

# Equality and Pathfinders

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Women. Men. Different. Equal.  
Equal Opportunities Commission

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## EXECUTIVE SUMMARY

### Introduction

The 14-19 Pathfinders were set up as part of a larger process of reforming the 14-19 phase of learning which was given particular emphasis first by the Green Paper: *extending opportunities, raising standards*. Their remit was 'to develop and test various models of local collaborative arrangements and in various settings, including a range of social circumstances' (DfES 2002a, p.19), in order to allow young people access to greater choice and flexibility to follow pathways more tailored to their aptitudes and aspirations. In addition, the 14-19 Education and Skills White paper in February 2005 emphasized general intentions to improve vocational education and introduce specialised lines of learning.

In the developing 14-19 White Paper context, concerns have been raised that the increase in emphasis on vocational education and entry onto vocational routes into work at 14 could compound the stereotypical vocational choices already made by many young people and further contribute to occupational segregation. By contrast, such changes in the 14-19 phase could bring groundbreaking opportunities to open up better and wider opportunities for all young people, if actions to address stereotyping are integrated.

This research was commissioned by the Equal Opportunities Commission (EOC), in collaboration with the Department for Education and Skills (DfES) and Joint Intervention Partners (JIVE), to investigate the extent to which Pathfinder Projects were challenging inequalities and stereotypes affecting young people's choices and monitoring the outcomes for individuals or groups, with particular reference to gender, ethnicity, disability, those who are looked after, the gifted and talented and those who are underachieving.

The methodology comprised three main elements:

Document analysis of DfES literature, guidance and requirements for Pathfinder projects. Documents produced by the 14-19 Pathfinders: their original bids; their termly progress reports submitted to the DfES March 2004.

A questionnaire survey. Completed questionnaires were received from 29 of the 39 Pathfinders.



Four in-depth case studies of Pathfinder projects identified as developing good equality practice.

The project took place from May 2004 – February 2005.

## **Key Findings**

### **Data collection by Pathfinders**

Most Pathfinders seemed unaware that they were expected by the DfES to track the impact of their activities on different groups of young people. There is therefore a lack of data relating to the targets set, rates of participation, and outcomes for underachieving groups of young people, particular ethnic minority groups, the looked after, the underachieving gifted and talented, young people with disabilities, and girls and boys separately.

Even where data were being collected, there was evidence that a lack of consensus about terms such as ‘gifted and talented’ and ‘underachievers’ may mean that data from different Pathfinders may not be directly comparable.

### **Challenging stereotypes, widening choices, improving access and removing barriers**

Nine of the 29 Pathfinders did not believe that it was part of the DfES’ requirements for 14-19 Pathfinders that specific interventions should be developed to *challenge stereotypes* for *any* of the specific groups. There was, in general, a much greater acceptance of their role to *widen choices, improve access and remove barriers*.

Two thirds of the 29 Pathfinders indicated that they were currently undertaking specific interventions for one or more of the following groups: black and minority ethnic groups; gifted and talented young people; underachievers; young people with disabilities; and young people in public care. However, as discussed in the section below, for many Pathfinders, attention was focused on enhancing opportunities for the underachievers and the gifted and talented. Little targeted work was being undertaken in the fields of ethnicity, disability and looked after young people. Fewer than a third of Pathfinders reported interventions relating to gender issues.

## **Target groups**

### **Ethnicity**

Several Pathfinders described their location as ethnically diverse or comprising particular minority ethnic groups. Four reported current interventions in this category, mostly with the aim of addressing underachievement and/or poor attendance. The

Lewisham case study provided an excellent model of the way in which the public and private sectors can effectively work together to raise the aspirations of young people and their parents.

### **Gifted and Talented**

The prospectuses for 14-19 Pathfinders had signalled the DfES' particular interest in this group of young people and over half the Pathfinders were undertaking interventions in this area, typically including additional provision in the form of 'master classes', and accelerated learning opportunities.

### **Those who are underachieving**

For most Pathfinders (22 of the 29 completing the questionnaire), this was the group receiving the most attention although interventions in this area may also encompass issues relating to gender, ethnicity and disability, and looked after young people and underachieving gifted and talented students. In general, though, attention in current interventions appeared to be more likely focused on the less able, the disaffected and the disengaged. These young people were typically offered a greater range of curriculum options, particularly in terms of vocational courses.

### **Disability**

Although many Pathfinders indicated in their bid documents that they would be involving special schools, analysis of the questionnaire survey responses found only five interventions aimed specifically at young people with disabilities. However, the North Nottinghamshire case study provided some examples of good practice which could be adopted in other contexts, in particular the close working relationship with training providers and employers to ensure that students' needs were recognised and catered for effectively.

### **Looked after children**

There was little evidence that Pathfinders are targeting this group of young people. Four Pathfinders reported interventions in this area.

### **Gender**

Nine Pathfinders reported undertaking interventions around gender. Some good practice in challenging gender stereotyping was identified. The Doncaster and Durham case studies provided examples of interventions set up to provide young people with the opportunity to 'taste' non-traditional courses, meet positive role models and consider non-traditional options.

Some interventions also incorporated sessions to raise students' self confidence and self esteem; to develop their study skills; and to discuss in a focused way, for

example, strategies for how girls and boys could cope in occupational sectors historically dominated by the other gender.

### **Features underpinning successful interventions**

The programmes which appeared to be the most effective exhibited some or all of the following features:

- effective leadership;
- effective collaboration within an extended network;
- a clear structure of responsibilities with effective lines of communication;
- a commitment to a longer term intensive programme with appropriate levels of resourcing;
- a clearly identified target group or groups of young people;
- effective relationships with training providers and employers;
- the involvement of parents;
- enhanced impartial advice and guidance about the opportunities available in terms of further and higher education, and careers; and
- systems to monitor the implementation and outcomes of the project.

### **Barriers to change**

Limited personal aspirations of students and a lack of quality advice/guidance available to them were seen as key areas to address by Pathfinders in challenging the stereotypical pathways taken by all groups of young people.

Only a minority of Pathfinders were collaborating with other organisations that work to address equality issues.

There was some evidence that there is a lack of knowledge surrounding the means by which outcomes of interventions around equality issues can be monitored. A significant number of Pathfinders indicated that they would like support and guidance in this area.

Many Pathfinders said they were reluctant to plan further work due to the lack of certainty about future funding.

## **Conclusions**

There is strong evidence that Pathfinder funding has afforded increased possibilities for planning, implementation and innovation but, for many, the notion of inequality has been seen primarily in terms of general underachievement, rather than relative differences in choices, opportunities and routeways for different groups of young people (e.g. male and female students). The Pathfinder objectives were broad and therefore specific equality issues relating to gender and disability, for example, were not always high on the list of priorities for many Pathfinders. In this regard, aims concerned with addressing young people's stereotypical course and career choices, and raising the aspirations of particular groups were essentially sub-aims within Pathfinder activity. Nevertheless, several Pathfinders were undertaking effective interventions in terms of challenging stereotypes, widening choice, improving access and removing barriers for some groups of young people and the case studies provided examples of good practice which could be replicated in other geographical areas and in different contexts.

The research suggests:

### **Making equality issues a priority**

Young people are not homogenous and follow routeways into a labour market that are affected by their gender, ethnicity and disability status. Some young people are multiply affected. The increased emphasis on vocational education in the Pathfinder programmes including the introduction of vocational GCSEs could, potentially, reinforce stereotypical patterns and restrict choices at an earlier age than before. Equality issues need to be more than just an 'add-on'. They need to be a consideration at every stage of planning, implementation and evaluation.

### **Improved monitoring, evaluation and accountability**

The guidance in the DfES documents about the collection of discrete data relating to rates of participation and outcomes for different groups of young people was less explicit than on other aspects of Pathfinder activity. More emphasis and guidance is required for these types of data in the future. The use of performance indicators might be useful. We would suggest that a first step would be to *require* Pathfinders to supply discrete data for the different groups against the performance indicators already required for the whole Pathfinder programme. This would help to ensure that such data are collected and that the impact on different groups of young people is visible.

### **Greater involvement with organisations working in the equality field**

Many Pathfinders indicated that they would be keen to receive information about how they could work more effectively to address equality issues, with a minority currently collaborating with organisations that could help. Equality information posted on the Pathfinder website could also be useful. The DfES might also wish to consider providing equality training, in future, for personnel involved with programmes similar to the Pathfinder initiative.

### **The need to tackle stereotyping in order to open up choices**

By the age of 14, many young people are making choices influenced by stereotyping. The research suggests that combating stereotypical views needs to become a priority in the *primary* phase of education.

Parents are not only important in supporting their child throughout their education, they can also have a strong influence on their child's decision making. At present, very few Pathfinder activities give parents a role to play. There is a place for more initiatives that actively involve parents.

Continuing professional development, focusing on equality issues, would help teachers to tackle stereotyping and could help to raise students' aspirations and widen the choices available to them. Discussions need to be encouraged in schools about how different careers afford different opportunities in the long term and the impact of stereotypical career choices upon girls and boys.

# 1 INTRODUCTION

This report details the findings of research commissioned by the EOC in collaboration with the DfES, and JIVE to investigate equality issues within the thirty-nine 14-19 Pathfinder projects. A number of indicative areas of development are included in Pathfinders' programmes, such as the development of substantial programmes of vocational learning. In addition, the 14-19 Education and Skills White paper in February 2005 emphasised general intentions to improve vocational education and introduce specialised lines of learning. The greater emphasis on vocational education for 14-19 year olds raises issues and challenges. Young people often already make vocational choices that are stereotyped and therefore contribute to occupational segregation. Greater choice at 14 and entry onto vocational routes into work at that age could compound the problem unless equality issues are raised and targeted work is done to open up choices in the delivery of new vocational opportunities. This research focused on Pathfinder activity in areas relating to gender, ethnicity, and disability; young people who are looked after; the gifted and talented; and those who are underachieving.

## 1.1 14-19 Pathfinders

The Government's Green Paper *14-19: extending opportunities, raising standards* proposed the setting up of 14-19 Pathfinders 'to develop and test various models of local collaborative arrangements and in various settings, including a range of social circumstances' (DfES 2002a, p.19). The remit of Pathfinders was later set out in more detail by the DfES in its policy document *14-19: opportunity and excellence* (DfES 2002b). The objectives of 14-19 Pathfinders were to:

- test out a range of ideas and discover new ones;
- develop best practice in 14-19 education and training to guide the steps to, and pace of, a national roll-out;
- see how 14-19 policy will fit with other policies, identify barriers to a coherent 14-19 phase and design ways to overcome them; and
- show that a coherent 14-19 phase can be achieved nationally in a variety of locations with different social circumstances and different mixes of schools and colleges, including those with young people with special needs.

DfES 2002b, p.25

Pathfinders were identified in two phases: in late 2002 and in mid 2003. A number of 'key aspects' were identified for Phase One Pathfinders which included: setting up

collaborative networks; broadening curriculum choices; enabling variations in the pace of young people's learning, ensuring post 16 access to level 2 in literacy, numeracy and Information Communication Technology (ICT); extending work-related programmes; developing young people's enterprise capabilities; developing and testing innovative approaches to vocational learning including the new 'vocational' GCSEs; and enhancing the advice, guidance and support available to all young people. Partnerships awarded Pathfinder status were also required to set area and institutional performance targets for attainment and progression with a focus on results and destinations at 19. Specifically these had to include:

- increases in participation rates post-16;
- increases in the numbers achieving level 2 and 3 qualifications at age 19;
- decreases in the numbers achieving no qualifications by 19;
- reductions in truancy rates 14-16;
- reductions in drop-out rates 16-19; and
- increased entry rate to higher education.

Phase One and Phase Two Pathfinders were also expected to *monitor* the impact of the Pathfinder on different groups of young people, especially underachieving groups including particular ethnic minority groups, children in public care, underachieving gifted and talented students and other identified underachievers, together with the extent of gender stereotyping in the take-up of vocational courses.

Forty-nine partnerships applied for Pathfinder status in Phase One. Geographically, proposals were received from as far south west as Cornwall to Gateshead in the north east and from as far south as the Isle of Wight to Cumbria in the north west. Several partnerships were based in large urban areas including London, Manchester and Coventry. Others had been set up to address issues of rural isolation and deprivation, such as the Lincolnshire Pathfinder, while others were located in mixed urban/suburban/rural areas e.g. Gateshead and Doncaster. The proposals were assessed by advisors from the DfES, the Learning and Skills Council (LSC) and a wide range of agencies and organisations including Office for Standards in Education (Ofsted), the Qualifications and Curriculum Authority (QCA), the Local Government Association (LGA) and the Association of Colleges. Twenty-five partnerships were selected to be Phase One Pathfinders. These began operation in January 2003 and subsequently received further funding for 2003/4 and 2004/5. In July 2003, an

additional fourteen Pathfinders were announced under Phase Two of the initiative and started operation in September 2003. A full list of the 14-19 Pathfinders can be found in Appendix A.

In 2002/3 £5 million was made available to support the 14-19 Pathfinders and the LSC agreed to provide a further £5 million and to manage the Pathfinders jointly with the DfES. Additional funding of £16 million split equally between the DfES and the LSC was made available for 2003/4 to support both the Phase One and Phase Two Pathfinders, with a further £20 million for 2004/5. Funding is due to cease in 2005.

## **1.2 Aims of the research**

This research project had five aims:

1. To assess the extent to which the 14-19 Pathfinder requirements:
  - emphasise the importance of challenging inequalities and stereotypes affecting young people's choices; and
  - encourage the Pathfinder projects to evaluate equality progress through monitoring young people's outcomes.
2. To assess the extent to which the Pathfinder projects are:
  - challenging inequalities and stereotypes affecting young people's choices; and
  - monitoring the outcomes for individuals or groups.
3. To gather any available evidence of changes in the subject choices and aspirations of young people who have experienced a new curriculum and work-related learning.
4. To identify examples of positive action or good equality practice, including JIVE interventions.
5. To identify how Pathfinder projects aim to embed good equality practice into 14-19 learning/pathways.

## **1.3 Methodology**

The methodology comprised three main elements:

### **Documentary analysis**

- DfES literature, guidance and requirements for Pathfinder projects.



- Documents produced by the 14-19 Pathfinders: their original bids for Pathfinder status; their termly progress reports submitted to the DfES in March 2004.

### **Questionnaire Survey of the thirty-nine Phase One and Phase Two Pathfinders (Appendix A)**

Questionnaires were distributed by email to all thirty-nine Pathfinder Coordinators at the end of June 2004. A mixture of closed and open questions were used to ensure that the questionnaire would be straightforward and not onerously time-consuming to complete, but would still provide a rich source of information of Pathfinders' engagement with equality issues.

Issues addressed included:

- how Pathfinder projects interpreted the DfES equality requirements;
- the groups and equality issues that were highlighted and any sense of priorities;
- the extent to which Pathfinder projects were challenging inequalities and stereotypes affecting young people's choices;
- how Pathfinder projects monitored the impact of their interventions;
- to what extent there was evidence of changed outcomes for young people; and
- examples of good equality practice, including any JIVE interventions.

Responses were received from 29 of the 39 Pathfinders. The amount of information provided by Pathfinders varied, with some providing lengthy and detailed reports and others indicating that not all questions were relevant to their Pathfinder.

### **Four in-depth case studies of Pathfinder projects identified as developing good equality practice**

The selection of four Pathfinders for intensive case study was made after consultation with EOC, JIVE and DfES representatives. The questionnaire survey had revealed that activities specifically related to equality issues were limited in number in 14-19 Pathfinders, so the pool of Pathfinders to choose from for case studies was small. The four Pathfinders were chosen to reflect a range of equality issues:

- challenging gender stereotyping in course/career choices (Doncaster, Durham);

- raising the aspirations of black and minority ethnic students (Lewisham); and
- raising the aspirations of young people with Special Educational Needs (SEN) (North Nottinghamshire).

The case studies, undertaken in November/December 2004, comprised:

- an investigation of the views and experiences of young people who had taken part in interventions, using interviews with focus groups;
- an investigation of the views and experiences of key stakeholders involved in any interventions, e.g. teachers, Connexions Personal Advisers and, if appropriate, training providers and employers, using semi-structured interviews;
- scrutiny of supporting evidence regarding the impact on young people's outcomes, where this was available; and
- consideration of whether interventions could be replicated and mainstreamed.

## 2 DOCUMENTARY ANALYSIS

### 2.1 Introduction

A number of documents have been produced which relate to the 14-19 Pathfinder programmes: the initial prospectuses in which the DfES set out the framework for Phase One and Phase Two Pathfinders and invited bids from partnerships for Pathfinder status; the original bid documents submitted to the DfES by the 49 partnerships and any supplementary material supplied; the annual reports of the 14-19 Pathfinders; and the progress reports which Pathfinders are required to submit to the DfES on a termly basis. These documents were important to scrutinise as part of this research project as they indicate the scope and scale of the Pathfinder programme and the way in which partnerships sought to respond to the initiative, in terms of the nature of the interventions planned and the types of young people targeted.

