



## **EAAL Scotland Impact Forum Adult Learning and Young Adults 14 February 2019**

### **1. Welcome and Introductions**

Colin Ross, CLD Standards Council, Chair

Mainly local authority staff, plus college, government, and higher education speakers.

There may be a chance of a fringe event on WP6 at CLD conference. MR to follow up.

### **2. Upskilling Pathways and Young Adult Learners' Project**

Mark Ravenhall, Chair England Impact Forum

Interested in the concept of “care experienced” the term in Scotland for people who have experienced short-term care. There was also some discussion of the Levy being used to support higher skilled management staff doing MBAs in Scotland.

Gave Nicola as the contact.

### **3. Developing the Young Workforce (DYW)**

Paul Fagan, Team Leader – Developing the Young Workforce and 15-24 Learner Journey Review Implementation (unable to attend at last minutes so John Rafferty did this presentation as well as the one below)

An off shoot of the Woods Commission. Aims to: reduce Youth unemployment by 40% 2021; enhance and expand work-based learning in schools to better prepare YP for the world of work; introduce new standards for CIAG and work. People working in schools, LAs, and colleges with DYW in their job-title. Earlier interventions.

Invested in Foundation Apprenticeships, a two-year course at college 2 afternoons a week for a year, to get an SQF level 6; second year at employers 2 afternoons a week, assessed in work-place, on competence-based units. Foundation Apprenticeships are equivalent of 2 Highers (at C); and some universities accept them. Some high-flying pupils doing it as an add-on (e.g. to access competitive courses such as medicine.)

Scotland has hit the 30,000 Modern Apprenticeships 2020/21 target, but Foundation Apprenticeships (FA) have not due to a number of factors (parental ignorance, timetabling issues).



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#### 4. Experience of Delivering on the DYW Agenda

John Rafferty, Glasgow Colleges DYW Lead, Assistant Principal  
Glasgow Clyde College

DYW has resulted in new partnerships, new curriculum, new activities. Joint teacher-lecturer activities. There is no FA in Hairdressing as this is not a Scottish skills gaps area. GCC works with 1200 school pupils per annum. Bulk at SQF 4-6. There has been a trend towards growth at L6 due to FA policy. It was asked whether people who should be studying at L4 being forced to study at L6? It is not clear at this stage. The pass-rate has not declined, however. There is also a 'partial success' KPI; this also went up. Increase in attainment went up by lowering drop-out.

Some YP are school refusers who spend the whole week at college (100 people who attend a 'virtual school' where each course is run at a different college). Impact is also analysed by employment sector, and different colleges specialise in certain sectors. The specialist offer impacts of take-up by gender. Only 3 areas have gender equality; 8 areas significantly more males; 4 areas significantly more females. In some areas, such as Business it is more balanced than the rest of the country; in Engineering it is less gender balanced than the rest of FE. Overall, schools provision is more gendered. There is gender equality overall, in participation and achievement rates.

Overall, there has been an impact on the perception of the academic-vocational divide. There are a number of challenges around FAs: some areas are not viable, two-year delivery models. Cash-funded not by credits so impacts on college targets. Barriers between school and college CPD. Schools put up barriers. Some duplication of effort between Las, colleges, and schools.

#### 5. Discussion

This was a very focussed discussion because most of the participants were from LA CLD or family learning. Differences in culture between schools and colleges partly addressed by a Teach Too type approach, where colleges staff learn about how schools work. Where projects cut across LA area there have been problems in partnership work in different ways. Little involvement of the voluntary sector in the DYW work. Glasgow Council has set up a Strategic Employment Group to analyse the most impactful type of work—there are many initiatives.

Glasgow Kelvin has a strong link with CLD provision and extends into youth provision. DYW data focusses on qualification-level and not the wider outcomes of the programme.



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Big lessons from the programme: be clear about what you have already got before you build new structures. 'Nexus' organisations that work across sectors are useful. Colleges are well-placed in this regard. Scottish colleges are well-funded. SDS talk about DYW is only FAs. SDS fund careers guidance workers in schools. There is a targeted interview with the bottom 10%. So there is NO guidance for most people. This could be one of the reasons behind the highly gendered participation in employment sectors. The project got young people back into school or on video to address gender inequalities in participation. The videos of YP were most popular on the website.

The future has to be based on products that are co-created with learners, schools, and employers. SDS has come at it from a funders' perspective and not an educators.

## 6. Young Adults Project-A Comparative Perspective of Lifelong Learning and Inclusion in Education and Work in Europe

Ellen Vanderhoven, Research Assistant, University of Glasgow

The project is called YOUNG\_ADULLLT and is part of Horizon 2020 will finish this month, coordinated by Munster Uni in Germany.

9 countries: AU, BU, HZ, FI, DE, IT, PT, ES, and Scotland!

Embedded in post-crisis context: employment and social inclusion.

Three focuses: policy, regional landscape, and learner voice.

In each country, chose two regions, in Scotland: Glasgow City Region and Aberdeenshire and Aberdeen City Region. Different demographics and labour markets.

Comprehensive data analysis and collection, using policy reviews, quants, qualitative, and governance mapping. Comparative analyses between the countries to produced policy briefs and roundtables.

Aims to provide knowledge exchange, incorporate regional perspectives and debates on LLL, to out YP's voice back into policy-making.

### Key research findings for Scotland:

- There has been a shift in orientation from LLL to skills for work
- Policies have focussed on a narrow range of young adults (16-19); precariat goes well beyond 24

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- Skills agenda has emphasised economic growth over equity
- There is a lack of information about vocational routes for young people (interviews were in 2017, before DYW throughput)
- Families strongly influence and support young people's decision-making
- Insufficient meaningful opportunities for YP not in HE or apprenticeships
- YP who engage with LLL policies report positive experiences
- Scottish Government providing strategic coordination of the skills system
- There is a recognised need to engage employers in increasing collaboration (but there is nothing to compel or encourage employers to be involved)
- Centralised accountability mechanisms make it hard to implement at regional level, which lacks autonomy and adaptation

30-page comparative study out now. Ongoing research for example on DYW.

Sample size was 15 practitioners and 15 YP for each region; needs a more robust sample for future work. A learner journey panel has been established by Young Scot [organisation].

The project concludes that Scottish Government 'trapped' in a non-marketised model but is not willing to compel employers to be involved. SG tends to be reactive to changes in LM needs. There's a dependency on other services in Scotland, e.g. careers advice. One forum member (college) thought that Scottish Government obsessed by qualifications.

There was concern over the focus in EC policy and data at 25-64 years. Therefore a LLL strategy could be co-opted or designed around the EC's definition of LLL 'participation' data (15% of 25-64 year olds). Germany may have lost its capacity to respond to the complexity of people's lives. Finland has high quality apprenticeships and but low take up.

All countries had limited ways of engaging learners to help develop policy.

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