"Learning Country: Learning Pathways 14-19"

Responses to formal consultation
(29 October 2002 to 7 February 2003)

March 2003

"Learning Country: Learning Pathways 14-19"

Responses to formal consultation (29 October 2002 to 7 February 2003)

Contents

Analysis of responses to the consultation on the 'Learning Country: Learning Pathways 14-19' document

Introduction
Learning Country: Learning Pathways 14-19

The consultation document is about implementing the vision set out in the Welsh Assembly Government's paper 'The Learning Country' (September 2001). The Assembly's goal, as established in that paper, is that Wales has one of the best education and lifelong learning systems in the world. The Learning Pathways 14-19 strategy aims to help achieve this vision by:

- Increasing participation rates for 16-18 year olds in education, training or employment from the present 88 per cent to at least 95 per cent.
- Ensuring that every student leaves school with qualifications.
- Increasing the percentage of 16 year olds who achieve 5 A*-Cs (or other level 2 qualifications) in the core subjects.
- Ensuring that very many more learners see their schools as beneficial and that absenteeism is progressively reduced to the very minimum.
- Ensuring that all school leavers have all the skills necessary for employment.

The consultation document sets out the need to make some radical changes in both the curriculum and delivery methods of work with 14-19 year olds, encompassing the accreditation structure, a new qualifications framework, changes to the core curriculum, development of personal and social education and recognition of diverse learning strategies. It takes a holistic view of learning that includes formal education but also youth and leisure services, voluntary and work experiences and personal guidance and support. It recognises diversity in ways of learning, aptitudes and abilities, processes and outcomes and the need to value them all. The document presents forty-seven different proposals setting out targets and structures for improving young people's access to learning and the quality of their experience as learners.

The Learning Pathways 14-19 document was produced by a project team supported by an internal Welsh Assembly Government Working Group and an external reference group. Following early consultations emerging proposals were published on the internet in July 2002 before the formal consultation period of October to February 2003. The process has involved young people at all stages.

Consultation document
The Learning Pathways 14-19 consultation document was structured around seven chapters as follows:
- What we want to achieve – outlining goals and core principles applied to the strategy.

- The Map: learning pathways and learning routes - outlining an approach to learning based on a continuum that incorporates a range of options both in compulsory and post-compulsory provision and which is underpinned by a common aim and core elements.
- Learning for life and work – setting the learning approach within the context of preparation for work.
- Giving something back and personal and social development – broadening the scope of 14-19 learning to recognise the value and impact of informal learning and participation.
- Advice, support and guidance – ensuring that an appropriate and coherent structure is in place to guide young people through learning opportunities and provide help where needed.
- Qualifications and assessment – proposals to develop an appropriate and coherent process for accreditation of learning within a lifelong learning framework.
- Implementation – proposals on the structures and agencies that would need to be involved in the delivery of the proposed structures.

Each of these chapters concluded with an invitation to consultees to respond to a set of questions related to the narrative and proposals included in the chapter.

Summary of findings

This report outlines the findings of the consultation on the 'Learning Country: Learning Pathways 14-19' document. There were 148 written responses to the consultation document as follows: -

Table 1: written responses to the consultation

Category of Response	Total
Education	42
Local Government	30
Non-Governmental organisations	18
Representative body	34
Public body	12
Professional	5
Individuals including young people	7
Total	**148**

In addition to the written consultation responses the analysis has drawn on a series of informal "coffee mornings" and other consultations/discussions which were undertaken over the period December 2002 to January 2003, as well as extensive pre-consultation discussions held with young people, individuals and groups during the project development phase (May to October 2002). The 'coffee morning' and other discussions were held at -