### 2.2 DfES guidance to 14-19 Pathfinders

For both Phase One and Phase Two of the 14-19 Pathfinder programme, the DfES issued a prospectus which set out the framework for the Pathfinders. Although there were slight differences in emphasis between the Phase One and Phase Two programmes, both phases had two key principles:

Greater collaboration between education and training providers:

*Mechanisms for collaboration amongst institutions/providers must be established where they cannot deliver high quality options 'in house'. This will require joint curriculum planning between institutions to make collaboration possible.*

Broader curriculum offerings, with a particular emphasis on work-related learning:

*There will, through collaboration with employers, colleges and training providers be an increased number of high quality, safety-vetted work-related programmes which may lead into Modern Apprenticeships.*

Pathfinders were also expected to link with other related pathfinders and programmes, such as Excellence in Cities, Diversity pathfinders, the Increased Flexibility for 14-16 year olds programme, Entry 2 Employment.

In both phases, in discussing the selection of Pathfinders, the DfES indicated that:

*...the areas chosen will include ones that are ethnically diverse and at least one pathfinder must involve a special school or schools.*

There were also several references to provision for gifted and talented students, for example, through partnerships with higher education institutions to provide master classes, and by offering accelerated learning opportunities.

Each prospectus also contained a reference to enhancing the opportunities available to young people with disabilities, calling for Pathfinders to explore:

*... how young people with more severe learning difficulties and disabilities can be included in the opportunities presented by the 14-19 strategy.*

To monitor the impact of the Pathfinder initiative on different groups of young people, the DfES indicated that:

*Partnerships will be expected to track the impact of the pathfinder on different groups of young people, especially underachieving groups including particular ethnic minority groups, children in public care, underachieving gifted and talented students and other identified underachievers. In addition, pathfinders should also monitor the extent of gender stereotyping in the take-up of vocational courses.*

However, the areas set out in the paragraph above were not specifically included in the performance targets required by the DfES to be submitted by each Pathfinder, and this may partially account for this research project's finding that few Pathfinders are collecting these types of data.

### **2.3 Pathfinders' documents**

This summary is based on documents from the 25 Phase One and 14 Phase Two Pathfinders: the original bid documents and any supplementary materials required of Pathfinders by the DfES in support of bids; the termly progress reports submitted to the DfES in March 2004. In this report, the findings from the documentary analysis have been organised under headings representing the issues/groups on which the questionnaire survey was focused, to facilitate understanding of the issues which emerged.

#### **Gender**

A small number of Pathfinders reported the monitoring of progress of particular groups of students as a measure of the impact of Pathfinder activity, including males and females as separate groups.

A small number of Pathfinders discussed plans to encourage girls to consider courses that typically had low take-up rates for girls, such as Engineering. The

provision of taster programmes for such subjects and the use of role models to challenge stereotypes were mentioned in this regard.

Both the Southampton and Warwickshire Pathfinders involve collaborations between schools in order to widen subject choices for both boys and girls.

### **Ethnicity**

Several Pathfinders described their location as ethnically diverse or comprising particular minority ethnic groups as one context in which they would be working. Some of these indicated that specific provision would be targeted at particular groups, such as Black African-Caribbean boys (Harrow), Asian boys (Stockport) and Pakistani students (Stockton-on-Tees), for whom underachievement and/or poor attendance was a concern.

A small number of Pathfinders, including Gateshead, indicated their intention to work with representative focus groups, or to seek the views of young people from minority ethnic groups, to monitor and evaluate specific issues. Other Pathfinders had planned to monitor the take-up of provision and progress of young people by ethnic categories.

Little reference was made to community languages throughout the documents. An exception was the Black Country Pathfinder, which is incorporating Punjabi and Urdu into specific course material in order to improve access to activity for young people with these languages.

### **Disability/Special Educational Needs**

A majority of Pathfinders indicated in their bid documents that they would be including all or some of their special schools for secondary aged pupils in activity.

Some Pathfinders planned to develop collaborative timetabling amongst schools to widen choice for young people with special educational needs with activity at institutions beyond the special schools, including at colleges of further education. Others intended to provide work-based learning for these students, while others planned to increase or introduce vocational provision within the special schools.

Several Pathfinders indicated that there is additional support from the Connexions service for students with special educational needs, particularly with regard to the use of Individual Learning Plans (ILPs).

A small number of Pathfinders have highlighted the need for teachers to receive professional development to enable them to work effectively with students with

special educational needs with regard to the new learning experiences that would be provided.

### **Gifted and Talented students**

Several Pathfinders have made links with the Gifted and Talented strand of the Government's Excellence in Cities (EiC) initiative. Throughout the Pathfinders there has also been collaboration with higher education institutions (HEIs) and, to a lesser extent, independent schools and local businesses.

Much activity has apparently been focused on the provision of master classes. For example, Warwickshire has developed an extensive programme of Young Enterprise master classes; North Lincolnshire's Pathfinder programme includes an increase in the number of master classes in technology, the arts, languages, ICT and sports. In Norfolk, vocational master classes in the areas of construction, horticulture, engineering, leisure and tourism, health and social care, business and ICT were cited as a key strand of the Pathfinder's provision for the gifted and talented.

Other activity includes accelerated learning courses and early examination entry in particular subjects. This is reported as one element of the Harrow, Southampton, Coventry and Shropshire Pathfinders.

### **Looked after children**

Few Pathfinders make specific references in documents to 'looked after children'. Those that do mainly indicated that they would be consulting 'looked after children' and/or monitoring their progress on programmes.

A small number of Pathfinders had planned involvement by the Connexions service's Personal Advisers in recruiting 'looked after children' for particular activity.

### **Underachieving students**

About one-half of the Pathfinders indicated in their original bid document that they planned to raise attainment levels of underachieving groups. In a few cases, the identified underachieving group was defined by other characteristics, such as white working class and black African-Caribbean boys (Harrow). Several Pathfinders had identified a group of young people who were thought likely to gain no qualifications without intervention.

The planned provision across the Pathfinders was varied. Most Pathfinders have been seeking to provide a broader range of courses with an emphasis on vocational courses. Other strategies have included projects based at Pupil Referral Units

(PRUs); the involvement of employer champions and role models of successful young people; and the use of e-learning.

### Summary

- The activities proposed in Pathfinders' original bid documents unsurprisingly largely reflected the emphasis placed by the DfES on: setting up collaborative networks, broadening curriculum choices, extending work-related programmes and enhancing the advice, guidance and support available to young people.
- The DfES had also indicated that Pathfinders were expected to monitor the impact of the Pathfinder on *different groups* of young people, especially particular ethnic minority groups, children in public care, those with disabilities, underachieving gifted and talented students and other identified underachievers, together with monitoring the gender of young people engaging in vocational courses. It did not, however, set performance targets for these specific areas.
- Scrutiny of the Pathfinder bid documents indicated that the groups most likely to be the target of interventions were underachievers and gifted and talented young people. Several Pathfinders indicated that they would be including all or some of the special schools in their area in Pathfinder activities, mainly to widen the choice of courses available to them. Very few Pathfinders made references to children in public care. In the original bid documents, only four Pathfinders included interventions to challenge gender stereotyping in young people's curriculum and career choices.
- The evidence from the document analysis phase of this research indicated that tackling equality issues was not a priority for the large majority of Pathfinders.

### 3 QUESTIONNAIRE SURVEY

The findings in this section are based on the analysis of the responses received from twenty-nine of the thirty-nine Pathfinders. The questionnaire sought to gather information on the type of data being collected by Pathfinders in relation to gender, ethnicity, and disability; the gifted and talented, the looked after, and the underachievers; the types of interventions taking place and any obstacles to progress; Pathfinders' current priorities in terms of these groups; and details of any collaborations involving other organisations working to address equality issues.

Where tables are provided in the account of the findings below, the figures used are frequencies, not percentages, due to the relatively small size of the sample. Cells in tables where more than half of the 29 Pathfinders are represented have been shaded to aid interpretation of the data.

#### 3.1 Data collection

##### Setting targets

Most Pathfinders had, as required, set targets, overall, for a variety of indicators relating to the take-up of vocational courses and work-related learning; reductions in the drop-out rate post 16 and in truancy. However, only a sixth of the twenty-nine Pathfinders had set targets for the specific groups identified in the questionnaire, and none had set targets for *all* these groups. No Pathfinder had set targets for 'looked after' young people, and only two had set targets for young people with disabilities. No Pathfinder had set gender targets for the take up of vocational GCSEs and only one had set targets for the take-up of work related learning and apprenticeships.

**Table 1 Does your Pathfinder set targets for the following indicators?**

Indicators	Overall	Gender Female	Gender Male	Ethnicity	Disability	G&T	Looked after	Under- achievers
Take up – vocational GCSEs	20	0	0	1	0	2	0	2
Take up – vocational courses other than vocational GCSEs	19	1	1	1	1	1	0	4
Early entry to GCSE	6	0	0	1	0	1	0	1
Take up – WRL	19	1	1	1	1	1	0	3
Take up - MAs	19	1	1	1	1	1	0	4
Reductions – drop out 16-19	22	1	1	1	1	1	0	3
Increases in post 16 participation	25	1	1	1	1	1	0	3
Reduction – truancy	20	1	1	1	0	1	0	3



### Rates of participation

Eleven (a minority of) Pathfinders were collecting data for specific groups relating to rates of participation but not all of these were monitoring *all* groups, as Table 2 indicates.

**Table 2 Does your Pathfinder collect data on rates of participation for the following indicators?**

Indicators	Overall	Gender Female	Gender Male	Ethnicity	Disability	G&T	Looked after	Under-achievers
Take up – vocational GCSEs	19	3	3	2	1	2	1	1
Take up – vocational courses other than vocational GCSEs	16	6	6	4	3	1	1	3
Early entry to GCSE	6	0	0	1	0	0	0	1
Take up – WRL	20	4	4	3	3	1	1	2
Take up - MAs	17	1	1	1	1	0	0	3
Reductions – drop out 16-19	19	2	2	1	1	0	0	2
Increases in post 16 participation	22	3	3	2	2	1	1	2
Reduction – truancy	19	2	2	2	1	1	1	1

As indicated, the minority of Pathfinders were collecting equality data on rates of participation in key initiatives. Participation data are important in order to monitor the outcomes for particular groups. Of particular concern may be the lack of monitoring of young people's engagement with Modern Apprenticeships (MAs) (since re-named Apprenticeships) as the take-up of these has, historically, been associated with gender stereotypical choices, perpetuating occupational segregation in some sectors.

The eight Pathfinders who had ticked any of the boxes in either of the 'gender' columns were asked to provide examples of the sources of data collected. Most referred to data provided by their Local Education Authority (LEA), and/or the LSC, and the Connexions service. Just under half referred to intervention-specific data. The one Pathfinder collecting gender data in relation to apprenticeships reported that it is collecting gender and attainment data, by vocational area and school, for a student apprenticeship programme it is running.

One means of data collection was less systematic: 'Email/word of mouth from partners'.

### Monitoring outcomes

Although the DfES had indicated that it expected Pathfinders to collect *outcome* data for different groups of young people, as Table 3 shows, there was a lack of awareness amongst the Pathfinders of this requirement. Only two Pathfinders

believed they had been *required* to collect data in relation to disability, ethnicity, the gifted and talented and looked after young people, and only one in relation to gender.

The figures for the *encouraged* category indicate that the collection of these data was perceived by just under half the 29 Pathfinders as recommended rather than mandatory. Over a third of Pathfinders reported that they did not feel either *encouraged* or *required* to collect outcome data for the specific groups and if the figures for missing data are included, the proportion is nearly a half.

**Table 3 Which of the following groups of young people does the DfES require or encourage you to monitor outcomes for?**

	Gender Female	Gender Male	Ethnicity	Disability	Gifted & Talented	Looked after	Under- achievers
Required	1	1	2	2	2	2	5
Encouraged	13	13	12	7	14	7	15
Neither required nor encouraged	11	11	11	12	8	12	8
Not sure	0	0	1	1	0	0	0
Missing	4	4	3	7	5	8	1

### Data collection problems

Twenty of the 29 Pathfinders reported problems in monitoring the impact of their intervention(s) on young people. The majority focused on the following three issues:

- there is a lack of agreement over the definitions of terms, particularly in relation to 'gifted & talented' and 'underachievers';
- collecting data from a wide range of institutions can be problematic and incomplete reporting can lead to inaccuracies; and
- it is time consuming.

### 3.2 Interventions

In this section the Pathfinders' accounts of interventions designed to challenge stereotypes; widen choices; improve access; and remove barriers are examined. The evidence from the document analysis had provided some data on the ways in which Pathfinders might be impacting upon the opportunities available to particular groups of young people. The questionnaire sought to gather more information on this area.

**Table 4 Do you believe that it was part of the DfES requirements for 14-19 Pathfinders that Pathfinders should develop specific interventions designed to: challenge stereotypes; widen choices; improve access and remove barriers?**

	Gender Female	Gender Male	Ethnicity	Disability	G&T	Looked after	Under- achievers	No
Challenge stereotypes	7	7	8	6	7	4	11	9
Widen choices	12	12	11	9	13	8	18	3
Improve access	10	10	10	9	13	7	17	3
Remove barriers	9	8	9	8	12	5	15	4

As Table 4 above indicates, nine of the 29 Pathfinders did not believe that it was part of the DfES' requirements for 14-19 Pathfinders that specific interventions should be developed to *challenge stereotypes* for *any* of the specific groups. There was, in general, a much greater acceptance of their role to *widen choices*, *improve access and remove barriers*, though it was clear from the responses that Pathfinders perceived their main responsibility to lie in enhancing opportunities for underachievers. Nearly two thirds believed it had been a requirement of the Pathfinder programme to develop specific interventions for this group in terms of *widening choices and improving access*.

Table 5 provides further evidence of where the Pathfinders' *original* priorities lay. These, in general, reflected Pathfinders' perceptions of the DfES' priorities as articulated in the two prospectuses for Pathfinders. Nearly two thirds of the 29 Pathfinders' original bids involved activities to *widen choices* and *improve access* for underachievers and over half had planned to *remove barriers*.

Approximately two thirds of the 29 Pathfinders indicated that they were *currently* undertaking specific interventions for one or more of the groups of young people. Reflecting the proposals in their original bids for Pathfinder status, over a half were working, as planned, with the underachievers and over a third with the gifted and talented. There was apparently little specific work being undertaken in the fields of ethnicity, disability and looked after young people.

**Table 5 Are any of your Pathfinders' current interventions designed to:**

	Gender Female	Gender Male	Ethnicity	Disability	G&T	Looked after	Under- achievers
Challenge stereotypes	9	7	3	2	5	1	8
Widen choices	10	10	4	5	12	4	17
Improve access	8	8	4	5	11	4	16
Remove barriers	6	6	3	4	8	3	16

### 3.3 Examples of interventions

This next section briefly summarises some of the interventions taking place at the current time. The Pathfinders named are merely examples of where this type of intervention had been implemented; they are not necessarily the only Pathfinders working in these areas. The interventions vary greatly in size and scope. Some involve just a few students, others are aimed at whole cohorts.

#### Gender - female and male

In all but two cases, Pathfinders that are currently working to enhance opportunities and challenge gender stereotyping are addressing these issues with both female and male students. Interventions reported include recruiting females or/and males onto vocational courses in non-traditional areas, such as engineering, construction, motor vehicle maintenance for girls, and textiles, fashion and catering for boys (Doncaster, Gateshead, Warwickshire). In this context North Nottinghamshire was offering student apprenticeships in various occupational areas and monitoring the gender uptake in each. Durham was utilising female role models from the construction industry in its training programmes in collaboration with the Construction Industry Training Board. Some Pathfinders were widening curriculum choices generally by effecting collaboration between single sex schools in the same area so that students could take courses at a school other than their home institution (Plymouth, Southampton). Others were producing materials for students and parents intended to challenge gender stereotypical views of occupations (Southampton).

#### Ethnicity

Only four of the 29 Pathfinders reported current interventions in this category. In Lewisham, a mentoring programme was in place to support and encourage 120 potentially gifted and talented black and minority ethnic students 'to optimise their potential'. A programme in Stockton-on-Tees employing a progression coach to work with ethnic students had been less successful than hoped. This had now been discontinued as a Neighbourhood Renewal Project had taken responsibility for provision of support for this group of young people in two schools. Southampton's

video materials aimed at recruiting male and female students into non-traditional courses also included examples of ethnic students studying a wide range of courses at 6<sup>th</sup> form colleges, further education (FE) and higher education (HE) institutions. Cumbria indicated the development of provision for Traveller children in parts of its Pathfinder area.

Although only four of the Pathfinders returning questionnaires cited examples of work in this area, it may be that other partnerships which have largely ethnic populations had not differentiated this category from other groups of young people such as 'underachievers'.

