropriate programmes and can be supported appropriately</p>	<p>This is important as the research shows the highest motivating factor in Hull to be interest in the subject. There is a clear desire for support through career planning from parents, this may form a part of initial assessments.</p>

<b>Priority</b>	
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.
<b>Actions</b>	
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.
<b>Priority</b>	
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.
<b>Actions</b>	
Establish common data collection methods	Not addressed in the research.
<b>Priority</b>	
Implement targets to increase participation, retention, achievement, progress and quality.	Not addressed in the research.
<b>Actions</b>	
Establish targets to ensure aspirations of learners and providers are high	Parents/carers felt that involving young people in target setting was important.
<b>Actions</b>	
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.

<b>Objective</b>	
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 the fifth biggest barrier to young people achieving their potential. Young people will need additional guidance to choose vocational pathways and linked college courses at 14.
<b>Priority</b>	
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.
<b>Actions</b>	
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.
<b>Actions</b>	
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.
<b>Priority</b>	
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.
<b>Actions</b>	
Encourage providers to promote progression routes.	There is a need to promote vocational options.
<b>Actions</b>	
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 Hull 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 "vitaly 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 seven responses were received from learning providers in Hull.

Respondent Type	Sub region (%)	Hull (%)
Training Providers	26	57
Schools	25	14
FE	18	nil
Youth Service	13	28
Alternative Provision	9	nil
Connexions	9	nil

### 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. Most felt that their own knowledge was either good or very good. No providers felt that their own knowledge was poor however one FE provider in Hull suggested that further information is required:

*I need more updates, knowledge of what is available locally. So do the students. Connexions (advisers) do their best but lack of them is a problem. Understanding needs to start in Year 7. (FE provider - Hull)*

### Views on the current range of choice available to learners

Learning providers were asked how would they rate the current range of choice for learning provision for young people in Hull. All rated it as good or adequate. No learning providers in Hull rated it as excellent or as poor.

*Adequate in the sense that there is a range of choices. However I would question the appropriateness of choices in the context that there seems to be no strategy to influence learning choices into the main industries of Hull and the surrounding area. (Youth service, Hull)*

Gaps in provision were noted by a number of respondents, specifically mentioned were gaps in apprenticeships and gaps in specific vocational areas.

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.

Provision in Hull is generally perceived to offer a range of choices but some gaps in provision were noted:

*Some skill areas are not provided for very well - eg Plumbing. Many Young People would like to access this sector but provision is limited. Also there are not enough engineering companies who are able to engage with WBL (Training provider, Hull)*

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.

Several providers expressed their concerns about the lack of parity between work based learning and academic learning:-

*Work based learning has been and still is regarded as the LAST option or the option for the not very bright student - this has to change as the area/country is in desperate need of skilled workers - plumbers joiners secretaries - the need for Media/English graduates (for example) is very low compared to vocationally competent workers. Ensure the achievements from work based learning are 'counted' on par with academic achievements for individual progression. (Training provider - Hull)*

Learning providers in Hull felt that funding was the key issue to be addressed in order to develop the range of provision on offer.

### Perceptions of future learning needs

Learning Providers in Hull 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 “vitally 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”.

The following needs were seen to be particularly important:

Future learning need	Hull
Further CEG support	✓
More vocational training	✓
Personalised learning routes	✓
More ICT	✓
More flexible /distance / family / support learning models	✓
Involve young people	✓
Information for parents	✓
Raise the prestige of vocational opportunities	✓
Ability to gain access to young people	✓
Basic skills	✓
Better quality provision / resources	✓
Range of learning venues	✓
Subject matter to be exciting and engaging	✓
More flexible teaching and teacher training	✓
New ethos for learning – instant gratification v delayed success/wealth	✓
More/better PSE	✓
Flexibility between academic and vocational	✓

When asked if young people’s future learning needs were currently being met, all learning providers in Hull said no.

When asked to explain their ratings and to offer suggestions as to how these needs could be met 4 main issues were raised:-

**1. Parity of WBL with academic learning required**

“WBL has been and still is, regarded as the LAST option or the option for the not very bright student – this has to change as the are/country is in desperate need of skilled workers – plumbers, joiners, secretaries – the

need for Media/English graduates (for example) is very low compared to vocationally competent workers. Ensure the achievements from WBL are ‘counted’ on par with academic achievements for individual progression. Get to parents (et al) with this message “(Training provider

**2. Learning styles**

“Current education system is obsessed with passive learning. Schools need to be more aware of young people who learn in different styles – be more creative with teaching methods – or use alternative agencies to deliver. Individual styles/needs are unable to be met due to class sizes and the one size fits all approach in schools” (Youth service)

**3. Advice and guidance**

“Young people need added support when choosing their options and where to go to support their choice at 16” (Youth service)

**4. Funding of programmes**

“Providers provide either an industrial specific programme that fits within the funding constraints of the LSC and the time/commitment constraints of the employer or they negotiate further employer’s support for an enhanced programme.” (Training provider)

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

43% of the learning providers in Hull felt that young people do understand the options that are available to them at the end of year 11. This is slightly lower than the sub regional average.