- Trinity College Carmarthen
- Margam Park
- Ysgol Gyfun Cwm Rhymni
- Coleg Gwent (Ebbw Vale)
- Llanrhymney High School (Cardiff)
- RNIB (Cardiff)
- Conwy CBC
- Gwynedd CBC
- Parent groups in Cardiff, Merthyr and Newport
- Training companies in Barry and Merthyr
- College curriculum leaders
- Staff development officers
- Vocational education deliverers in schools and colleges
- Fforwm Conference
- Secondary Headteachers' Conference
- Cynnal Group (North Wales Vocational Education Managers)
- Welsh Secondary Schools' Association
- The British Council
- Bedwas Youth Centre (with young people)
- Bedwas High School (with young people)
- Ysgol Gyfun Gwynllyw (with young people)
- Ysgol Bro Morganwg (with young people)
- Ysgol Moelwyn (with young people)

And with

- Parent groups in Cardiff, Merthyr Tydfil and Newport
- Training companies in Barry and Merthyr Tydfil
- College curriculum leaders
- Staff development officers
- Vocational education deliverers in schools and colleges
- Fforwm Conference
- Secondary Headteachers' Conference
- Cynnal Group (North Wales Vocational Education Managers)
- Welsh Secondary Schools' Association
- The British Council

Further consultation with young people is being developed with two youth information agencies, Canllaw On Line and Funky Dragon, working together with others to consult further with young people on the broad range of the 14-19 proposals. The results of this further consultation will be fed into the relevant working groups that are to be set up to implement the 14-19 agenda.

Comments on consultation
The number, depth and quality of responses reflect the importance the 'Learning Country: Learning Pathways 14-19' document has across a broad range of people in Wales. Many of the written responses were developed though the convening of discussion groups, consultation events and membership surveys. Detailed and thorough work went into the responses showing a high level of commitment to improving and extending young people's involvement in learning. Respondents frequently expressed their appreciation of the Wales Assembly Government's approach in consulting so widely and of the work that the project team had put in to developing the proposals.

Overall response
There was a strong welcome for the ethos of the document and its core aim. Nearly all respondents welcomed its
- emphasis on developing the relevance of learning for all young people,
- recognition of the importance of 'soft skills' to both employers and to young people's personal development, although they don't like the terminology,
- promotion of flexibility and responding to needs,
- linking of learning in educational, work-place, community and training settings
- aim of building a continuum of learning focused less on age than level of achievement.

The detail of the responses was mainly about concerns or disagreements with individual proposals but most were prefaced by a statement of support for the overall approach.

Concerns were expressed about:-

How the strategy would be planned and resourced. The most common concern was about the cost of implementing the proposals outlined in the document

properly, and a fear of the damage that under-funding would inflict. It was felt that significant new monies would be needed to develop the quality and range of provision required. Each of the proposed developments drew questions about resourcing and it was felt that the total package would be very costly to implement properly.

Timetables. There was a strong concern that the timetable proposed for implementation was too tight. Consultees, whilst not wanting to lose the momentum for change, were concerned that a realistic timescale be developed allowing for pilot projects to be developed and rigorously evaluated, awareness raising exercises undertaken to build confidence in any new qualifications and new approaches to all levels of staff training developed and implemented.

Changing cultures. Part of the reason that consultees were concerned with the proposed speed of implementation was the recognition that the proposals require major cultural change. If the changes are to be successful young people, parents, teachers, Higher and Further Education providers and employers would need to recognise and value new approaches to learning and its accreditation, new ways of working that were collaborative and learner-centred and new roles that were multi-faceted. There would need to be structural change, through funding processes and partnerships; professional change, responding to different styles of learning and valuing different types of skills; personal change, with individuals such teachers and tutors, young people and parents, employers and careers advisors all 'buying-in' to the approach. It was particularly felt that employers will need help to develop an understanding of the benefits of involvement in learning and its economic impacts. Achieving all this will take time. It will involve initial teacher training and INSET provision, organisational change, marketing and evidence of good practice and success.
'If this initiative is undertaken half-heartedly it stands no chance of success' young person.

An all Wales perspective. There was criticism that whilst the proposals were intended as an all-Wales strategy significant aspects of the Welsh learning environment were under-represented or ignored. There were particular issues for Welsh medium provision and for rural areas, especially relating to learning outside school settings, which were not addressed. Specifically there was criticism that the vision relied on a local economy that offered a variety of accessible work and community based learning opportunities that was an essentially urban or industrialised model unrealistic in rural areas, especially through the medium of Welsh. If the model developed is to offer a core entitlement then local capacities to deliver aspects of it in such a way as to provide equal opportunities across Wales would, consultees said, require detailed consideration.