### **Disability**

Five of the Pathfinders were undertaking interventions in this category. Boston College, Lincolnshire is one Pathfinder active in this area. It reports working with young people with Moderate and Severe Learning Difficulties, and Emotional and Behavioural Difficulties. In Stockton-on-Tees, a part-time progression coach has been working at a special school. Half-day work placements were set up for a 12 week period, tailored to each student's needs, aimed at providing a 'step towards independence and the possibility of employment'. North Nottinghamshire is running two SEN programmes: one offers work-related learning as an entitlement to children in an independent special school for students with language and communication difficulties; the second programme is for Year 11 students with SEN in mainstream schools, to prepare them for work with training provider support and a work placement. A small number of additional Pathfinders reported work in the area of disability but this was no more than developing ILPs for young people with learning difficulties.

### **Gifted and Talented**

Both the Phase One and Phase Two prospectuses for 14-19 Pathfinders had signalled the DfES' particular interest in this group of young people. The questionnaire survey provides further evidence that this interest has been acknowledged by Pathfinders. Over half the Pathfinders completing the questionnaire survey are undertaking interventions in this area.

A variety of activities is taking place including: master classes, often in collaboration with higher education institutions (City of York); accelerated learning programmes e.g. taking AS courses in KS4 (Southampton, Warwickshire), using Student Apprenticeships for fast-track progression into the MA route (Warwickshire); the use of e-learning/video conferencing to broaden curriculum choices (Derby City, Cumbria); the development of critical thinking courses (Southampton); enhancing students' ICT skills (Stockton-on-Tees, City of Westminster); encouraging students to

participate in the National Academy for Gifted and Talented Youth (City of York); Open University short courses (Derby City, Cumbria), an activity based around town centre planning policies enabling the young people to experience research and working with local professionals (Shropshire).

In general, Pathfinders which are active in this area are likely to be engaged in developing a number of different strategies for enhancing the opportunities for gifted and talented students. It is difficult, however, to determine from some of the questionnaire responses whether the Pathfinders are targeting *underachieving* gifted and talented students, as specified in the DfES' prospectus, or those who had already been identified as 'high fliers'.

### **Looked after children**

There is little evidence that Pathfinders are targeting this group of young people. Only four Pathfinders reported interventions in this area, of which three gave some details. The aim of the Derbyshire Pathfinder's Learner Guide Project was to raise aspirations of KS4 looked after young people in respect of participation in further and higher education. Students received up to 4 hours support per week which included visits to and participation in University events. Students also received help with time management, organisational skills, study skills, independent learning and aspects of employability. Southampton indicated that it was identifying some young people within this group for extended work experience and access to student apprenticeships. In Cumbria additional resources were being made available to enable looked after learners to access Increased Flexibility programmes and collaborative post 16 provision.

### **Those who are underachieving**

For most Pathfinders (22 of the 29 surveyed), this is the group receiving the most attention and, of course, interventions in this area may also encompass issues relating to gender, ethnicity and disability, and looked after young people and *underachieving* gifted and talented students, though, in general, attention in current interventions appears to be more likely to be focused on the less able, the disaffected and the disengaged. A range of strategies has been adopted, some of which have already been mentioned under the categories above:

- broadening curriculum choices, particularly vocational courses;
- opting out of the key stage 4 National Curriculum to allow more work-based learning, particularly for the disaffected and disengaged;
- providing Life Skills courses;

- Introducing ILPs;
- liaising with Connexions to provide multi-agency support;
- providing enhanced advice and guidance;
- personal challenges (Kingswood);
- 'skillforce programme' (where ex service personnel run tailored programmes with the most disaffected Year 10 students) (North Nottinghamshire); and
- aptitude testing to identify students with the potential to succeed on a vocational pathway, leading onto an apprenticeship (Tower Hamlets).

### **3.4 The impact on young people**

Although the questionnaire sought to gather information on the impact that the Pathfinder interventions are having on the various groups of young people, it was apparent from the responses that, in many cases, particularly for Phase Two Pathfinders, it was simply too early for outcome data to be available. It is also possible, given the reported lack of monitoring being undertaken, that reliable and detailed data may never be available. However, the information currently available seemed to indicate that offering broader vocational opportunities to young people was proving effective in re-engaging and motivating the disaffected and enabling them to achieve, and to develop employability skills. A couple of Pathfinders reported the benefit to young people of learning in a location other than the school environment; and two reported increased progression to FE and work based training. Cumbria reported that access to e-learning materials and activity had resulted in heightened levels of motivation for gifted and talented young people. However, most of the comments made related to the 'overall' group, not to the specific sub-groups who are the focus of this survey, which is a reflection of the lack of 'group-specific' data being collected by Pathfinders.

### **3.5 Obstacles to progress**

Pathfinders were asked, in an open question, to identify obstacles to tackling the stereotypical pathways taken by some young people. The questionnaire gave them the opportunity to report, separately, the obstacles for each of the groups of young people who are the focus of this research. Some Pathfinders completed this question only for the groups with whom they are currently working, presumably preferring to draw on their own experiences rather than to offer unsubstantiated theories.

Respondents' descriptions of these obstacles have been summarised in Table 6, with each tick indicating that at least one Pathfinder has described the obstacle in relation to the particular sub-group.

**Table 6 Obstacles to overcoming stereotypical curriculum and career pathways**

	Gender Female	Gender Male	Ethnicity	Disability	G&T	Looked after	Under- achievers
Limited personal aspirations	✓	✓	✓	✓	✓	✓	✓
Low self esteem			✓			✓	✓
Peer pressure	✓	✓			✓		
Parental perceptions/attitudes	✓	✓	✓	✓			
Parental pressure					✓		
Lack of quality impartial advice/guidance	✓	✓	✓	✓	✓	✓	✓
Cultural expectations	✓	✓	✓				
Stereotypical attitudes in educational institutions	✓	✓			✓		
Supply led curriculum models	✓	✓	✓				
Limited curriculum opportunities in schools (in the past)					✓		✓
Logistics of operating a broader vocational curriculum							✓
Timetable constraints – hinders accelerated learning					✓		
Lack of positive role models	✓	✓		✓			
Employer perceptions/attitudes	✓	✓					
Nature of local employment opportunities	✓	✓		✓			
Lack of support infrastructure for work based education and training				✓			
Lack of appropriate learning pathways, particularly post 16				✓			
Lack of agreed definition					✓		✓
Lack of mobility by the young person						✓	
Problems arising from cross-sectoral funding				✓			
Lack of continuity of support between phases						✓	

As the table indicates, limited personal aspirations and lack of quality advice/guidance were seen as essential in challenging the stereotypical pathways taken by all groups of young people. Pathfinders also believed that socio/cultural factors, such as the entrenched attitudes held by the young people themselves, their parents and their local community, those working in educational institutions and employers, are major hurdles to be overcome. They attributed, in general, less influence to factors such as the curriculum on offer or the current local employment situation.



In discussing barriers to black and minority ethnic young people, one Pathfinder also pointed to a lack of understanding of the potential problems faced by these groups:

*Due to the very high proportion of the [Pathfinder] population [being] white Europeans, there is an erroneous assumption that there is no significant problem to address [here].*

For *gifted and talented* young people, parents were perceived to be problematic at two ends of a continuum, either ‘too pushy’ and placing their child under unhelpful pressure, or underestimating their child’s potential and hindering their progress with their lack of aspirations for them. It was also believed that some teachers’ perceptions of vocational courses as inferior to the more traditional academic route were preventing more able students being offered this pathway. Peer pressure was also seen as an important factor with this group. One Pathfinder pointed out that often it is ‘not cool to be a swot’.

Overcoming *underachievement* meant addressing students’ low self esteem and lack of aspirations. As one Pathfinder put it, the major hurdle is their ‘lack of success so far in education’. A couple of Pathfinders also offered solutions: higher quality teaching; ‘a wider curriculum – now being addressed through the 14-19 strategy’; and ‘better transition and support arrangements for vocational education’.

### **3.6 Collaboration with external agencies**

This research was commissioned by the EOC and DfES in collaboration with JIVE and information was sought on the extent to which Pathfinders were working with JIVE to overcome gender stereotyping and occupational segregation. Only one Pathfinder (Doncaster) reported that it was working with JIVE – to organise events for girls in non-traditional occupations; and to provide mentoring for girls wishing to pursue careers in these employment sectors - but this work was at a very early stage. There is a clear opportunity here for partnerships such as these 14-19 Pathfinders to collaborate with national organisations like JIVE in order to effect equality outcomes. (For information on JIVE, see page 78)

Pathfinders were also asked to report any current collaborations with other organisations which work to address equality issues. The areas in which they are collaborating are shown below in Table 7.

It was evident from the responses that this is an area which could be developed. Fewer than a half the 29 Pathfinders responded to this question positively and of those who did, many simply cited Connexions, their local LEA advisers or local HEIs when asked to describe the organisations. Other examples provided included: Women in Science, Engineering and Technology (WiTEC); Business and Education

– South Yorkshire (BE-SY); the National Health Service University (NHSU) in terms of junior scholarships; DIAL UK – a national organisation for a network of Disability Information and Advice Line Services; businesses – in the context of providing work-related learning experiences; and organisations relating to gifted and talented young people: the National Academy for Gifted and Talented Youth (NAGTY) and the National Association for Able Children in Education (NACE). However, most of these were mentioned by only one Pathfinder.

**Table 7 Areas in which Pathfinders are currently collaborating with other organisations**

	<b>Number of Pathfinders</b>
<b>Underachievers</b>	9
<b>Gender – female</b>	9
<b>Gifted &amp; talented</b>	7
<b>Ethnicity</b>	6
<b>Disability</b>	5
<b>Gender – male</b>	3
<b>Looked after</b>	2

Several Pathfinders mentioned Connexions and two mentioned LEA advisers, the types of partners which are commonly involved in 14-19 Pathfinders and perhaps not considered worth listing by other respondents. However, a small number of Pathfinders appeared to have built up effective networks engaging the involvement of external agencies in a number of different areas. Doncaster, for example, listed agencies with which it is working on issues relating to gender; ethnicity; disability and underachievement, while Lewisham reported links with organisations concerned with ethnicity issues, the gifted and talented, and underachievement.

The questionnaire also gave Pathfinders the opportunity to indicate if they would like to receive information on the types of support which JIVE can provide and whether they would like to receive extra guidance/support on *monitoring the impact* on the different groups of young people. The provision of extra/guidance support is raised as a need in this research. If information about organisations working in the equality field and a list of useful resources could be posted on the DfES Pathfinder website, this would ensure access for all. Information on JIVE and useful organisations/resources can be found in Appendix F.

Most Pathfinders requested information in the areas in which they were already working; it was slightly less common for advice to be sought on new areas. Table 8 sets out in rank order the areas where Pathfinders would like more guidance/support in monitoring the impact of their interventions on young people. A significant number of Pathfinders wanted help in monitoring the outcomes of interventions around

equality issues, suggesting a training need to do this. The main priorities identified in this respect were underachievers and gender (female and male). This suggests that with training and support, more Pathfinders would monitor the outcomes of their interventions with these groups in particular.

**Table 8 Would your Pathfinder like to receive extra guidance/support on monitoring the impact?**

Number of Pathfinders	
<b>Underachievers</b>	18
<b>Gender - female</b>	15
<b>Gender - male</b>	14
<b>Gifted and talented</b>	13
<b>Looked after</b>	13
<b>Disability</b>	12
<b>Ethnicity</b>	10

### 3.7 Current priorities

The questionnaire survey sought to collect data on Pathfinders' current priorities in terms of gender – female/male; ethnicity; disability; gifted and talented; the looked after; and underachievers. Pathfinders were asked to list, in rank order, their top three priorities. As Table 9 indicates, the key priority for the sixteen Pathfinders who completed this question in the manner intended, were young people who are underachieving.

**Table 9 Pathfinders' priorities <sup>1</sup>**

	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>
<b>Underachievers</b>	11	1	0	0
<b>Ethnicity</b>	*2	1	1	1
<b>Gender – male</b>	*1	4	4	0
<b>Gifted &amp; talented</b>	1	4	0	1
<b>Looked after</b>	1	0	0	0
<b>Gender – female</b>	0	5	5	0
<b>Disability</b>	0	1	0	1

The group 'gender - female' did not feature first in any Pathfinder's list but ten of the sixteen Pathfinders cited this group within its top three priorities. What was somewhat surprising was that the 'gifted and talented' group did not feature more prominently since, as discussed above, there are a number of interventions in this area at the

<sup>1</sup> In rank order using 1<sup>st</sup> place as the key criterion Not all columns total 16 because not all Pathfinders identified three priorities. '4<sup>th</sup>' is included because three Pathfinders put gender – female and gender – male as one priority. \*One Pathfinder clustered together black and minority ethnic males as one priority.

current time. Looked after young people were considered a priority by only one Pathfinder, whilst those with disabilities were considered a priority by two.

### 3.8 Future plans

Thirteen of the 29 Pathfinders indicated that they were intending to develop further strategies for working with one or more of the groups. Table 10 shows the areas where this work was planned.

**Table 10 Does your Pathfinder have any plans to develop further its ways of working in the following areas?**

	Gender Female	Gender Male	Ethnicity	Disability	G&T	Looked after	Under- achievers
Challenge stereotypes	6	4	3	3	3	1	4
Widen choices	8	7	5	5	9	6	12
Improve access	5	4	3	4	4	3	8
Remove barriers	6	5	5	5	6	4	8

Much of the work will involve *widening further the choices* available to young people. Only six Pathfinders intended to develop strategies specifically targeted at *challenging stereotyping* in young people's choices, but this figure fell to three for black and minority ethnic groups and young people with disabilities.

Lewisham, which had ticked all four areas for the 'ethnicity, 'gifted and talented' and 'underachieving' groups, reported the intention to introduce electronic ILPs 'to help target setting' and to aid 'planned interventions by Connexions Personal Advisers'. Sheffield ticked all groups of young people for all areas except *improve access* and indicated that it was planning 'a detailed marketing and publicity strategy', and developing 'inclusive pathways targeted at specific groups as part of the LEA's inclusion strategy'. Stockton-on-Tees had ticked all areas for gender – female; disability; and underachievers, and *challenge stereotypes* and *widen choices* for the gifted and talented group. Its further work included 'encouraging females into engineering and construction'; and continuing its support for those with disabilities, though no details were given in this context.

Durham had ticked all four areas for gender – female and gender – male explaining that collaboration between the schools, Construction Industry Training Board (CITB), Connexions and the local LSC was seen as essential to achieving success. Equality

issues would be tackled in a number of ways: through the use of mentors; drama activities; and liaison with the construction industry.

Southampton reported that it would be carrying out further work to *widen choices* for the gifted and talented and underachievers by piloting student Apprenticeships, and to *remove barriers* for ethnic minority groups and the gifted and talented. One method cited was the provision of further guidance material for parents, teachers and pupils.

In some cases, Pathfinders had no plans to *develop further* their ways of working with the specific groups of young people simply because they were not currently working with them.

### 3.9 Obstacles to further development

Pathfinders were asked if there were any obstacles to be overcome before their work with the various groups of young people could be developed further. Table 11 sets out the findings.

**Table 11 Are there any obstacles to developing further your Pathfinder's work in the following areas?**

	Gender Female	Gender Male	Ethnicity	Disability	G&T	Looked after	Under- achievers
Challenge stereotypes	2	2	1	1	1	1	0
Widen choices	2	2	2	2	2	3	2
Improve access	1	1	1	1	1	2	3
Remove barriers	2	2	2	2	2	3	1

Although, as Table 11 indicates, a small number of Pathfinders believed there were, when asked to describe them, it became apparent that the obstacles were, in nearly every case, not directly related to the specific groups of young people, but were more general:

- The limited timeframe/funding of the Pathfinder initiative.

One Pathfinder coordinator summed up the problem: "The Pathfinder funding does not continue beyond 2004/5. In order to develop confidence in quality alternative curriculum programmes, it is necessary to build longevity. Without this confidence, it is possible we might not be able to attract the targeted students."

- The persisting lack of parity of esteem for academic and vocational courses.

- A lack of 'joined up thinking' at central Government policy level.
- Rurality – distances to travel between learning centres can be a barrier to widening choices.

### **Sharing good practice**

A key aim of this research project was to identify good practice in equality issues. Pathfinders were therefore asked to describe any intervention which they believed had been particularly innovative and/or successful. Some responses referred to general interventions which had been undertaken and were not directly related to the specific groups which are the focus of this research. Several Pathfinders, however, gave details of interventions which they believed to be effective. Four of these are listed below:

- e-learning strategies to engage the gifted and talented and disaffected young people (Derby City);
- the use of positive role models and taster opportunities to address gender stereotyping in young people's choices – both female and male (Doncaster);
- personal Challenges – to motivate underachievers and provide a greater breadth of choice (Kingswood); and
- the employment of a progression coach at a special school to create quality work placements with appropriate support for young people with disabilities (Stockton-on-Tees).

