



Have they left it too early? Are we leaving it too late?

Broader Approaches to Learning for Early
School Leavers

Lisa Vernon

Campaign For Learning

Campaign for Learning

We aim to stimulate learning
that will sustain people for life . . .



Campaign for Learning

- **Our Vision**

We are working for an inclusive society in which learning is understood, valued and accessible to everyone as of right.

- www.campaign-for-learning.org.uk



Defining ESL

The Issues,

- Problematic nature of the concept
- Merged constituent issues
- Emotional not statistical
- Leaving without qualifications
- Giving up on learning



A European Perspective

- The Lisbon Strategy
- The 16 % issue
- Poland, Slovakia, the Czech Republic
- Limitations of European Social Fund
- Shared research and definitions

Social and Economic

- Those with no qualifications experience high rates of unemployment
- Learning is about socialising as well as qualifications
- The 10 % Factor
- Links between young offending and ESL

Disengagement - The School Factors

- Ineffective discipline systems leading to bullying and unchecked behavioural issues
- Lack of adequate counselling and referral
- Negative school climate

Disengagement - The School Factors

- Passive instructional strategies
- Disregard for student learning styles
- Lack of assessment and support for students with disabilities



Disengagement - At Risk Groups

- Persistent truants from school
- Young care leavers (looked after children)
- Children with additional support needs
- Young offenders & substance misusers
- Teenage parents
- Black and Ethnic Minorities
- Asylum seekers
- Travellers
- Homeless young people



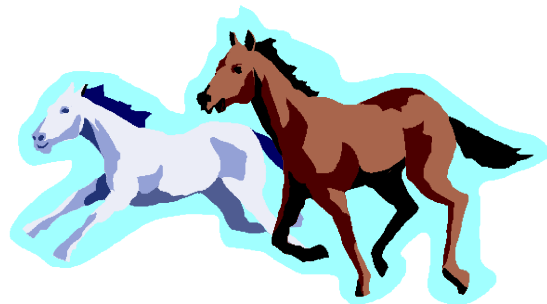
Engagement - Important Influences

- High level of school engagement
- Parental support
- Low levels of employment during the schooling years (less than 15 hours a week)
- Peer and community influences



Effective Programmes

- Bolting the stable door!
- Coaxing the horse back to the stable
- Following the horse to the field



Overcoming the Barriers

Emotional barriers to learning

- An intrinsic dislike, or detachment from learning
- A belief that they are unable to learn, based on past experience
- The fear of looking a fool and general lack of self confidence



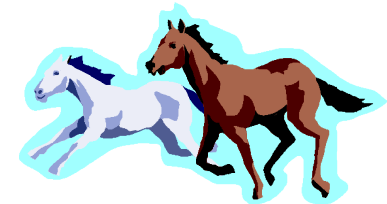
Overcoming the Barriers

- A lack of motivation, most see no emotional or functional benefit to learning
- A belief that learning will be hard or difficult rather than pleasurable
- A 'self-identity' which does not include learning



Effective Programmes

- Reflective and encouraging
- Addressing the practical issues
- Working with parents
- Not like school!
- Understanding 'clever' in a multiple intelligences context
- Learning to Learn
- The policy context



Case Studies

- Travellers - Pavee Point, Ireland
- Homeless Young People - Re Evolution, England
- Sport – Espair, Europe
- Young Mums - Plumpton High, Australia
- Theatre - Duca degli Abruzzi, Italy
- Mentoring - Netherlands



Netherlands - Mentoring



- Valuing current skills
- Making training relevant
- Hands on craft skills
- Active learning
- Breaking down the 'us and them'



Italy - Theatre

- Self discipline
- Active learning
- Improvisation and creativity
- Valuing the contributions
- Taking ownership



Ireland - Pavee Point



- Respect for culture and heritage
- Working with parents
- Valuing present knowledge
- Having fun



Australia – Teenage Mums

- Non Judgemental
- Emotional and practical support
- Relevant curriculum
- Positive teacher pupil relationships



England - Re: Evolution



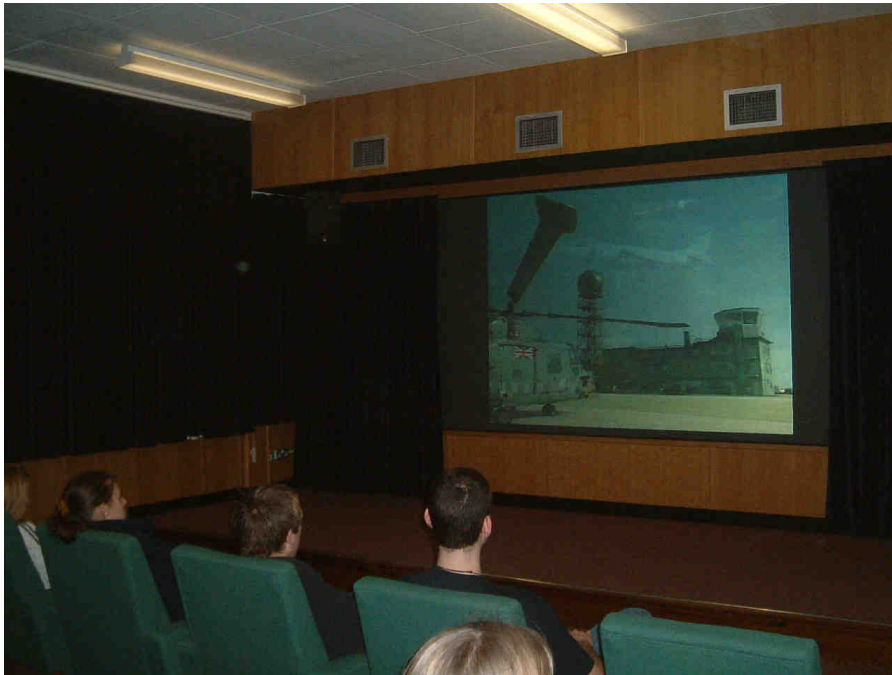
- Learning Styles
- Learning by doing
- Meeting the learner on their own terms
- Learning in their own language

Visual

- Time and space to visually examine the objects
- Visual supporting material such as posters and paintings



Visual



- Video presentations
- Creating a video
- Creating artworks linked to the objects

Kinaesthetic



Using all the senses

- Handling objects
- Smelling medicines
- Tasting food
- Dressing up

Auditory



Listening to and creating:

- Soundtracks, stories and recounts.
- Guided tours
- Music

Inspire Writing



- Historical accounts
- Poetry and fiction
- Balanced arguments

Numeracy Adds Up

- Numeracy tours and quizzes
- Solving a numeracy mystery



Talking Point



- Audio wands as a resource for discussion
- Presentations to develop speaking and listening skills

Re:Evolution



www.re-evolution.org.uk



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Contact Details

Lisa Vernon

Campaign For Learning

01243 372347

Mobile - 07745 567752



Thank You for Listening!



Further Information

www.campaign-for-learning.org.uk