Equal Opportunities. There was a concern that the document needs to address issues of equal opportunities in relation to learners with a disability and to learners from areas of Wales with different economic and social profiles. Learning pathways, it was felt, were highly appropriate to developing an inclusive approach to learning but targets, especially the 95% achievement of Level 2, were seen as running counter to this ethos.

High achievers. It was felt that the needs of high achievers were under-represented. The proposals appeared to consultees to offer few models of traditional academic learning or analysis of the implications for access to Higher Education in and beyond Wales. This was seen to be, in part, the result of limited representation from Higher Education in developing the plans (no one from Higher Education on the external reference group for example, though the sector had been invited). Related to this point was a concern that the economic and social issues that effect parts of South Wales had had an unbalanced influence on the strategy, perhaps through a lack of geographical balance on the project team (North/South). The result was that, for many consultees, the focus appeared to be weighted towards disengaged young people and low achievers.

Recognition of current good practice. It was felt that there was insufficient recognition of the progress that has been made towards meeting the goals set out in the Learning Country document. In particular it was seen to be important that the strategy is developed in line with the results of consultations on related work (for example the Higher Education 'Reaching Higher' consultation); learning initiatives that have grown in Wales, including the positive steps schools have taken in recent years to be inclusive; the work being developed by CCETs and Young People's Partnerships and developments in Europe and across the UK.

The need to address quality issues. The issue of the quality of provision was seen as a core one to all aspects of the strategy. Linked to this was a concern about the importance of understanding different learning styles and developing delivery methods that can meet the variety of learners and learning settings that the programme requires.

Lifelong Learning. The framing of a 14-19 agenda, which recognises achievements up to 25 years was welcomed by nearly all consultees. However, it was felt that the strategy needed to be part of the lifelong learning agenda and particularly that family learning and pre-14 provision needed to be linked in. There was a concern that the proposals would not necessarily pick up those who were already disengaged at 14 years. It was also seen to be important that young people didn't see 19 years, or even 25 years, as an exit point to learning and that the learning continuum was seen as a lifetime opportunity.

Marketing. The value of the Learning Pathways approach and specifically an overarching award like the Welsh Baccalaureate will, consultees felt, be dependent on how they are viewed and recognised by the key stakeholders. Young people, parents, schools, Higher Education Institutions and employers all will need to be targeted to ensure that the processes are understood, given credibility and linked into progression routes.

Co-ordination.   There was common recognition amongst consultees that young people will need impartial guidance and support to 'navigate' their way around the opportunities the process offers. The need for co-ordination and consistency was seen to be very important and most saw schools as playing a vital role in managing the process for 14-16 year olds. Learning coaches were seen as valuable but some consultees questioned the need for universal provision and the feasibility of one individual offering such a sustained and multi-skilled role. A common suggestion,

especially from young people, was that instead of an individual young people could choose support and guidance from a range of people including youthworkers, teachers, careers advisors and social workers.

Community and voluntary activity. There was strong support for young people to be encouraged to engage in work with community and voluntary organisations. Again there were issues of equal access, especially for young people in rural areas and those with disabilities, and of developing quality but the principle of involvement was seen to be a positive one both for the young person's development and for community cohesion.

Work experience and work based learning. There was common support for developing young people's experience of the workplace and for offering and recognising learning in the workplace. There were, however, concerns that the quality and availability of such opportunities would require significant improvement if they were to be offered to all young people across Wales and to lead to the acquisition of measurable skills. There was seen to be a need to engage employers in a new way, possibly involving financial incentives and to ensure that employers were represented on any working or project group tasked with taking forward the proposals.

Learning Pathways. There was support for the concept of a set of Learning Pathways. Consultees were concerned, however, that the pathways did not become routes that were inflexible and that young people would be able to change pathways as they grew older. It was seen as crucially important that the pathways were easy to understand and the model was kept as simple as possible. Many consultees found the descriptive diagram confusing.