Pathfinders were also asked if they would like to offer any general recommendations to enable 14-19 Pathfinders to develop future ways of working with the various groups of young people. Three Pathfinders responded to this question. Doncaster and Stockton-on-Tees believed their interventions (described above) could be replicated successfully elsewhere. Bedfordshire stressed the importance of 'widening knowledge of what is possible through *impartial* advice and guidance'.

### **External evaluations of interventions**

It was a requirement of the DfES that all Pathfinders should appoint an external agency to evaluate their Pathfinder programme. In the questionnaire survey we asked whether the *specific interventions* described were being evaluated. It was not possible in many cases to distinguish whether Pathfinders were indeed answering this question in relation to specific interventions or to their Pathfinder project as a whole. A number of Pathfinders mentioned the national evaluation commissioned by

the DfES. In total, just under half indicated that their intervention(s) is/are also being evaluated externally by other agencies. In these cases, the evaluators tended to be from higher education institutions or educational consultancies. Five Pathfinders appeared to have no external evaluators but were using 'in house' evaluators such as LEA advisers.

In general, evaluations involved eliciting the views of all the major partners in the Pathfinder collaboration, including school and college managers and teachers, and Connexions personnel. Young people were being consulted in nearly two thirds of the evaluations, and parents in a fifth. Only three Pathfinders specifically mentioned consulting employers and training providers but, as many Pathfinders indicated they were consulting 'all stakeholders', the actual figure may well have been higher.

### Summary

- The questionnaire responses indicated a lack of data collection by Pathfinders in relation to target setting, rates of participation, and outcomes for different groups of young people: ethnic minority groups, those with disabilities, gifted and talented students, students in public care, underachievers. There was also a lack of data collection in relation to gender.
- Nine of the 29 Pathfinders surveyed did not believe it was part of the DfES' requirements for 14-19 Pathfinders that specific interventions should be developed to *challenge stereotypes* for any of the above groups, though there was a much greater acknowledgement of their role in *widening choices, improving access and removing barriers*.
- Reflecting the intentions articulated in the Pathfinder bid documents, the majority of current interventions were targeted at underachievers and gifted and talented young people.
- Twenty two of the 29 Pathfinders surveyed had put in place strategies targeted at underachievers, including broadening curriculum choices with a particular emphasis on vocational courses, introducing Individual Learning Plans, providing enhanced advice and guidance.
- Over half the Pathfinders were targeting gifted and talented young people. Strategies included the provision of master classes and opportunities to take some Level 3 courses in Key Stage 4.
- Interventions which were aimed at challenging gender stereotypical choices for courses and careers included providing young people with opportunities to

experience non-traditional occupations, underpinning these with the use of positive role models.

- Only four of the 29 Pathfinders reported interventions targeted at particular ethnic minority groups, but it may be that other partnerships which had largely ethnic minority populations had not differentiated this category from other groups of young people such as 'underachievers' and 'gifted and talented'.
- There was little evidence that Pathfinders were targeting young people in public care. Only four reported interventions in this area.
- Only five Pathfinders were undertaking interventions targeted at young people with disabilities.
- Pathfinders identified obstacles to progress in the area of equality practice as: limited personal aspirations amongst all groups, embedded attitudes amongst students and their parents of appropriate gender roles; and a lack of quality impartial advice and guidance.
- The survey found little collaboration with national organisations such as JIVE indicating that more could be done in this context to effect equality outcomes.
- A significant number of Pathfinders indicated that they would like advice and guidance in monitoring the outcomes of interventions around equality issues, particularly in relation to underachievers and gender (female and male).
- Although thirteen of the 29 Pathfinders indicated that they were intending to develop further strategies for working with particular groups of young people, much of the work was aimed at widening further the choices available. Only six Pathfinders intended to develop strategies specifically targeted at challenging stereotyping in young people's choices.
- Obstacles to further work were identified as the limited time-frame/funding of the Pathfinder initiative; the lack of parity of esteem for academic and vocational courses; and initiative-overload at central Government policy level which led to often fragmented practice.



## 4 CASE STUDIES

### 4.1 Introduction

Four in-depth case studies of Pathfinder projects identified as developing good equality practice were undertaken. The choice for these case studies was limited as the questionnaire survey had indicated that activity in the area of equality practice was not widespread amongst Pathfinders. The four case studies were chosen to reflect a range of equality issues:

- challenging gender stereotyping in course/career choices (Doncaster, Durham);
- raising the aspirations of black and minority ethnic students (Lewisham); and
- raising the aspirations of young people with special educational needs (North Nottinghamshire).

The case studies were undertaken during the period November – December 2005 and comprised an investigation of the views and experiences of the key stakeholders involved in the interventions.

### 4.2 Doncaster

#### Focus of the case study

Challenging gender stereotyping in career choices.

#### Methodology

Interviews were undertaken with the Pathfinder coordinator, a careers advisor, a training provider, the Women into the Built Environment (WITBE) project organiser, manager of the Developing Dads programme, the post-16 coordinator of a special school, four special school pupils (two boys, two girls), three school teachers involved in careers/curriculum management, and 23 pupils (14 girls, nine boys).

#### The Skills Roadshow, WITBE and the Developing Dads Programme

In this case study, we focused on the following three projects set up by the Doncaster Pathfinder.

#### Skills Roadshow

This is a 'hands on' initiative aimed at Key Stage 4 pupils. Students are given the opportunity to 'taste' a variety of vocational courses which include hair and beauty, catering and hospitality, motor vehicle maintenance, construction and engineering. Prior to the *Skills Roadshow*, there had been a careers convention where students had collected lots of leaflets but, it was generally acknowledged, had gained little

insight into what a course/career would really be like. For the *Skills Roadshow*, a number of different training providers, colleges and employers transport their staff and their equipment to Doncaster schools.

### **WITBE**

This programme is specifically targeted at encouraging female students to consider careers in the construction industry. This involves collaboration with Sheffield Hallam University in conjunction with JIVE and offers school-aged girls the chance to learn about practical construction work by undertaking activities such as house surveying, design modification and visiting a construction site. The programme was originally funded through the LSC. This initiative was therefore already extant (though since the case study was written it has secured further funding), and Doncaster Pathfinder have sent girls from two schools to participate in it. The costs to the Pathfinder are in terms of staff time and transport.

### **Developing Dads Programme**

Another interesting development in Doncaster is the *Developing Dads* programme. This was initially developed with funding from *SureStart Plus*. Its core aim is to work with young fathers to try to increase their confidence and self esteem. Referrals to the programme are made from a number of sources: schools; health professionals; social services; and the Connexions service. The young men are supported in taking responsibility for their children and in finding employment. Pathfinder funding has allowed a programme worker to visit schools. Sessions address gender stereotyping in careers and the impact of terminology and the media on young people's perceptions of appropriate gender roles, as well as discussing differential rates of pay.

Although this programme was originally targeted at boys and young men, the sessions in the schools involve both boys and girls and are also aimed at raising aspirations for both groups. At present, the sessions take place with Year 11 students but consideration is being given to holding them earlier in Key Stage 3/4.

### **Partners**

The Doncaster bid was submitted by Doncaster Learning Partnership. The lead organisation is Lifetime Careers. The Pathfinder partners include: the LEA, eleven schools, two colleges, Business Education - South Yorkshire, training providers, Connexions and the Doncaster Education City project.

### **Numbers of participants**

All schools were invited to take part in the *Skills Roadshow*. It was left to the schools to decide whether to target Year 9, 10 or 11. Typically, approximately 150 students

took part from each school. In total 1,437 young people had visited the *Skills Roadshow*, to date. Two Doncaster schools were involved with *WITBE*.

## What is working well?

### The Skills Roadshow

- The *Skills Roadshow* is designed to be 'hands-on' and brings training providers in vocational areas into schools. This model has significantly increased the number of young people in Doncaster schools who can 'taste' different types of vocational course.
- Pupils appreciate the more adult atmosphere of the taster sessions, compared with their normal school environment. Although this was only a one-off event for the young people, there was evidence that it had increased their levels of confidence in thinking about their future. For some of the young people with disabilities who had been apprehensive about entering the world of work, the experience had been a positive one, suggesting to them possibilities for the future:

*[I learned about] how they train you ... [they] don't do it all for you. It's like you're actually working there. [People] talked to you like a normal person, not like teaching you.*

The experience did seem to have given them a certain amount of positive reinforcement:

*When you've got a disability, you've got to try harder anyway. [It] makes you think you can do it, not that you can't do it. Before I thought it was scary.*

- Where the event had been evaluated by schools, the feedback was positive: the young people had enjoyed the 'hands-on' features of the activities within the different types of vocations being showcased; and it had raised awareness of possible curriculum and career pathways.
- Schools had also forged closer links with local training providers as a result of the *Skills Roadshow*. In the case of the special school, these new links had afforded the opportunity for its students to go out subsequently to some training providers, with the Pathfinder funding the transport costs.

## WITBE

- The female students interviewed understood and supported the rationale behind events such as *WITBE*. The reason for doing this was seen as:

*To show not just men can do construction – to have more options.*

*[It] shows you how women don't have to stick to what people think you should do.*

- The opportunity to undertake a 'taster' in a non-traditional occupational sector within a female-only group was valued. Girls felt more confident in this environment.
- Collaboration between Doncaster Pathfinder and Sheffield Hallam University was cited as effective.
- The opportunity to experience a variety of hands-on activities was valued by the students interviewed.

## Developing Dads programme

- These sessions challenge young people's stereotypical beliefs about gender roles, both in the workplace and in the home. Terms such as 'matron' and 'sister' are unpicked and the effect terminology can have on perceptions of careers is discussed. A male playworker was invited to one session, in order to present the students with a positive role model of a man in a non-traditional occupation, and there is an intention to build on this approach in the future.

## Possible areas for development

- There has been little parental involvement in these projects, apart from parents giving consent for their child's participation, where this was required. Evidence gathered throughout this research has suggested that a major barrier to challenging young people's stereotypical choices is their own entrenched attitudes and those of their parents. Parental support and understanding of the aims and objectives of the initiatives needs to be encouraged. Indeed, one interviewee commented that they felt they were '*missing a trick*' not getting parents involved.
- Both the *Skills Roadshow* and the *WITBE* project organisers commented on the need to involve more female role models, both to discuss their experiences of the jobs and career pathways, and also to act as mentors. There was general agreement that finding female role models is often problematic. In addition,

there are issues relating to funding the costs of their time and travel – this is exacerbated if the women are self-employed.

- In the case of the *Skills Roadshow*, the organisers realised that, although the event was meeting one of its aims, i.e. raising a large number of young people's awareness of vocational pathways, it was not addressing the issue of gender stereotyping in young people's choices sufficiently. This is now being addressed and strategies such as including more female role models had been planned for future events.
- Our interviews with students suggest that, although the *Skills Roadshow* and *WITBE* projects were attempting to engage female students with consideration of careers in non-traditional occupations, in the short-term, at least, there was little evidence of changes in attitudes as, when we interviewed students, they were not, in most cases, intending to consider careers in non-traditional sectors.
- Participation in *WITBE* was recent, and reflection on the event had already taken place. In consequence, a number of modifications were planned including improving lines of communications between participants and deliverers, and the methods for selecting appropriate students.
- In the early *Skills Roadshows*, young people were able to choose which activities to 'taste'. Most/some of the young people were reluctant to try something different. There is a strong case here for ensuring that all students are given the opportunity to taste a variety of courses, including those that are non-traditional. At the special school, most students had tried a variety of courses, though even here it was clear that entrenched attitudes require much more than a single-stranded approach, as two comments below indicate:

*Male hairdressers are always thought of as gay.*

*It's just how we were brought up.*

*(explaining why they all felt child care should be left to females)*

- One interviewee raised fears that, if the construction boom were to falter, 'gender could drop off the agenda'. However, there are indications nationally, suggesting that strategies are developing to address gender diversity in construction aside from skills shortages. This is important if girls are to enjoy equal opportunity to access careers in this type of sector in the long term.
- Programmes such as these require longer term funding and on-going evaluation

to ensure that aims are being met. Funding for *WITBE* had apparently already come to an end. Ideally, the aim should be for programmes which not only introduce young females to non-traditional occupational sectors, but also provide mentors to them throughout their training and early careers to help them to overcome the barriers involved in working in a traditionally male-dominated environment.

## **Conclusion**

This case study shows evidence of positive gains as well as raising questions of several kinds. There is little doubt that many of the pupils and their adult mentors regarded some of the events in a positive light. A *Roadshow*, for example, offers a large number of students the opportunity to sample a range of different vocational courses, enabling them to make better informed decisions about their curriculum and career pathways. The *WITBE* programme raised the students' awareness of careers for women within the construction industry and provided interesting and engaging hands-on activities in a variety of settings, in a female-only group.

However, while such events and programmes can have short term effects, in terms of generating excitement and enthusiasm, it is not possible at this stage to gauge the impact of such experiences in the medium and longer term. Such strategies need to be part of a wider programme and supported. Longer term, more intensive and resourced strategies, such as those adopted in the Lewisham Pathfinder (described later in this section) to address stereotypical choices amongst black and minority ethnic groups, may be necessary, to effect change on a more permanent basis.

### 4.3 Durham

#### Focus of the case study

Programmes aimed at challenging young people's stereotypical course and career choices.

#### Methodology

Interviews were undertaken with staff and Year 11 students at the two schools, an 11-16 comprehensive school and a school for pupils with special educational needs, which had been participating in the Pathfinder from the start. In addition, interviews were held with the Pathfinder Coordinator, the Durham 14-19 Coordinator and a Connexions Adviser supporting the project. Opportunities were taken to talk to key personnel of the local construction company, The Esh Group, involved in the Pathfinder, and a group of young people who had recently begun their careers with the company as an outcome of their participation on the Pathfinder, known as *Fit 4 Employment*. Also, the researcher attended an Implementation Group meeting in December 2004, at which representatives from all the partners discussed how plans were to be operationalised for the coming year and aspects concerning the further development of the project.

#### Fit 4 Employment project

The *Fit 4 Employment* project is a collaboration of five schools, a college of further education, and a local construction company, The Esh Group. The project began in 2002 as a partnership of a mainstream comprehensive school, an independent school for pupils with special educational needs, and The Esh Group. The Esh Group comprises 11 autonomous companies each specialising in a specific section of the construction industry. In 2003, the project applied for and was granted Pathfinder status, and has since been expanded to include a further three schools.

The main aims of *Fit 4 Employment* are: to engage employers in relationships and activities with the schools, to extend the curriculum outside of the schools, to provide employability skills, and to engage young people in educational activities that they see as relevant to them. From the point of view of The Esh Group, the project is helping to address skills shortages locally in the construction industry by enabling the company to recruit young people who had shown good skills and positive attitudes to work whilst they had been involved on the project. The young people recruited at the end of each year by the company were following an Apprenticeship programme.

*Fit 4 Employment* is open to all Year 11 students in the four mainstream schools. For those students from the special school, the project is only open to Year 11 students with moderate learning difficulties (MLD), as it is thought that these students are the ones who would benefit most. Since the project has been operating, female students

have shown a similar high level of enrolling for the first phase of the project as have male students.

The first phase of *Fit 4 Employment*, known as Week 1, takes place during the autumn term. Throughout the term, groups of around 10 to 12 students participate in activities for one week at the Esh Group's training centre. About 120 students were involved in 2004. This first week is spent mainly on generic and employability skills, with students typically working in groups of around four students. The work is led by trainers from the Esh Group's training company, North East Construction Training (NECT), with the tasks undertaken set within the broad context of construction. For example, groups are asked to construct a load-bearing bridge using paper, sticky tape and string. The resulting constructions are then tested for strength using balloons filled with water. Trainers reported that there is no evidence that male students are dominating such work or female students are taking more passive roles.

Students then have the option of deciding whether or not they wish to continue with the project. For 2004/5, around 60 students have shown an interest in going on to the second phase of the project, Week 2, which will take place in the spring term. Of these, about 40 per cent are female students. Much of the work of Week 2 is focused on skills relating to particular construction job roles (e.g. joinery, plumbing, landscaping, quantity surveying, finance), again with students working in small teams. At this time, *Fit 4 Employment* has on occasions made use of female role models working in the construction industry, such as civil engineers, but there is felt to be few such workers locally.

The third phase of *Fit 4 Employment*, known as Week 3, will take place in the summer, after students have left school. The 60 or so students who had participated in Week 2 will be reduced to around 30. For this period, each student will be paired up with an employee of the Esh Group, and undertake appropriate activity relating to that employee's profession. At the end of the project, around 20 students will be offered employment with The Esh Group linked to an Apprenticeship programme, as was the case for the 2003/4 project when 10 male and 10 female students were offered jobs.

### **What is working well?**

- The participating students reported that they had enjoyed working at the Esh Group's training centre, and also at the company's main site, working in an adult environment on a range of tasks that they found stimulating. The Esh Group has devoted considerable time to devising meaningful activity, giving students appropriate experiences of working in teams within a construction theme, and is



continuing to look at developing the materials and teaching/learning approaches.

