

## Structure of session

- The research undertaken and some details of the work related learning project
- Discussion of some transfer issues arising
- Discussion of social capital related issues arising

## Work Related Learning – Motivation and Attainment Transfer

- Research was based on a work related learning programme administered in the Greater Manchester area and financed by DfES
  - Small element of our work formed part of a national action research evaluation project on work-related curriculum at KS4 conducted by SWA
  - Programme designed by the local TEC to address non participation, truancy and underachievement amongst 14-16 year olds
  - Six school terms in years 10 and 11
  - One day per week working in a particular occupational area ie 72 days on the programme
  - Choice of occupational areas
  - Broad aims of the programme
    - Increase participation in education pre-16
    - Improve achievement of recognised qualifications
    - Increase participation in structured learning post-16

## Work Related Learning – Motivation and Attainment Transfer

- How & why the project had affected attendance and attainment and to help explain how the programme fitted into the lives of participating young people
  - the approach to this part of the evaluation focused on the holistic experiences of individual young people as they moved through the two year programme
  - data relating to the impact of the project on the attendance and attainment of the participants.

## Work Related Learning – Motivation and Attainment Transfer

- Research Methods
- A detailed 18 month longitudinal shadowing and interviewing of 10 pupils (from different occupational areas, from a range of schools and across the four participating local authorities
- semi-structured interviews were also conducted with parents/guardians and other relevant stakeholders.
- The purpose - to explore more deeply the various influences impacting upon young peoples attitude to the project and schooling.
- Interviews were tape recorded and transcribed.
- This data was support by a questionnaire that was administered to 117 pupils at the beginning of the project in early part of year 10 and then re-administered towards the end of year 11 that focused on certain aspects of the programme such as travel time, time demands for young people.

## Work Related Learning – Motivation and Attainment Transfer

- Assumption of transfer benefits from the workplace to schools within the work related learning project
- Insights gained from examining the issue of transfer
- Within the sample transfer benefits were inconsistent (positive, negative, neutral)

## Explaining transfer (1) Programme and recognition issues

- Additionality and timetabling
- Young people gained vocational qualifications not GCSE – school recognition problems
- Communication flows – attendance
- Critical interventions - Transport to and from the workplace, identification of problems at an early stage, involvement of parents

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Explaining transfer (2). The nature of learning and experiences in the workplace / contrasts with school

- Treated 'like an adult'
- Nature of the KS4 curriculum
- Removal from established peer groups (positive and negative)
- Learning within workplace settings
- Understanding of career entry requirements – workplace voices with authenticity and impact
- Problems with transfer in general

### Explaining transfer (3)

- Convergence between young people's wider social and cultural experiences and their experiences in the workplace
- Prior knowledge of the occupational area
- Prior experience of forming relationships with adults other than teachers/friends/family

Some concluding thoughts/questions in relation to this aspect of the research

- To what extent does transfer to school based motivation and attainment matter?
- Awareness of the wider lives of young people
- Low level (?) complexity of managing partnerships – e.g. flows of information
- Growing-up - relationship developments and schooling

## **Young people on the project and the influence of networks of social relations and social capital development**

A number of examples where young people benefited positively from being part of a particular school/friends/family/project network. Particularly if

- there is a congruence or compatibility between the values and norms of that individual and the various components/other individuals that make up that network
- the individual was in a strong position to access resources from that network, eg the project provided information about, and introductions to, particular labour markets,
- that those networks had good access to external resources, eg the project related to labour markets that were *growth* labour markets, and

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- there was a complementarity between the various school, peer, family and project networks in terms of values, orientations and norms that therefore provided a a strong rationale to ‘emotionally commit’ to actions and decisions taken.
- Where this was in evidence the evaluation suggested that young people enhanced their social capital and hence their chances of making more successful transition from school into further education, training or work.