Additional information provided by learning providers suggests that there is a range of information and support available to prepare young people.

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 people’s and their parents/carers understanding.

*Not all young people understand the range of options available to them. I firmly believe schools should be obliged to offer a comprehensive and equitably information service to young people and their parents - this should be done on the basis of the interests of the young person. Too much vested interest in how schools approach this issue. Greater emphasis on options and career choice in school is needed. (Training provider - Hull)*

In addition the following suggestions to improve young people’s understanding of the options available to them were made:-

- Schools need to be more receptive to training providers and improve opportunities for training providers to share information on alternative learning routes with pupils
- Better informed Personal Advisers and teachers regarding the local economy and possible training routes e.g. e2e

## Where Learning Providers think young people get advice and guidance

All learning providers thought that young people get advice and guidance from multiple sources. All but one learning provider in Hull thought that young people received advice and guidance from parents and carers or other family members. Similarly all but one learning provider in Hull thought young people received advice and guidance from school. All thought advice and guidance came from Connexions Personal Advisers and less than half though advice and guidance came from college or training staff.

Other important sources of advice and guidance were named:-

- ⇒ Youth workers
- ⇒ Work based learning providers
- ⇒ Friends

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 (60% of jobs in Hull are service based) 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. 43% of learning providers in Hull thought young people were well prepared or adequately prepared. However, 43% 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%
<b>Hull</b>	<b>29%</b>	<b>14%</b>	<b>43%</b>	<b>14%</b>

NE Lincs	25%	50%	0	25%
N Lincs	40%	60%	0	nil
East Riding	0	43%	57%	nil

## 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'.

*Every student should be able to choose a learning package suitable for their needs and experience as well as being realistically guided on their own capabilities and achievements (FE - Hull)*

### **Views on Learner Entitlement**

Learning providers were asked to make suggestions as to what should be included in a statement of learner entitlement. There was a poor response to this question. Suggestions included: -

- ⇒ Tailored to individual needs with appropriate support
- ⇒ Involve cultural strategy
- ⇒ Creative learning / different learning styles and local community provision
- ⇒ Positive expectations

## 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:

Financial support was considered the 5<sup>th</sup> most important area of support in need of development by young people in Hull. 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. In Hull only 21% 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 or improved work experience, more support in Maths and IT, or more flexible hours 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, 9<sup>th</sup> September 2004, Opinion, page15)

## Advice and Guidance

*"People should always be there to guide young people in the career ladder"  
(YP109, Hull)*

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.

- ⇒ 52 % of young people who responded to the survey in Hull said they had not received advice and guidance or did not respond to the question.
- ⇒ The only professional advice and guidance services mentioned by parents and carers in Hull were Schools, Careers Teachers, Youth Service and Navy Careers Office. According to young people in Hull professional advice and guidance is less influential than the advice of friends and peers on the decisions they make about their future.
- ⇒ 12% of young people in Hull, who had received advice and guidance, said that they got advice and guidance solely from Connexions. A further 12% of young people said that Connexions were one of their sources of information, advice and guidance in conjunction with school, college or youth service.
- ⇒ 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 few parents recognised that they influenced their child(ren)s decision making.
- ⇒ Parents/carers in Hull felt that career planning was the area of support that would help their child(ren) most to achieve their goals.

## Provision

*"Make more training courses available that actually lead to employment...not still 'go get a job yourself' at the end" (Young person consultation, Hull)*

- ⇒ Young people in Hull focused on curriculum flexibility and relevance to their needs, often expressing a desire for more practical or active learning activities. Addressing bullying and the behaviour of others were also common suggestions
- ⇒ Young people in Hull 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.
- ⇒ Parents and carers in Hull cited poor pupil behaviour and inadequate teaching as a negative aspect of current school provision.

- ⇒ Lack of facilities, poor facilities, and low numbers of places on FE courses were mentioned as negative aspects of current post-16 provision.
- ⇒ Parents/carers in Hull suggested changes to provision which they felt would have a high impact, they were:-
  1. Curriculum flexibility and appropriateness to young person's needs  
*Practical, hands-on training for those without qualifications who are not interested in college based training (Hull)*
  2. Increased or more accessible provision  
*More training providers (Hull)*  
*More activities for school age children – recreation, sports, music (Hull)*
  3. Implementing support for young people on managing their behaviour  
*Ways of motivating young people to have goals and to work towards achieving them (Hull)*

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 raise motivation.