- The model of this project with a series of connected 'Weeks', in which student numbers are reduced throughout the programme leading to a number of offered jobs, is one that the LEA is particularly interested in developing in other areas of the county.
- A particular strength of *Fit 4 Employment* is the support and advice offered to young people through the Connexions service. A Connexions Adviser works with all schools in the project throughout all its phases. This work includes conducting 'personality assessments' of participating students so that they are aware individually of their styles of working, supporting students in applying for the project and in progressing from one phase to the next, interviewing students who are hoping to continue, supporting students whilst they are working in their groups at the training centre, and tracking all students when they leave school.
- The competitive nature of progressing from one phase of the project to the next, with the possibility of employment with an Apprenticeship programme at the end, was a powerful motivating factor for students throughout Year 11. According to the headteacher of one of the schools, *Fit 4 Employment* was having a positive impact on attainment, school attendance, punctuality and the reduction in exclusions, adding: "The *Fit 4 Employment* project has galvanised students' purpose about what I want to do for the rest of my life."

### **Possible areas for development**

- The involvement of the special school in 2003/4 proved problematic in one respect. This largely centred on the project assessing all students on basic skills in Week 3 through the use of a written paper, which was at odds with assessment practices and materials typically used with students with moderate learning difficulties (MLD). As a consequence, the students were unable to demonstrate their understanding and capabilities. This led to some providers taking the view that the students were not capable of progressing beyond the final phase of the project with regard to being offered one of the jobs. It is anticipated that this issue will be resolved in 2004/5.

### **Equality issues**

- While the project is attempting to challenge gender stereotyping, this has been difficult to do because of the lack of female role models in the construction industry locally. As the Pathfinder Coordinator said: "I think there's more work to be done on that [challenging gender stereotypes]. I think the project is

beginning to challenge stereotypes, but I don't think we are going to fully solve them, but the project highlights opportunities for boys and girls in all areas." In this regard, the project is considering a greater involvement with the Construction Industry Training Board (CITB), which may be able to supply more female role models in future years.

- Staff in schools and personnel at The Esh Group spoke about the need to encourage female students to consider careers such as plumbing, electrical work, bricklaying, joinery, and quantity surveying. While the female students were reported as being as engaged in project activity as were the boys, there were some concerns expressed by female students about pursuing a career in these areas. The perception that parents generally regarded such areas of work as being essentially for males was not helpful. Furthermore, the feeling of possible isolation in the workplace is one that may well restrict young women embarking on such careers.

## Conclusion

*Fit 4 Employment* appears well designed to meet the needs of the schools and The Esh Group. Addressing skill shortages in the construction industry is essentially the main aim of the project, while challenging young people's stereotypical course and career choices may be better thought of as a sub-aim in this regard.

Given the context in which the schools and The Esh Group are working, with parental expectations reported as being, in many cases, along the lines that male and female roles are quite distinct, and should remain so, then some small steps have been taken by the project to respond to these expectations. Certainly, the students and recently-recruited employees of The Esh Group saw no distinction between males and females in what they could aspire to and achieve in both qualifications and careers in the construction industry. Students and recently-recruited employees regarded entrenched attitudes held by some parents as one barrier, and the situation of a female worker being in a minority amongst a group of men as another barrier.

#### 4.4 Lewisham

##### Focus of the case study

Programmes aimed at raising the aspirations of black and minority ethnic students.

##### Methodology

Interviews were undertaken with staff and students at four of the six schools participating in the programmes and with other key personnel including the Pathfinder Coordinator and the AimHigher Coordinator. We also attended the one-day launch of one of the programmes where we observed the presentations made to students and their parents and talked with some of the staff involved with the delivery of the programme and the provision of support to students.

##### Making the Grade and Young Graduates programmes

In Lewisham, the 14-19 Pathfinder and AimHigher programmes are working collaboratively with a private organisation, Global Graduates (non-profit making), to run two programmes: *Making the Grade* and *Young Graduates*.

*Making the Grade (MtG)* is aimed at ‘the middle-mass group in a class’:

*... steering young people onto the right track, encouraging them to take their education seriously so that they can realise their professional dreams.*

Global Graduates materials

*... engaging and focussing young people on their potential, improving their grades at GCSE and increasing levels of post-16 participation*

Pathfinder Coordinator

It is a five week modular programme covering: study skills; communication skills; future path; creativity; personal development. Some but not all students then progress to the *Young Graduates (YG)* programme.

YG is targeted at Year 9, 10 and 11 students who have been identified as underachieving gifted and talented, from backgrounds where there is no history of participation in higher education. Its aims are to enable the students:

- to get the best from their formal education, complementing and supporting school work without intruding on the school curriculum;
- to make informed choices about their future through raising awareness and exploring possibilities;

- to secure the best place available in higher education to support their career aspirations.  
Global Graduates materials

The first part of this programme comprises 12 Saturday sessions held weekly. The sessions cover four main themes: personal organisation and professional focus; entrepreneurship and work; citizenship and identity; monitoring and self-development. A Student Support Officer, employed by Global Graduates, provides pastoral support for students and liaises with schools and parents.

Following successful completion of the 12 week programme, students move on to the *YG Alumni* programme of development (for five years), offering 'master classes' which they attend approximately once a month.

The Pathfinder Coordinator expects the *YG* programme to increase the numbers of black male and female young people progressing not only into higher education but "to the best higher education institutions, and then to get jobs to match their qualifications."

To date, approximately 120 young people have participated in these Pathfinder programmes.

Entry to both *MtG* and *YG* is through a personal application form from the student, in which they describe their interests and future plans. Members of staff from Global Graduates scrutinise the application forms and select students. In the case of the *YG* programme, all applicants are also interviewed by a member of the Global Graduates staff. The original intention, agreed by the 14-19 Pathfinder and AimHigher coordinators and Global Graduates, was that, for *YG*, there should be a ratio of three Black Caribbean: one Turkish: two white working class students. This ethnic/social mix has not been tightly adhered to, but black and minority ethnic students are in the majority. It had also been intended to target underachieving boys; in fact, girls now account for nearly half of the young people on the programme.

The founder and CEO of Global Graduates, launches each programme on a Saturday at the College of Law in central London, the venue for the weekly sessions. The CEO is a charismatic and motivational speaker who states clearly her very high expectations of the students in terms of their commitment and in their GCSE results: "I don't do B or C, I only talk A!" *Young Graduate* 'alumni', students who have previously completed the 12 week course, are used as positive role models, describing how the programme has changed their attitudes towards education, enhanced their self esteem and confidence, and raised their aspirations.

Parents are expected to accompany their children to the launch and they are given detailed information packs to supplement the presentations. The parents' role is considered to be crucial in providing a supportive learning environment in the home. The Global Graduates CEO informs parents at the launch to remove televisions from their children's bedrooms to reduce distractions; to buy a *broadsheet* newspaper daily; and to ensure that their child has regular access to a computer. Global Graduates also emphasises to parents the importance of dialogue with their child's school: "You have to engage 150% with your child's teachers!"

The 14-19 Pathfinder became involved in offering these programmes to students in six schools following a successful pilot at one of these schools. In the first year of its partnership with Global Graduates, the 14-19 Pathfinder allocated £15,000 to the programme, Excellence in Cities/AimHigher contributed a further £30,000. The costs per student are as follows: *MtG* = £250; *YG* = £500. Parents of *YG* students also make a registration payment of £50 to Global Graduates. We explored the extent to which this financial commitment from parents might exclude some young people who might benefit from participation in the programmes. Schools indicated that if parents were really unable to find the £50 fee, help could be provided, though one school said it felt uncomfortable asking parents to contribute at all. There is support with transport costs to central London for those on low incomes.

### **What is working well?**

This was an excellent example of the public and private sector collaborating in an educational context to enhance the opportunities of young people. In place are key individuals: the Pathfinder Coordinator, AimHigher and the CEO of Global Graduates, who together developed this intervention for Lewisham schools and regularly liaise over its implementation, ensuring quality provision.

Global Graduates has in place efficient systems which enable it to deliver the programmes effectively including: a strong administrative framework for managing the admissions process; effective procedures for monitoring and ensuring attendance; a designated student support officer. One of the advantages of engaging an external organisation in the delivery of such programmes is that there are few additional demands on already over-stretched school staff.

- Parental involvement is a prerequisite of young people's acceptance onto the programme. This emphasis on parental involvement was seen as an advantage of the programme by all the educational professionals interviewed as it engaged parents in their child's education and stressed to them the importance of supporting their child. We consider that a small number of young people might be disadvantaged by the parental involvement requirement but were assured by

the Pathfinder Coordinator that these programmes represent only one strand of the provision currently available to students within the LEA.

- There have been relatively low levels of drop-out from the two programmes. Drop-out was most likely to occur following the launch or in the first couple of weeks. The reasons included:
  - the erosion of the student's weekend because of Saturday sessions;
  - the rigid requirements set down for attendance (even if there were legitimate reasons for absence); and
  - the tone of the presentation at the launch (Global Graduates has very rigid requirements of students on these programmes and some students disliked this).
- Students who had undertaken the *MtG* programme described it as “helping me to work better in school”; “it’s kept me out of trouble in school”; “it’s been really interesting”. The students on the *YG* programme were also overwhelmingly positive. Their comments highlighted the key role played by positive role models. They described the CEO of Global Graduates as “motivating” and “inspirational”. At each launch, the CEO introduces herself as a role model for what can be achieved by young people from disadvantaged backgrounds or from families with no history of participation in higher education and the professions, and by women. The students’ accounts of the weekly sessions showed high levels of resonance with the aims of the programme:

*They’re preparing us for the real world.*

*They’re giving us a wider view of what’s going on out there and what we can achieve.*

*We’ve learned the importance of working hard now.*

- The learning groups are smaller than those experienced in schools. The tutors engaged by Global Graduates come from a range of backgrounds. The students valued their depth of experience and viewed them as positive role models:

*Some [tutors] work for Global Graduates; some, I think, are teachers; some are professionals – people holding down really top jobs!*

- Students also appreciated being allowed to call the tutors by their first names and to wear clothes of their choosing – features often highlighted by young people of this age who move outside the traditional school environment for some of their learning.
- The students enjoyed the structure and content of the sessions: “It’s more like a discussion group, it’s very open”, said one. Others mentioned their enjoyment at being with students of a similar ability and commitment.
- Students also reported growth in their self confidence and self esteem. The discussion format of the sessions had, they said, enhanced their confidence at speaking in group situations. They enjoyed making new friends from other schools and a small number reported that participation in the programme had helped them to break out of peer relationships at school which had been having a negative impact on their academic progress.
- There was strong evidence that the programmes had made these young people very focused and motivated about their education and their futures:

*I’ve learned that we all have potential, no matter what your background is.*

*I know what I want to do and how I’m going to do it.*

### **Areas for development**

- It was evident that the impact of participation in these programmes, particularly the YG programme, was powerful in the short-term in focusing attention on studies and career goals. There is a need to monitor whether the existing system for less frequent support on offer to YG alumni is sufficient to sustain the changes made in these young people’s aspirations and attitudes towards education.
- Teachers at the four schools were differentially knowledgeable about the programmes. The need to train those staff in schools who are responsible for administering the programmes had now been identified and arrangements for this will be made in the near future.
- Not all the teachers interviewed were able to articulate clearly how the outcomes for their students of the MtG and YG programmes would be monitored by their school. Value added calculations were not mentioned spontaneously and, although schools believed that the students’ pathways would be tracked, clarification in this area might be helpful.

## Equality issues

- The main focus of this initiative is to challenge black and minority ethnic young people's, their family's and sometimes their community's stereotypical views of what they should aim for in life in order to raise aspirations. The evidence from this case study suggests that this aim is being achieved, at least in the short term.
- The students' *awareness* of the spectrum of opportunities available to them in further and higher education is raised through sessions specifically designed to guide them in researching curriculum and career pathways. As one school teacher pointed out: "There is more time to focus on possible courses and options than schools ever have".
- The anecdotal evidence suggests that the sessions on study skills are aiding the students' academic performance in their school-based courses. If their GCSE results match the rhetoric, these students access to further and higher education will be enhanced. The guidance on how to construct CVs should make applications to further and higher education institutions more effective. Links have been made with local higher education institutions, and Global Graduates helps to arrange internships in the law profession for students, with more professions to be included in the future.
- Knowledge and understanding of career pathways; high academic achievement; and raised aspirations are not always sufficient. There are often other barriers to be overcome by young people before they can access new territory. These programmes acknowledge that social barriers can be as strong as academic ones and address this issue in a number of ways. Students are given strategies for resisting peer group pressure to under-perform. Many of the activities focus on building the young people's confidence, presentation of self and sense of identity. At the end of the YG programme a ball is held – not only to reward the students for their successes on the programme but also to provide an opportunity to instruct them in appropriate dress, behaviour and dining etiquette advice which may not be available to them in their home. One student described it as "learning to live the high life".

## Conclusion

These two programmes seemed to be well on the way to meeting their short term aims. They are well managed by the Lewisham Pathfinder in collaboration with AimHigher and Global Graduates. Further research will be required to investigate whether students' changes in attitudes towards education and future employment



prospects are sustained. Funding through the 'London Challenge' is enabling the *Young Graduates* programme to be extended across London.

## 4.5 North Nottinghamshire

### Focus of the case study

Programmes aimed at raising the aspirations of young people with special educational needs.

### Methodology

Interviews were held with the 14-19 Schools' Academy Manager, the Increased Flexibility Coordinator, and a tutor in childcare at West Nottinghamshire College. At a non-maintained special school, interviews were held with the headteacher, the school coordinator for the Pathfinder, and two groups of Year 11 students, each group comprising four students.

At a training provider location, interviews were held with one of the training provider tutors, the work-related learning manager of one of the schools accessing Pathfinder activity at that location, and a group of four Year 11 students. In addition, an interview was held at a nearby special school with the work-related learning manager of the school, which was also accessing Pathfinder activity.

On a further occasion, interviews were held with the Director of one of the other training providers, a training provider tutor, and two young people who had attended the Pathfinder programme during the previous school year.

### The programme at West Nottinghamshire College

At West Nottinghamshire College, the Pathfinder programme is managed by the college's 14-19 Schools' Academy, which has for several years been working in partnership with local schools to extend learning opportunities for 14 to 19-year-olds, particularly in vocational areas. As part of that work prior to the Pathfinder, the 14-19 Schools' Academy had been working with a special school for pupils aged 5 to 16 years with speech, language and communication difficulties. For the Pathfinder, it was decided that further activity could be provided each year for an identified group of about 12 Year 10 students from this school, with the main intention of supporting their transition to the college.

The programme followed by these students is throughout both Years 10 and 11. In Year 10, all students follow the same course of textile crafts in the autumn term, and Horticulture in the spring term, while there is a free choice in the summer term from courses which include media, computer aided design, play and learn, horticulture, and hairdressing. The Year 11 programme is also a free choice from courses which include visual arts, motor vehicle, childcare, horticulture and personal computer technicians, with students following their chosen course throughout the entire year.

For most courses, students from the special school are working alongside students from mainstream schools, and it appeared that students from all schools had mixed together well. Students from the special school commented that they had initially been apprehensive about attending the programme, and that it had taken several weeks for them to have become comfortable with the provision and the location, but after that they had welcomed the opportunity to work away from their school, with young people new to them, and they had felt 'more adult' as a result.

There was some evidence that Pathfinder activity had led to students considering possible courses they might take at college and the future careers they might pursue. The headteacher of the special school thought the programme was very helpful in terms of students' aspirations, saying: "It's giving them a taste of vocational areas, a taste of interaction with pupils from other schools, and an introduction into the FE world. The somewhat gloomy picture of the ex-student in the past might well be addressed by the Pathfinder".

### **The programme at The Acre Connexions Centre**

The North Nottinghamshire Pathfinder as a whole was extended from 18 students in the first year to a total of 60 students with special educational needs in 2004/5, along with an increase in the number of training providers from one to three. The programme at The Acre Connexions Centre in Kirkby-in-Ashfield was a new strand of the programme in 2004/5, providing an 18-week course for 12 Year 11 students from local maintained schools and special schools. The schools were asked to nominate students who they felt would benefit from the course, and who had one or more of the following characteristics:

- general learning difficulties;
- low self esteem;
- a physical disability;
- those unable to access a mainstream curriculum; and
- poor social skills.

In practice, the majority of students attending the course had general learning difficulties, although there was one wheelchair user in the group. Students were attending The Acre Connexions Centre for one day a week from 9.30 a.m. to 2.30 p.m.

The material used on the course is an adaptation of Entry to Employment (E2E) material, revised to be suitable for a younger age group. The course covers such topics as health and safety in the workplace; the use of a computer package (Kudos) to identify vocational areas of interest to the students; life mapping sessions in which students produce a visual life plan of where they want to be in 10 years' time and how they intend getting there; identifying their own skills and those skills required by employers; self confidence and being assertive sessions; and using the internet to find job vacancies. The intention is that part of the course will lead to students obtaining a unit of a City & Guilds key skills qualification at level 1, which is also the case at the courses provided by the other training providers. In March 2005, it is planned that students will be on work placements one day a week for around six weeks at such places as day nurseries, hairdressers, garden centres, charity shops and other retail outlets.