Utilitarianism. Many consultees were anxious not to lose the core ethics of education in what appeared to them to be a move towards a utilitarian approach to learning. Whilst there was a broad welcome for the promotion of practical relevance in learning, especially for those unattracted to academic study, it was also seen as vital that all young people develop transferable skills of understanding and knowledge and are not constrained by the limits of what the local economy can offer. This concern, along with a fear of misunderstanding of the terms, led to most consultees rejecting the proposed Apprenticeship and Traineeship titles for learners on Pathways.

Chapter 1

What we want to achieve

Many respondents did not address the specific questions set in the consultation document preferring to provide a general response. For this reason response numbers to particular questions, where they are given below, do not correspond to the total number of respondents. Specific responses are included because they give an indication of level of interest in a particular issue. The narrative under each question heading includes general as well as specific points.

1. What do we need to achieve our targets and are the goals appropriate?

1.1   The question about the appropriateness of the goals drew the largest specific response and the majority approved.

Table 2: Are the Goals Appropriate?

Category	Yes	No	No specific response
Education	20	9	11
Local Government	16	1	12
Professionals	4	0	1
Individual/ young people	1	3	2
Public body	7	1	4
Non government body	7	2	9
Representative body	12	3	18
All	**67**	**19**	**57**

1.2   The main concerns relating to the goals were as follows: -

1.2.1   There was a concern that the significant number of young people with special learning needs or disabilities were ignored in the targets.

1.2.2   The parity of vocational and academic qualifications was seen as a valid aspiration but something that could not be developed in isolation. Real parity would only come with employment opportunities and equality of earning potential, issues beyond the remit of a learning strategy.

1.2.3   Academic learning is vital for the economy too. There was a fear that vocationalism could be de-motivating to high achievers. It was recognised that a core ethos of the strategy was one of flexibility and shaping to needs, the 'one size doesn't fit all' approach was welcomed but some saw a danger that in implementation one rigid system could be being replaced with another.

1.2.4   The philosophical principles of education were under-represented in what appeared to some to be a very utilitarian approach to learning with the danger of losing the transferability and universality that good education can offer.

Linked to this was a concern about the wisdom of tying learning too tightly into employment opportunities when it was questionable whether there would be enough high skill employment places in the Welsh labour market to meet demand.

1.2.5 A number of schools said they were currently achieving the 80% target at 16 years and there was some concern that the aim was too low. It was also felt that a Level 2 qualification would not necessarily ensure a young person was ready to take on high skill employment and that setting a target for achievement of Level 3 was also important.

1.3 Achieving the targets
Issues of quality were seen as core to the achievement of targets. These included the need for a thorough review of initial teacher training and staff development; a greater involvement of employers and improved quality of involvement; addressing learning cultures including moving away from what was seen as the constrictive elements in the National Curriculum and a cultural change that places the learner at the centre of planning.

' Achieving the targets will need: the quality of leadership and management within the structures set up to deliver the vision; ensuring that all provision is of a high quality; a change in attitudes and values on the part of key players - there are institutions which do not put the needs of learners first and which engage in competition in line with institutional self-interest; need for an overarching independent steering group to monitor progress; the will and willingness of a host of different agencies to collaborate on a scale that they have only done very exceptionally in the past; introduction of a funding methodology that will reward collaboration and innovation, sustained good practice and agreed priorities; provision of wide ranging training for teachers and learning coaches.' Public Body

1.4 How can we make sure that all learners have a balance between hard and soft skills, developed through real life experience?
Nearly all consultees agreed with the need to balance hard and soft skills.

Table 3: Agreement with emphasis on balancing hard and soft skills

Category	Yes	No	No specific response
Education	22	1	17
Local Government	14	0	15
Professionals	2	0	3
Individual/ young people	3	0	3
Public body	2	0	10
Non government body	8	0	10
Representative body	17	0	16
All	**68**	**1**	**74**

1.4.1 There was seen to be a need to incorporate soft skills into all aspects of learning with a streamlined process for their accreditation. The 'add-on' Key Skills element in Modern Apprenticeships and National Traineeships was seen to be ineffective, partly because of the way that key skills are assessed. The approach was seen as unattractive to young people.