## Future Learning Needs

*"The structure of work – understanding the work environment. Independence skills. Understanding budgeting" (Young Person, Hull)*

"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)

- ⇒ In Hull 12% of young people said they wanted to leave education or training before the age of 18 (compared to 10% sub regionally) 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.
- ⇒ 39% of young people in Hull wanted to remain in some form of education or training until they were between 20 and 30 years of age, compared to 42% sub regionally
- ⇒ 35% of young people in Hull felt that they needed to learn a vocational qualification over the coming two years<sup>14</sup>. This is considerably more than the sub regional average (24%)

<sup>14</sup> This fits with learning providers views that one of the most important future learning need for the sub region is likely to be vocational provision, see page 47.

- ⇒ Only 9% of young people in Hull said they needed to learn 'learn' traditional academic qualifications such as GCSEs, A Levels and degrees. This is considerably lower than the sub regional average (21%) and less than any other area of the sub region.

## Transport

- ⇒ Transport, though seen as an influence on the decisions about their future made by their child(ren) by a smaller proportion of parents and carers in Hull than other parts of the sub region was still seen as an influence by 1 in 5 parents/carers.
- ⇒ Transport was not considered to be as important by young people in Hull as it was by their parents - it influenced the decisions made by 9% of young people responding to the survey

## Work Based Learning/ Vocational Learning

*"Make more training courses available that actually lead to employment...not still 'go get a job yourself' at the end" (Young person consultation, Hull)*

- ⇒ Of the options available to young people at the end of year 11 parents/carers and young people know least about Entry to Employment (E2E).
- ⇒ Additional support through work experience was seen by parents and carers as being important in helping their child(ren) with their learning.
- ⇒ Young people thought that work experience was the area of support that would help them most with their learning.
- ⇒ 36% of young people in Hull said they would prefer at least some of their learning to be in the workplace.
- ⇒ One third of the young people in Hull 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.

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

- ⇒ 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

- ⇒ 36% of young people in Hull said they would like some or all of their learning to take place in college. Of these over half were currently learning in a school environment. 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.
- ⇒ Personal issues such as caring responsibilities affect many young people in the city and interfere with their schooling – they may for example not take exams (not because they are not able but because of other issues) – the choices then available to them are restricted.
- ⇒ In consultations young people in Hull suggested that more support in Maths, IT, and more 1to1 support would help them access the learning opportunities to which they are entitled. They also suggested Flexible Study Hours and Financial Support would help.

- ⇒ Parents and carers in Hull see the main barriers to achievement as the quality of teaching, negative influences from friends, lack of parental support or control, the poor behaviour of others, lack of support from teachers, 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

“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)

- ⇒ Many young people *‘want a good education so I can get a good job’*.
- ⇒ Young people often mentioned the importance of interest in the subject and enjoying what they are doing in order to learn.
- ⇒ Many young people in Hull see rewards as a good means of motivating them to learn.
- ⇒ Learner involvement in setting targets is seen to be a very important area of support in need of development by young people, parents/carers and learning providers in Hull
- ⇒ 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.

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**Appendix I:- Sample Graffiti Wall, Learner Entitlement**

Understanding people to listen and talk to	Good understanding teachers who try and keep order, also give the children the chances to show their own abilities, and skills, not only by learning but by experience	Respect	Honesty to themselves and others	Respect to the teachers
Schools, colleges should offer equality and access regardless of ability or access to learning		Hard work, make best effort. Produce a first-class or near first-class work and confidence	Respect each other, work and get on with people	Respect to people of all ages
Support	What do you expect a school, college or training provider to offer you?	Good behaviour	Is there anything you should offer in return?	
High standard of education and support for those with difficulties	Support	Respect and behave in class	Respect for them	
Don't take an instant liking/disliking to a pupil/person	Help and Support	Good behaviour and a desire to learn	Young people should learn and offer in return important values i.e loyalty/ honesty	Respect
Teachers to understand your needs	More understanding from teachers	Behave, respect the people who you are in contact with (others)	Respect others	Respect
Teachers to understand why you are late and if you were absent offer support when come back	Teachers should teach properly not just give work out, should not swear at pupils		Child should attend school every day, definitely more respect from pupils, be punctual, better behaviour from pupils, listening, more work done	
Correct info	Support, understanding			