### **The programme at Strategic Training Solutions Mansfield Ltd**

Strategic Training Solutions (STS) is one of three training providers involved with the Pathfinder, and was the sole training provider for the first year, 2003/4. For 2004/5, STS is providing for three groups of young people with special educational needs (physical disabilities and learning difficulties) at its main site in the centre of Mansfield. Each group comprises around 10 young people from local schools, who attend the STS site one day a week. The content of the course, similar to that provided at The Acre Connexions Centre, covers such topics as health and safety in the workplace, social and job skills, interview techniques, visits to a variety of businesses, and preparation for work placements, which will begin in March 2005. Before young people finish their work placements it is planned that a transition plan will be prepared for each individual, with copies forwarded to the school, the LEA and Connexions.

With regard to barriers to young people succeeding with the work placement and eventually progressing into employment, the Director of STS spoke about employers in general quickly becoming aware that young people with special educational needs were in fact capable of a greater range of skills and tasks than had been initially anticipated. The Director regarded it as important that there were frank discussions with employers about young people's needs so that any potential barriers that might arise through misconceptions could be overcome. The Director thought there were no barriers in terms of the young people enrolling for suitable courses at local colleges.

### **What is working well?**

- The programme has developed successfully in scope and focus from the first year in which a small number of difficulties had been encountered and addressed. These included the timing of the student work placements and

improved identification in schools of young people to be involved.

- Young people who attended the programme last year felt that they had gained in social and employability skills, and likewise those on this year's programme were anticipating similar gains.
- A particular strength is the range of local work placements that the training providers have obtained. Liaison between the training provider and the employer takes place so that the employer is fully briefed about the student(s) and an agreed list of tasks to be performed on the placement is drawn up. The training providers are proactive in that they are continually looking at adding to the pool of work placements.
- The 14-19 Schools' Academy at West Nottinghamshire College has over recent years formed excellent links with local schools. Some of the Academy's courses in the past have been those providing alternative vocational pathways for learners who have struggled with mainstream education. As such, West Nottinghamshire College is particularly well placed as a key partner in the Pathfinder programme.
- There is a considerable amount of ongoing professional development in areas related to special educational needs for staff delivering courses. This includes tutors at the college and those employed by the training providers. Courses offered by LSDA have also been accessed.

#### **Possible areas for development/problems encountered**

- Students from the independent special school are not able to attend the entire course at West Nottinghamshire College on Fridays as many of them are boarders and they have to leave early to return home for the weekend. The complexity of timetabling for the college is such that this problem cannot be resolved in the immediate future.
- Several providers at different sites have commented that there are challenges with tracking students on them leaving school and tracking systems needed to be improved in order that the effectiveness of the Pathfinder can be measured.
- In the first year of the Pathfinder, a small number of employers expressed concerns about the level of supervision provided for the young people while on their work placements. Training providers had responded to these concerns and would be providing more sheltered work placements, with higher levels of support and supervision, for the second year.

## **Equality issues**

- A major obstacle for young people to progress to post-16 courses and then on to employment is perceived to be financial. If a young person was offered employment, which was likely to be low paid, their parents/carers could face loss of benefits linked to having a child with a disability and, therefore, incur financial disadvantage to the family. This was perceived to be a tension for parents/carers in encouraging their child to take up employment.
- Some teachers are of the view that young people attending the Pathfinder programme would achieve less well in particular subjects in school as a result of missing work. In the case of one mainstream school, there were concerns that missing work would negatively impact on school league tables. The view of the work-related learning managers who were interviewed was that the Pathfinder programme was more beneficial to the young people than the day's school work they would be missing.

## **Conclusion**

It is apparent that the different projects within the Pathfinder are providing activity that is appropriate for the participating students. Those interviewed as part of this research thought they had gained from their involvement (or in the case of those who had just experienced the first few weeks of a course, anticipated that it would help develop their social and employability skills). The partnership arrangements for the LEA, the schools, the college of further education, Connexions, the training providers and local employers are working successfully, and some difficulties encountered in the first year have been addressed through changes to the programmes.

## 5. CONCLUSIONS AND IMPLICATIONS

### 5.1 Equality issues – a priority?

14-19 Pathfinders were set up to test a range of ideas and to develop new approaches to delivering 14-19 education and training, with the intention that best practice would then be rolled out nationally. The aim was to discover whether a coherent 14-19 phase could be achieved in a variety of locations with different social circumstances and different mixes of schools and colleges. Pathfinders were given a number of key aspects to address which included setting up effective collaborative networks; increasing the curriculum opportunities available to young people, with a particular emphasis on work-related learning; and enhancing the advice and guidance available so that all young people could make informed curriculum and career choices. Although not stated as often or as explicitly in the Pathfinder prospectuses as some of the requirements for Pathfinders, activities were intended to ensure equality of opportunity, not as an optional extra but as an integral element in all planning and implementation. Pathfinders were also expected to monitor the impact of their activities on different groups of young people in terms of gender, ethnicity, disability, the gifted and talented, looked after young people and the underachieving.

This research project was commissioned to focus on equality issues, and it investigated the extent to which Pathfinders were challenging inequalities and stereotypes affecting young people's choices, widening their choice of curriculum pathways, improving access and removing barriers.

Analysis of the Pathfinders' original bid documents, the March 2004 termly progress reports and the questionnaire survey revealed that there were a substantial number of interventions for the gifted and talented young people and for underachievers. Gifted and talented groups were receiving additional provision in the form of master classes, in accelerated learning opportunities, and in the provision of additional subject areas. There was also some evidence of attempts to challenge stereotyping for this group by raising awareness of vocational opportunities, as well as the traditional academic opportunities, but this was not widespread.

Underachieving young people were typically offered a greater variety of curriculum options, particularly in terms of vocational courses, with many schools, colleges and training providers collaborating to provide increased provision, often away from the young people's home institution.

Although, in line with the requirements for Pathfinders, many indicated in their bid documents that they would be including all or some of the special schools in their

area in Pathfinder activities, analysis of the questionnaire survey responses suggested that there were only a few interventions which had young people with special educational needs as the main target group of an intervention.

A similarly overlooked group were young people in public care. Given the current children's agenda, with its emphasis on 'every child matters', this is an area of some concern.

Only four Pathfinder bid documents described interventions specifically designed to challenge gender stereotyping in young people's choices, but eight completing the questionnaire stated that their *current* interventions involved strategies in this area. This seems to suggest that challenging gender stereotyping has received slightly more emphasis in actual activities than was planned.

Pathfinder funding has afforded increased possibilities for planning, implementation and innovation but, for many, the notion of inequality has been seen primarily in terms of general underachievement, rather than relative differences in aspirations between different groups of young people (e.g. male and female students). The Pathfinder objectives were broad and therefore specific equality issues relating to gender and disability, for example, were not always high on the list of priorities for many Pathfinders. In this regard, aims concerned with addressing young people's stereotypical course and career choices, and raising the aspirations of particular groups were essentially sub-aims within Pathfinder activity.

## **5.2 Developing good practice**

In this section we discuss the good practice we encountered during the course of our case studies. The case studies took place in four Pathfinders and had different foci:

Doncaster and Durham: challenging gender stereotyping in young people's choices (both female and male);

Lewisham: raising the aspirations of black and minority ethnic groups; and

North Nottinghamshire: raising the aspirations of young people with special educational needs.

The programmes which appeared to be the most effective exhibited some or all of the following features:



**Effective leadership**

Projects need to have a key individual to drive an initiative, to facilitate collaboration and to motivate partners. There needs to be clear funding for this so that the necessary commitment from an individual can be encouraged and sustained over time.

**Effective collaboration within an extended network**

The networks were tailored to the specific project but usually included some of the following: schools, colleges, higher education institutions, potential employers, training providers, the Connexions service, and organisations which work specifically to promote equality issues. Collaboration widens access to role models, work placements and breaks down barriers to participation.

**A clear structure of responsibilities with effective lines of communication**

Projects comprising a number of different partners at a number of different locations need effective lines of communication in order that Pathfinder principles and strategies are disseminated to all, specific responsibility is clear, and the delivery of activities runs smoothly. This is especially important for projects that are expanding with new partners being included.

**A commitment to a longer term intensive programme with appropriate levels of resourcing**

Lewisham, North Nottinghamshire and Durham had shown a clear commitment to addressing equality issues by setting up longer term intensive programmes with appropriate levels of resourcing. There was evidence, particularly in Lewisham with the *Making the Grade* and *Young Graduate* programmes, of a profound effect on young people's sense of identity and self esteem, and consequently on their career aspirations. Short-term one-off interventions, such as the Doncaster's *Skills Roadshow* and the *WITBE* programme, are also valuable, particularly in raising young people's awareness of the range of options available to them, but these should not be expected to challenge effectively long-held stereotypical attitudes about gender.

**A clearly identified target group or groups of young people**

It is important that all those involved in a project are aware of the selection criteria for young people's participation in an activity and that data are gathered to monitor the impact of the activity on the young people.

**Effective relationships with training providers and employers**

This is important for ensuring appropriate work-based learning experiences for young people. There also needs to be an awareness that some in these groups may hold

stereotypical views about certain groups in society which need to be addressed. Collaborative activities with an equality focus may help to break down stereotypical views.

### **The involvement of parents**

Parents need to be fully informed about the aims and content of activities so that they can provide appropriate support to their child.

### **Enhanced advice and guidance**

About the opportunities available in terms of further and higher education, and careers.

### **Systems to monitor the implementation and outcomes of the project**

This should include feedback from the young people themselves.

In terms of specific target areas, the additional following strategies appeared to be useful, at least in the short term, in challenging stereotypes and raising aspirations:

### **Gender**

#### *Opportunities to 'taste' non-traditional occupations*

The *Skills Roadshow* in Doncaster was a good model for providing large numbers of female and male students with the opportunity to try out a range of different vocational courses.

#### *The provision of positive role models*

This took place in different contexts; in schools and in the workplace. There was some evidence that the impact on attitudes was greater where girls were able to visit female employees in their workplace, such as within the *WITBE* scheme.

#### *Activities aimed specifically at challenging entrenched attitudes*

The *Developing Dads* programme in Doncaster and the 'Diversity' session provided in Lewisham's *Young Graduates* programme are good examples.

### **Black and minority ethnic young people**

#### *Sessions aimed specifically at increasing young people's self confidence and self-esteem*

Such as those undertaken as part of Lewisham's *Making the Grade* and *Young Graduates* programme.

*Involving parents*

In Lewisham, parents were required to accompany their child to the introduction to the projects, where they were fully informed of the aims and objectives of the initiatives and how they could provide support in the home.

***Young people with special educational needs****Providing access to work placements*

In North Nottinghamshire, access to work placements not only provided a broader curriculum for these young people; they also felt that they had gained in social and employability skills.

*Effective briefing of employers about students for whom they are providing work placements*

This ensured that the students' needs were understood and catered for. It also facilitated the drawing up of an appropriate list of tasks for the students to undertake during their placement.

**5.3 Constraints***Entrenched attitudes*

It was the perception of many of the 29 Pathfinder Coordinators who took part in this research that entrenched attitudes – social and cultural – within local communities made challenging young people's stereotypical choices and ensuring engagement with a wider range of curriculum pathways problematic. In addition, Pathfinders did not tend to differentiate between female and male students when identifying obstacles to tackling the traditional pathways taken by some young people. This may be because they saw the same obstacles for both: parental perceptions; peer pressure; lack of appropriate role models; stereotypical attitudes amongst some educational professionals, training providers and employers of gender roles. However, some of the initiatives they were involved in clearly tackled the fact that young people's decisions are made in a gendered labour market. Although gender segregation results in inequalities for all, it particularly affects women who end up in lower paid occupations (EOC, 2005). Such segregation presents considerable, structural barriers to young people when they are making career choices.

*Funding*

For programmes to be sustained, uncertainties about long-term funding need to be resolved. Many Pathfinders said they were reluctant to plan further work due to the lack of certainty about future funding. Initiatives challenging inequality should not be 'one-offs'; they need to be part of a coherent programme that eventually becomes an accepted part of young people's education, if sustained changes are to be achieved.

## **5.4 Areas for development**

### **Greater involvement of organisations working in the equality field**

Although Pathfinders are collaborative partnerships comprising a number of different institutions and agencies, the findings from this research suggest that there could be much more involvement with organisations working in the equality field, to enhance understanding of these issues within compulsory education. The work undertaken by *JIVE* and *WITBE* and initiatives such as *LET'S TWIST* will help to broaden attitudes and experience. Increased access to equality documentation, training, and information on web sites could also help develop thinking on equality issues. (See Appendix F for further information on organisations and useful resources).

### **Tackling stereotyping**

Strategies to confront stereotypical views about gender should be introduced in school well before the 14-19 phase. We would suggest that these issues should be a priority in the primary phase of education. The citizenship curriculum in secondary schools is going some way to discussing and challenging views but attitudes need to be addressed much earlier, as gender stereotyping occurs very early in children's lives. By the age of 14, many students have already thought about careers and have selected and rejected options that will impact on later career choices.

### **Parental involvement**

There is a place for more initiatives which involve parents. Very few Pathfinder activities give parents a role to play. Parental attitudes are often entrenched and these need to be tackled so that they are able to have a more balanced influence on the attitudes and decision making of their children. Some positive role models could be sought from the parental community to aid this process. In Lewisham, where programmes to enhance the aspirations of black and minority ethnic young people have been put in place, parents have a very clear and full role to play. This appeared to have proved a powerful tool in raising their aspirations for their children.

### **Continuing professional development for school and college staff**

Continuing professional development for teachers can be helpful in raising awareness of the issues and helping teachers to recognise their own biases. In addition, fuller information about specific initiatives and their aims would help teachers to challenge any stereotypical attitudes displayed by their students and to raise aspirations more effectively. Discussions need to be encouraged in school about how different careers afford different opportunities in the long term and the impact of gender restricted career choices upon girls and boys.

### **Monitoring, evaluation and accountability**

While all Pathfinders were tracking the outcomes of their interventions for young people *as a whole* in terms of the performance indicators set down by the DfES, many seemed unaware that they were expected by the DfES to track the impact of the Pathfinder on different groups of young people.

Only a minority of Pathfinders were collecting equality data on rates of participation in key initiatives and only a sixth of the twenty-nine Pathfinders had set targets for the specific groups identified in the questionnaire, and none had set targets for *all* these groups. No Pathfinder had set targets for 'looked after' young people, and only two had set targets for young people with disabilities. No Pathfinder had set gender targets for the take up of vocational GCSEs and only one had set targets for the take up of work related learning and apprenticeships.

Although the DfES had indicated that it expected Pathfinders to collect *outcome* data for different groups of young people, there was a lack of awareness amongst the Pathfinders of this requirement. Only two Pathfinders believed they had been *required* to collect data in relation to disability, ethnicity, the gifted and talented and looked after young people, and only one in relation to gender. The figures for the *encouraged* category indicate that the collection of these data was perceived by just under half the 29 Pathfinders as recommended rather than mandatory. Over a third of Pathfinders reported that they did not feel either encouraged or required to collect outcome data for the specific groups and if the figures for missing data are included, the proportion is nearly a half.

More Pathfinders are conducting interventions around equality issues than are monitoring rates of participation and setting targets, therefore evidence on outcomes for particular groups is lacking.

There was also evidence of a lack of consensus in the use of terms such as 'gifted and talented' and 'underachievers' which may mean that data from different Pathfinders are not directly comparable.

Collecting data from a wide range of institutions and agencies is considered by many front-line practitioners to be both problematic and time-consuming. Equality issues therefore need to be a priority so that the reasons for collecting such data are evident.

The research suggests that in future the DfES needs to make explicit in its documentation its requirement that data are collected for different groups of young people. Evaluation needs to be on-going so that programmes can be modified quickly

if they are failing to meet their objectives. We would also suggest that there is greater emphasis on gathering the views and experiences of the young people themselves.

Systems also need to be put in place to track individuals as they leave post-compulsory education, to measure the impact of interventions in the medium and longer term. The logging of young people's qualifications or lack of them is one means of gathering information on their curriculum and career pathways, but these data provide little insight as to why certain life choices were made. If we are to understand more fully the factors influencing young people's pathways after school, studies of a more qualitative nature need to be undertaken.

### **Making equality issues a priority**

The increased emphasis on vocational education in the Pathfinder programmes including the introduction of vocational GCSEs could, potentially, reinforce stereotypical patterns and restrict choices at an earlier age than before. Young people are not homogenous and follow routeways into a labour market that are affected by their gender, ethnicity and disability status. There is an opportunity here to address equality issues more specifically and more widely throughout initiatives such as the 14-19 Pathfinders. They need to be a consideration at every stage of planning, implementation and evaluation in order that young people are given the widest possible choices.

## REFERENCES

Department for Education and Skills (2002a) *14-19: extending opportunities, raising standards*, London: DfES 0154/2002.

Department for Education and Skills (2002b) *14-19: opportunity and excellence*, London: DfES 0744/2002.

Department for Education and Skills (2005) *14-19 Education and skills*, London: DfES 6476/2005

Equal Opportunities Commission (2005) *Free to choose: tackling gender barriers to better jobs*, Manchester: EOC

## APPENDIX A: 14-19 PATHFINDERS

### Phase One

Bedfordshire  
 Black Country\*  
 Boston College, Lincs  
 Coventry\*  
 Cumbria  
 Derbyshire  
 Doncaster  
 East Manchester  
 Gateshead  
 Harrow, London\*  
 Hertfordshire  
 Kingswood, South Gloucestershire  
 Knowsley\*  
 Newham, London  
 North Lincolnshire\*  
 Oldham  
 Plymouth  
 Shropshire  
 Southampton  
 Southwark, London\*  
 Stockport\*  
 Stockton-on-Tees  
 Wakefield\*  
 Warwickshire  
 Wolverhampton

### Phase Two

Derby City  
 City of Nottingham  
 City of York  
 Durham  
 Hampshire\*  
 Islington, London  
 Lewisham, London  
 Norfolk\*  
 North Nottinghamshire  
 Sheffield  
 Somerset  
 Tower Hamlets, London  
 Warrington  
 City of Westminster, London

nb This research report has drawn on the original bid documents and March termly progress reports of all 39 Pathfinders as listed above. Ten Pathfinders did not complete the questionnaire. These are indicated with an asterisk.



## **APPENDIX B: PATHFINDER COORDINATOR INTERVIEW SCHEDULE**

### **EQUALITY AND PATHFINDERS PROJECT**

**Date:**  
**Researcher:**  
**Pathfinder ID:**

#### **Background**

1. How did you become the Pathfinder Coordinator?
2. What does your role comprise?
3. How much of your time is spent on Pathfinder activities?
4. What would you describe as the main aims of your Pathfinder?
5. Which agencies/organisations/institutions are partners in your Pathfinder?  
[e.g. schools/colleges, LEAs, LLSC, Connexions, local communities  
organisations, employers, training providers, organisations addressing equality  
issues]

#### **Intervention[s]**

##### ***Choice of focus***

6. You indicated in your questionnaire responses that your Pathfinder is undertaking/has undertaken interventions in [state the area]. Why was this area[s] chosen as a focus?
7. How was it/they chosen?
8. Had any work been undertaken previously in this/these field[s] locally? If yes, please describe briefly.
- 9a. What would you identify as the main aims of this/these interventions?
- 9b. What was it about this particular equality issue that this Pathfinder was concerned about? (EOC question)
- 9c. How much time are you personally spending on this intervention – as a percentage of your week?

##### ***Content of intervention***

10. Can you please summarise what the intervention[s] comprises/ comprised?
11. Who is/was responsible for co-ordinating this intervention?
12. Where is/was the intervention taking place? [e.g. one site, multiple sites]  
Why?
- 13a. What is/was the duration of the intervention?  
Why was this timescale chosen?
- 13b. How much time do the young people spend on this intervention?  
When does it take place?

**Funding**

14. How is/was this intervention funded?
15. What is the money being spent on?

**Young people**

16. Was the intervention open to all students or were particular groups of students targeted? Why?
17. How did this work in practice? [If particular types of student were targeted, what criteria were applied?]
18. Were any problems encountered in the recruitment of students? If yes, what were they?
19. How many young people are involved in this particular intervention?

**Partner Agencies/Organisations/Institutions**

20. Which agencies/organisations/institutions are involved in the delivery of this particular intervention?
21. What role does each play? How effective have they been?
22. How were the partnerships for this intervention set up?
23. Who, in your view, are/were the key individuals or groups in the delivery of this intervention?
24. How were they recruited?
25. Were any difficulties encountered in recruiting these individuals/groups? If yes, what?

**Parents/Carers**

26. Are parents/carers involved in anyway in this intervention?
27. If yes, in what way? If no, why not?
28. If yes, why was it decided to involve parents?
29. If yes, how successful has this been?

**Training**

30. Has the Pathfinder provided any training for those involved in this intervention?
31. If yes, who received this training?
32. What was the focus of the training?
33. Who delivered it?
34. How effective was it?

**Implementation Issues**

35. Can you please briefly outline the planning and preparation that has gone into this intervention?
36. Have any obstacles to the implementation of this intervention been encountered?
37. If yes, what are they? [Prompts: funding, attitudes, logistics, collaboration]
38. Has it been possible to overcome these? If yes, how?
39. With hindsight, is there anything you would do differently?
40. What advice would you give to someone else who might be interested in undertaking an intervention of this type?

### **Outcomes**

41. To what extent do you feel this intervention is meeting/has met its aims?  
[Refer back to the aims stated at the beginning of the interview.]
42. In what ways, if any, would you say this intervention has:
  - challenged stereotypes;
  - widened choices for young people;
  - improved access;
  - removed barriers?
- 43a. What are the outcomes of the intervention so far?
- 43b. What do you expect the outcomes of this intervention to be for the young people involved in this intervention:
  - in the short term;
  - in the longer term?
- 43c. Will the young people involved in this intervention be tracked in any way after it has finished?  
If yes, how?

### **Monitoring and evaluation**

44. Is the success of this intervention being evaluated? If yes, by whom?
45. If yes, in what way? [types of evidence, who is being consulted?]
46. What are the findings so far?
47. Will the findings inform future planning and practice? In what way?

### **Future Plans**

48. Will this activity be sustained once Pathfinder funding has ceased?  
If so, how?  
If no, how do you feel about this?
- 49a. What features of this intervention might be transferable to other settings?
- 49b. How do you think this intervention could become mainstream?
50. Has the Pathfinder any plans to develop its work further in this field?
51. If yes, what are they? [the focus, timescale, funding, target group]
52. Have you any plans to implement interventions in other areas: [gender, ethnicity, disability, etc – as appropriate]?  
If yes, what do you plan to do? [the focus, timescale, funding, target group]

### **Additional Information**

Those are all my questions, is there anything else you would like to add?

## APPENDIX C: SCHOOL/COLLEGE STUDENT FOCUS GROUP INTERVIEW

### EQUALITY AND PATHFINDERS PROJECT

Date:  
Researcher:  
Pathfinder ID:

#### Background

School/College .....

Gender of students: Female ☐ Male ☐ (Tick as appropriate)

Year Group:  (Write year group in box)

What options are you taking at the moment? (Note down for each student)

Student 1	Student 2	Student 3	Student 4

#### Now I'd like to talk to you about the [state the intervention/course] you're doing

- How did you become involved in this [course]?  
(Prompts: Did you choose to take it? Did anyone persuade you to do it?)
- What was your main reason for doing this [course]?
- Did you discuss this with: your teachers;  
your parents/carers;  
your friends;  
a Connexions PA;  
a careers advisor?
- If yes, what did they advise you to do?
- Did their views affect your decision in any way? If so, how?
- Why do you think that a course like this is being run/was run?
- Do you think it is important to do this type of course? If yes, why?
- What qualification, if any, will you get at the end of this?

### **Intervention**

9. Can you tell me the sorts of things you've been doing on this course?
10. Who takes you for this course?
11. What materials have you used? (Prompt: e.g. ICT, e-learning)
12. Where do you do this course? (one site, multiple locations)  
If multiple sites or off-site, how do you get to these?
13. How do you feel about doing this course at this/these place(s)?

### **Attendance and retention**

14. Do most students turn up regularly for this course? If no, why do you think this is?
15. What happens if a student doesn't turn up?
16. Have any students dropped out of the course? If yes, why do you think this is?

### **Work**

17. How well do you feel you have coped/are coping with the work on this course, in general? (tick one box for each student)  
  

Very well <input type="checkbox"/>	Quite well <input type="checkbox"/>	Not very well <input type="checkbox"/>	Not at all well <input type="checkbox"/>
Very well <input type="checkbox"/>	Quite well <input type="checkbox"/>	Not very well <input type="checkbox"/>	Not at all well <input type="checkbox"/>
Very well <input type="checkbox"/>	Quite well <input type="checkbox"/>	Not very well <input type="checkbox"/>	Not at all well <input type="checkbox"/>
Very well <input type="checkbox"/>	Quite well <input type="checkbox"/>	Not very well <input type="checkbox"/>	Not at all well <input type="checkbox"/>
18. Are there any parts of the course that you've found more difficult than others? Which are these?  
(Prompt: written work; practical work)
19. Why have you found this/these more difficult?

### **Feelings about the course**

20. What have you enjoyed most about this course? Why?
21. What have you enjoyed least? Why?
22. In general, how much have you enjoyed this course?  
(tick one box for each student)

A lot <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	A little <input type="checkbox"/>	Not at all <input type="checkbox"/>
A lot <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	A little <input type="checkbox"/>	Not at all <input type="checkbox"/>
A lot <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	A little <input type="checkbox"/>	Not at all <input type="checkbox"/>
A lot <input type="checkbox"/>	Quite a lot <input type="checkbox"/>	A little <input type="checkbox"/>	Not at all <input type="checkbox"/>

23. What do you think you have gained from attending this course?  
(Prompt: skills/knowledge/attitudes)
24. What sort of student is best suited to this type of course? Why do you think that?

### ***Impact on students***

25. Do you think that doing this course has helped you to become more confident about yourself? If yes, how has it done that?
26. Do you think that doing this course has made you more interested in your school/college work, in general? If yes, why?
27. Has doing this course made you more or less likely to continue with some form of education or training after [Year 11, Year 13 etc – as appropriate]?
28. Has this course changed the way you feel about the type of course/job you might want to do in the future? Why? In what way?
29. What are you intending to do after [whatever is appropriate, e.g. Year 11, Year 13 etc]?
30. Has this course helped to prepare you for that? If yes, in what way. If no, why not?
31. What job would you eventually like to do? Why do you want to do this job?
32. Do you foresee any problems in being able to do this/achieve this? If yes, what are they?

### **ADDITIONAL INFORMATION**

Those are all my questions, is there anything else you'd like to say?

## **APPENDIX D: TRAINING PROVIDER/EMPLOYER INTERVIEW**

### **EQUALITY AND PATHFINDERS PROJECT**

Date:  
Researcher:  
Pathfinder ID:

#### **Background**

- 1a. How did your organisation become involved in the Pathfinder?
- 1b. Can you please outline your organisation's involvement within the Pathfinder?

#### **Intervention**

- 1c. What would you identify as the main aims of this current intervention?
- 1d. What was it about this particular equality issue that this Pathfinder was concerned about? (EOC question)

#### ***Content of intervention***

- 2. Can you please summarise what the intervention/course comprises/ comprised?
- 3. Who is/was responsible for co-ordinating this intervention/course?
- 4. Where is/was the intervention/course taking place? [e.g. one site, multiple sites] Why?
- 5a. What is/was the duration of the intervention/course?
- 5b. Why was this timescale chosen?
- 6. How much time do the young people spend with you? When?
- 7. What qualification, if any, will they have at the end of this course with you? [check if an accredited course]

#### ***Funding***

- 8a. How is/was this intervention/course funded?
- 8b. What is the money being spent on?

#### ***Young people***

- 9. Was the intervention/course open to all students or were particular groups of students targeted? Why?
- 10. How did this work in practice? [If particular types of student were targeted, what criteria were applied?]
- 11. Were any problems encountered in the recruitment of students? If yes, what were they?
- 12. How many young people are/were involved in this particular intervention?
- 13. What are/were the characteristics of the group in terms of gender, ethnicity, ability, disability/SEN?

#### ***Partner Agencies/Organisations/Institutions***

- 14. Which agencies/organisations/institutions are involved in the delivery of this particular intervention?
- 15. What role does each play?

16. How were the partnerships for this intervention set up?
17. Who, in your view, are/were the key individuals or groups in the delivery of this intervention?
18. How were they recruited?

### ***Parents/Carers***

19. Are/were parents/carers involved in anyway in this intervention?
20. If yes, in what way? If no, why not?
21. If yes, why was it decided to involve parents?
22. If yes, how successful has this been?

### ***Training***

23. Did you or any of your staff receive any induction or training for your work with the Pathfinder?
24. What was the focus of the training?
25. Who delivered it?
26. How effective was it?

### ***Attendance and retention***

- 27a. In your view, how engaged are/were students generally with this intervention?
- 27b. Do you think that doing this course has had any impact on the students' levels of motivation, in general (i.e. in relation to their other courses/subjects?) If yes, what impact? Why?
28. What has the level of attendance been like for this intervention?
29. What would you attribute this to?
30. What have the rates of retention been?
31. If anyone has dropped out, what would you attribute this to?

### ***Implementation Issues***

32. Can you please briefly outline the planning and preparation that has gone into this intervention?
33. Have any obstacles to the implementation of this intervention been encountered?
34. If yes, what are they? [Prompts: funding, attitudes, logistics, collaboration]
35. Has it been possible to overcome these? If yes, how?
36. With hindsight, is there anything you would do differently?
37. What advice would you give to someone else who might be interested in undertaking an intervention of this type?

### ***Outcomes***

38. To what extent do you feel this intervention is meeting its aims? [Refer back to the aims stated at the beginning of the interview.]
39. In what ways, if any, would you say this intervention has:
  - challenged stereotypes;
  - widened choices for young people;
  - improved access;
  - removed barriers?
40. What do you expect the outcomes of this intervention to be:
  - in the short term?
  - in the longer term?



### **Advice and guidance**

41. What role, if any, does your organisation have in the provision of advice and guidance to young people on this course about future pathways/careers?  
[formal/informal advice etc]

### **Monitoring and evaluation**

42. Is the success of this intervention being evaluated? If yes, by whom?  
43. If yes, in what way? [types of evidence, who is being consulted?]  
44. What are the findings so far?  
45. Will the findings inform future planning and practice? In what way?

### **Future Plans**

46. Will this activity be sustained once pathfinder funding has ceased?  
If so, how?  
If no, how do you feel about this?  
47. What features of this intervention might be transferable to other settings?  
48. Has your organisation any plans to develop its work further in this field?  
49. If yes, what are they? [Prompts: the focus, timescale, funding, target group]

### **General**

50. Has being involved in this intervention had an impact on the ways in which you think and work in other areas of your job? If yes, how?  
51. In general, how do you feel about this type of intervention?

### **Additional Information**

Those are all my questions, is there anything else you would like to add relating to the intervention we've just discussed?

## APPENDIX E: PATHFINDER QUESTIONNAIRE

## EQUALITY AND PATHFINDERS SURVEY

## QUESTIONNAIRE TO BE FILLED IN BY PATHFINDER CO-ORDINATORS

Name of Pathfinder:

## MONITORING

1. Under the 14-19 Pathfinder programme, for which of the following groups of young people does the DfES *require* or *encourage* you to *monitor outcomes*:

	<i>Required to monitor outcomes</i>	<i>Encouraged to monitor outcomes</i>	<i>Neither</i>	<i>Not sure</i>
Gender - female	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 3
Gender - male	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 3
Ethnicity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 3
Disability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 3
Gifted and talented	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 3
Those who are looked after	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 3
Those who are underachieving	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 0	<input type="checkbox"/> 3

- 2a. Does your Pathfinder *set targets* for the following indicators? Please tick if you set targets *overall*, and/or if you set *specific targets* for the groups of young people set out below.

	Overall	Gender - female	Gender - male	Ethnicity	Disability	Gifted and Talented	Looked after	Under- achievers
Take up of vocational GCSEs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take up of new vocational courses pre-16 other than vocational GCSEs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early entry to GCSE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take up of work-related learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take up of Modern Apprenticeships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reductions in drop out rates 16-19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reduction in truancy rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increases in participation rates post-16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2b. Does your Pathfinder collect data on *rates of participation* for the following indicators? Please tick if you collect data on rates of participation *overall*, and/or if you collect *specific data* for the groups of young people set out below.**

	Overall	Gender - female	Gender - male	Ethnicity	Disability	Gifted and Talented	Looked after	Under-achievers
Take up of vocational GCSEs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take up of new vocational courses pre-16 other than vocational GCSEs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early entry to GCSE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take up of work-related learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take up of Modern Apprenticeships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reductions in drop out rates 16-19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reduction in truancy rates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increases in participation rates post-16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2c. If you ticked any of the boxes under the 'Gender' categories in Question 2b, please provide an example of the data collected. (If you did not tick any of the boxes under the 'Gender' categories in Question 2b above, please move on to Question 2e.)**

- 2d. How do you use the data you collect?**

- 2e. What obstacles, if any, are there to *monitoring outcomes* for young people according to the categories listed in question 2b? (Please specify which category(s) of young people you are referring to.)**

## INTERVENTIONS

- 3. Do you believe that it was part of the *DfES requirements* for 14-19 Pathfinders that Pathfinders should develop *specific interventions* designed to:**

	Gender - female	Gender - male	Ethnicity	Disability	Gifted and Talented	Looked after	Under-achievers	No
Challenge stereotypes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Widen choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remove barriers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4a. Did your Pathfinder's original bid include *specific interventions* for young people designed to:**

	Gender - female	Gender - male	Ethnicity	Disability	Gifted and Talented	Looked after	Under-achievers	No
Challenge stereotypes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Widen choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remove barriers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4b. Are any of your Pathfinder's *current* interventions designed to:**

	Gender - female	Gender - male	Ethnicity	Disability	Gifted and Talented	Looked after	Under-achievers	No
Challenge stereotypes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Widen choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remove barriers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***If you responded 'no' to all these categories, please move to question 5.***

**4c. Please give brief details below of any specific intervention(s) designed to: *challenge stereotypes, widen choices, improve access, remove barriers.***

**(We are aware that interventions may include young people from more than of the groups set out below. Please indicate in your description of the intervention where this is the case.)**

**(i) Gender - female**

Not applicable ☐ ***Please move to (ii)***

Please give a brief description of the intervention:

*Progress made to date:*

More than expected	<input type="checkbox"/>
As expected	<input type="checkbox"/>
Less than expected	<input type="checkbox"/>

**(ii) Gender - male**

Not applicable ☐ ***Please move to (iii)***

Please give a brief description of the intervention:

*Progress made to date:*

More than expected	<input type="checkbox"/>
As expected	<input type="checkbox"/>
Less than expected	<input type="checkbox"/>

**(iii) Ethnicity**

Not applicable ☐ ***Please move to (iv)***

Please give a brief description of the intervention:

*Progress made to date:*

More than expected	<input type="checkbox"/>
As expected	<input type="checkbox"/>
Less than expected	<input type="checkbox"/>

**(iv) Disability**

Not applicable ☐ ***Please move to (v)***

Please give a brief description of the intervention:

*Progress made to date:*

More than expected	<input type="checkbox"/>
As expected	<input type="checkbox"/>
Less than expected	<input type="checkbox"/>

**(v) Gifted and talented**

Not applicable ☐ ***Please move to (vi)***

Please give a brief description of the intervention:

*Progress made to date:*

More than expected	<input type="checkbox"/>
As expected	<input type="checkbox"/>
Less than expected	<input type="checkbox"/>

**(vi) Those who are looked after**

Not applicable ☐ ***Please move to (vii)***

Please give a brief description of the intervention:

*Progress made to date:*

More than expected	<input type="checkbox"/>
As expected	<input type="checkbox"/>
Less than expected	<input type="checkbox"/>

**(vii) Those who are underachieving**

Not applicable ☐ ***Please move to question 4d***

Please give a brief description of the intervention:

*Progress made to date:*

More than expected

☐

As expected

☐

Less than expected

☐

- 4d. Is your Pathfinder evaluating *the impact* of any of the interventions indicated in question 4c on the young people concerned? (Please move to question 5 if no interventions were indicated.)**

Yes

☐

<sub>1</sub>

No

☐

<sub>0</sub>

***Please move to question 4g below***

- 4e. If you responded 'yes' in answer to question 4d, please state:**

**(i) Who is undertaking the evaluation?**

**(ii) Who is being consulted as part of the evaluation?**

- 4f. What are your findings to date regarding the impact on the young people? (Please describe briefly and specify which group(s) of young people you are referring to.)**

- 4g. If you responded 'no' in answer to question 4d, please explain briefly why you are not currently evaluating the impact on the young people.**

- 5. What do you see as *the obstacles*, if any, to *tackling the stereotypical pathways* taken by some young people? Please describe for each of the following:**

**(i) Gender - female**  
Please describe briefly

**(ii) Gender - male**  
Please describe briefly

**(iii) Ethnicity**  
Please describe briefly

**(iv) Disability**  
Please describe briefly

**(v) Gifted and Talented**  
Please describe briefly

(vi) **Those who are looked after**  
Please describe briefly

(vii) **Those who are underachieving**  
Please describe briefly

### COLLABORATION

JIVE (Joint Interventions) Partners is a partnership of ten organisations in England and Wales. The overall aim of the JIVE Project is to break down gender segregation in the engineering, construction and technology sectors by addressing the barriers that prevent women from pursuing careers in these sectors. (See websites: [www.jivepartners.org.uk](http://www.jivepartners.org.uk); [www.letstwist.bilk.ac.uk](http://www.letstwist.bilk.ac.uk) for key organisations in the partnership).

6. **Has your Pathfinder Project worked with JIVE to provide any of the following interventions? If you tick 'No' or 'Not sure', please indicate whether you would be interested in receiving information about JIVE interventions.**

	Yes	No	Not sure	Interested in information
'Hands On' engineering/construction/technology events for girls	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>0/1</sub>
Individual or group mentoring for girls wishing to pursue non-traditional careers	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>0/1</sub>
Training for FE staff delivering non-traditional subjects in providing inclusive learning environments for young women	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>0/1</sub>
Training in how to overcome gender stereotyping for adults involved in careers guidance with young people	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>0/1</sub>
Talks by women role models	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>0</sub>	<input type="checkbox"/> <sub>2</sub>	<input type="checkbox"/> <sub>0/1</sub>

7a. **Does your Pathfinder currently collaborate with other organisations that work to address equality issues with the particular groups of young people below? If you tick 'No', please indicate whether you would be interested in receiving information about such organisations.**

(i) **Gender - female** Yes ☐<sub>1</sub> No ☐<sub>0</sub> | Interested in information ☐<sub>0/1</sub>  
Please name the organisation(s):

(ii) **Gender - male** Yes ☐<sub>1</sub> No ☐<sub>0</sub> | Interested in information ☐<sub>0/1</sub>  
Please name the organisation(s):

(iii) **Ethnicity** Yes ☐<sub>1</sub> No ☐<sub>0</sub> | Interested in information ☐<sub>0/1</sub>  
Please name the organisation(s):

(iv) **Disability** Yes ☐<sub>1</sub> No ☐<sub>0</sub> | Interested in information ☐<sub>0/1</sub>  
Please name the organisation(s):

**(v) Gifted and Talented**Yes ☐<sub>1</sub> No ☐<sub>0</sub> Interested in information ☐<sub>0/1</sub>

Please name the organisation(s):

**(vi) Those looked after**Yes ☐<sub>1</sub> No ☐<sub>0</sub> Interested in information ☐<sub>0/1</sub>

Please name the organisation(s):

**(vii) Those underachieving**Yes ☐<sub>1</sub> No ☐<sub>0</sub> Interested in information ☐<sub>0/1</sub>

Please name the organisation(s):

**7b. Would your Pathfinder like to receive extra guidance/support on monitoring the impact on young people according to:**

	Yes	No
Gender - female	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>0</sub>
Gender - male	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>0</sub>
Ethnicity	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>0</sub>
Disability	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>0</sub>
Gifted and talented	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>0</sub>
Those who are looked after	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>0</sub>
Those who are underachieving	<input type="checkbox"/> <sub>1</sub>	<input type="checkbox"/> <sub>0</sub>

**7c. Is there any type of support or resource that you think might be helpful to you in this context but which is not, as far as you know, currently available?**

Yes ☐<sub>1</sub>  
 No ☐<sub>0</sub> *Please move to question 8a below*

**7d. If you responded 'yes' in answer to question 7c, please describe briefly:****PRIORITIES****8a. Where do your Pathfinder's *current* priorities lie in terms of: *gender - female, gender – male, ethnicity, disability, gifted and talented, those who are looked after, and those who are underachieving*? Please list below your Pathfinder's first three priorities, from these groups, in rank order:**

1

2

3

**8b. Please describe briefly the rationale behind this prioritisation.**



## FUTURE PLANS

- 9a. Does your Pathfinder have any plans to *develop further* its ways of working in the following areas?

	Gender - female	Gender - male	Ethnicity	Disability	Gifted and Talented	Looked after	Under- achievers	No
Challenge stereotypes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Widen choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remove barriers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*If you responded 'no' to all these categories, please move to question 9c.*

- 9b. Please describe briefly below what these plans are.  
(Please specify to which category/categories you are referring.)
- 9c. Are there any obstacles to *developing further* your Pathfinder's work in the following areas?

	Gender - female	Gender - male	Ethnicity	Disability	Gifted and Talented	Looked after	Under- achievers	No
Challenge stereotypes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Widen choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remove barriers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 9d. Please describe briefly. (Please specify to which category/categories you are referring.)

## SHARING GOOD PRACTICE

10. One of the aims of this survey is to *identify good practice* amongst Pathfinders so that it can be shared with others. If you have undertaken any intervention which you perceive to be particularly innovative and/or successful in terms of one or more of the following – *gender (female and male); ethnicity; disability; gifted and talented; those who are looked after; and those who are underachieving* - please describe it briefly below.
- 11a. Does your Pathfinder have *any general recommendations* to enable 14-19 Pathfinders to develop future ways of working in the following areas?

	Gender - female	Gender - male	Ethnicity	Disability	Gifted and Talented	Looked after	Under- achievers	No
Challenge stereotypes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Widen choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improve access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Remove barriers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***If you responded 'no' to all these categories, then please move to question 12.***

**11b. Please set out your general recommendations briefly below (using bullet points):**

**12. If you have any other comments you would like to make about any of the areas addressed in this questionnaire, please use the space below.**

**Thank you very much for your cooperation in completing this questionnaire.**

## **APPENDIX F: ORGANISATIONS AND USEFUL RESOURCES THAT CAN HELP**

### **1. JIVE (Joint Intervention) Partners**

JIVE Partners ([www.jivepartners.org.uk](http://www.jivepartners.org.uk)) is funded through the European Social Fund initiative 'Equal', which endeavours to test and promote new ways of combating all forms of discrimination and inequalities in the labour market across the European Union.

More information on Equal can be found at <http://www.equal.ecotec.co.uk>

The aim of the Partnership is

- To reduce occupational segregation and tackle the gender pay gap by embedding culture and practice change within the engineering, construction and technology sectors.
- To recruit, retain and ease the progression of women working in those sectors in technical roles from craft to graduate levels.
- The partnership is lead by from the Department of Gender Equality for women in SET, UK Resource Centre for Women in SET at Bradford College. Further information can be found at <http://www.setwomenresource.co.uk>
- JIVE is working out of key partner organisations across Yorkshire and Humberside, the South East, London and throughout Wales to provide a regional and national infrastructure for maximum impact and sustainability. JIVE will also work outside of these areas on demand.
- The partnership has worked with over 1,600 beneficiaries
- Learning providers – 500: providing staff development training in gender inclusive practices for FE, HE and Work Based Learning Providers.
- Careers and Connexions – 300: providing staff development training in gender inclusive practices.
- Employers – current: delivering a Culture Analysis Tool in companies and offering follow-up advice and support.
- ECITB – testing ground to develop new practices in recruitment and retention.

- Mentoring – 700: A system of different mentoring processes to encourage retention of women in employment, education and training.
- ICT – MCSE training programmes for women and teacher training for women ICT trainers – 80

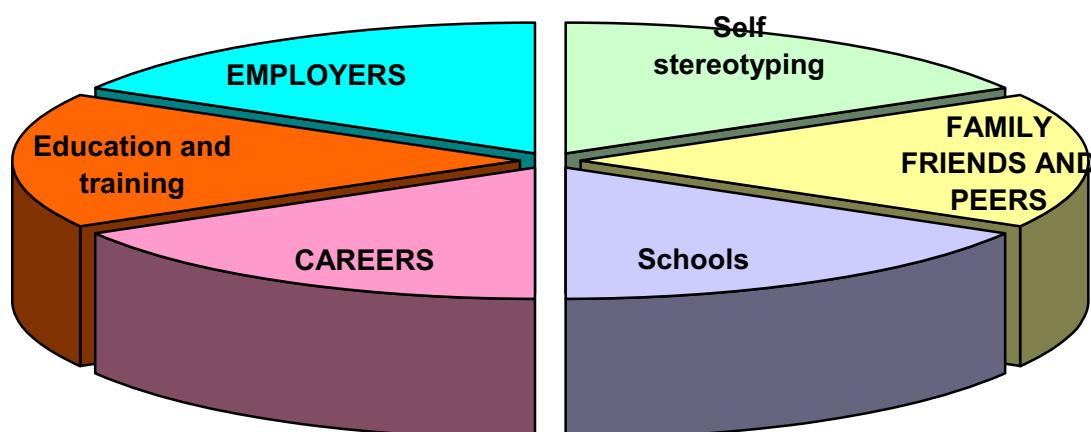
The partnership is based on the premise that all key players in the employment cycle must work together if women are to succeed and thrive in engineering, construction and technology sectors.

### Holistic Approach

JIVE will work holistically to tackle the multiple barriers women face in the engineering, construction and technology sectors. Responsibility lies with careers professionals, learning providers and industry to ensure the experience of careers education and guidance, education and training and employment inspires and motivates women and girls to develop their true potential to enter and remain in the industries.

It is only by creating culture and attitude change in the whole of the recruitment and employment cycle that any significant change can occur in these highly gender segregated sectors of industry. In addition, support for women by encouraging networking and mentoring is vital to increase motivation and break down the isolation that can be felt by being in a minority, especially for those experiencing multiple barriers such as ethnicity, sole caring responsibilities or returning to education.

Joint responsibility for cultural change



JIVE has developed a:

- holistic model of intervention for cultural change;
- change with the hard end of the industry, vocational training providers and careers professionals
- regional hub infrastructure as a delivery model;
- central pool of trainers as equality experts;
- interventions that are appropriate/hitting the mark;
- blueprint of interventions for employers – Culture Analysis Tool; and
- training materials.
  1. Mentoring training – European guidelines.
  2. How to overcome stereotyping in careers – European guidelines.
  3. ICT troubleshooting training – pilot.
  4. Bespoke training for learning providers and employers.
  5. ‘How to....’ training guides.

## **2. UK Resource Centre for Women in Science, Engineering and**

Provides accessible, high-quality information and advisory services to industry, academic institutions, professional institutes, and education and research councils within SET and the built-environment professions.

[www.setwomenresource.org.uk/](http://www.setwomenresource.org.uk/)

## **3. Lets Twist Project**

A national project run by Bradford and Ilkley College to encourage and support women and girls into engineering and construction careers.

[www.letstwist.bradfordcollege.ac.uk/](http://www.letstwist.bradfordcollege.ac.uk/)

## **4. The GERI project**

The GERI (Gender Equality and Race Inclusion) consortium was formed to help the Connexions and Careers Guidance Sector, schools, colleges, training providers, and employers to tackle gender and ethnic stereotyping.

[www.geriproject.org.uk](http://www.geriproject.org.uk)

## **5. Women in science, engineering and technology**

Government-run campaign that provides posters, videos, magazines and teaching materials.

[www.set4women.gov.uk](http://www.set4women.gov.uk)

## **6. Women and Manual Trades**

Produces videos and teaching packs for schools.

[www.wamt.org.uk](http://www.wamt.org.uk)

## **7. Women into Science and Engineering**

WISE promotes these sectors as career options to girls and women across the UK, through brochures, posters, websites, a video, hands-on courses and presentations. The campaign works with teachers, careers advisers, parents, employers, politicians and the media..

[www.wisecampaign.org.uk](http://www.wisecampaign.org.uk)

## **8. Gender and achievement website**

Department for Education and Skills website for teachers, local education authorities and others with an interest in gender differences and achievement.

[www.standards.dfes.gov.uk/genderandachievement](http://www.standards.dfes.gov.uk/genderandachievement)

## **9. Ethnic minority achievement website**

Department for Education and Skills website for teachers, local education authorities and others with an interest in ethnic minority achievement.

[www.standards.dfes.gov.uk/ethnicminorities/raising\\_achievement](http://www.standards.dfes.gov.uk/ethnicminorities/raising_achievement)

## **10. Science Year**

Campaign to raise awareness among young people aged 10-19 of the wide range of subjects and careers that are underpinned by science and technology.

## **11. Women and Equality Unit (WEU)**

Produces Does Sex Make a Difference? an equality resource aimed at teachers, careers advisors and those who work with young people of around 14. Updated for 2004, the pack contains useful statistics and general information. It also includes a number of lesson plans to support each of the main topic areas.

## **11. Equal Opportunities Commission**

The Equal Opportunities Commission works to eliminate sex discrimination. It provides a wide range of services. Of particular interest are a range of new guides for careers advice professionals, educators, employers and training providers about how to break down gender segregation in education, training and work. Our new,

interactive website [www.works4me.org.uk](http://www.works4me.org.uk) enables young people to explore career options and work experience, free from gender bias.

[www.eoc.org.uk](http://www.eoc.org.uk)

## **12. Women into the Built Environment (WITBE)**

WITBE is based in South Yorkshire, and is a project that aims to encourage, motivate, inspire women and girls to choose construction and the built environment as a career.

[www.shu.ac.uk/witbe/](http://www.shu.ac.uk/witbe/)