1.4.2 The splitting of 'real life' and 'school-based' experiences was seen by some consultees to be inappropriate. It was also felt that much of the GCSE curriculum already focuses on real life and the relevance of skills.

1.4.3 Clarity about what such terms as 'soft skills', 'essential skills' and 'Key Skills' include was seen to be important, not least in order to develop awareness of their value amongst all stakeholders (parents, young people, learning providers including Higher Education and employers).

1.5 How can the idea of providing opportunities for young people to develop essential skills through real life experiences be supported?

Table 4: Agreement with emphasis on developing essential skills through real life experience

Category	Yes	No	No specific response
Education	16	1	23
Local Government	10	0	19
Professionals	1	0	4
Individual/ young people	2	0	4
Public body	1	0	11
Non government body	5	0	13
Representative body	13	0	20
All	**48**	**1**	**94**

'Wales is dominated by micro business and SMEs which are unwilling to contribute to Modern Apprenticeship and National Traineeship training costs –there is a need to build partnership with these.' Education

'Use schemes like Young Enterprise and Dynamo and develop an online Progress File as a way to involve other trained adults as assessors/ witnesses/ verifiers of hard and soft skills.' Local Government

1.5.1 There was seen to be a need to build on existing good work and processes, to develop effective partnerships with employers and to develop common recognition of the importance of essential skills. The role of the learning coach was seen to be important in developing this aspect of the proposals.

1.5.2 Off-campus/out of school experiences in rural areas would have to be well resourced to allow for travelling costs and potentially for residential experiences since these may be the only way of ensuring a varied and quality experience. Similarly, securing real life experiences that help develop essential skills through the medium of Welsh was seen as important.

1.6   How to build on good practice in Wales and elsewhere.
There was no disagreement with the aim of building on good practice. Indeed many consultees were concerned that the document did not acknowledge current good practice enough. The main suggested approaches were around identifying good work and disseminating it through projects, training, conferences, award schemes, published materials and publicity. It was felt that ACCAC and ESTYN had an important role in both the identification and dissemination of good practice.

1.6.1 The need to look at European, as well as UK, models and approaches was raised.

1.7   Is the terminology 'apprenticeship' or 'traineeship' used in connection with the four post 16 learning routes appropriate?

Table 5: Is the terminology appropriate?

Category	Yes	No	No specific response
Education	3	22	15
Local Government	1	21	7
Professionals	2	0	3
Individual/ young people	1	1	4
Public body	0	1	11
Non government body	3	1	14
Representative body	1	9	23
All	**11**	**55**	**77**

The terminology was not seen as appropriate by those who commented specifically on this issue. It was felt that the terms were old-fashioned and carried particular connotations which would be confusing to employers and parents. It was also felt that the terms used excluded education.

'*Learning encompasses more than the utilitarian objectives suggested by these terms.*' Education .

'*'Apprentice' and 'trainee' are terms currently well understood by teachers, careers staff, pupils, parents and employers and equated with work and vocational based training which leads to a level 2 or 3. To adopt these titles generally would cause confusion.*' Representative Body

1.7.1 Alternative terms suggested sought to reintroduce terms used in education such as National Studentship or Baccalaureate, or to use new terms linked to the opportunities offered such as Advanced Learning Pathway and Intermediate Joint Pathway. Some consultees were wary of labelling learners at all and preferred a model that focused on the provision such as Level 1, Level 2 and Level 3, particularly in the context of lifelong learning where labels relating to a chronological age would seem restrictive.

1.7.2 The point was made that whatever terminology was used must make sense and be pronounceable in Welsh. There was a concern that 'Apprenticeship', for example, would translate as trainee.

1.8 Making best use of developments in learning theory and practice.
Suggestions were made in this section about the importance of teacher training, especially in relation to learning styles. It was felt that there would have to be a significant investment in training and awareness raising amongst all those involved before introducing the programme if a consistent level of entitlement is to be achieved.

1.8.1 ESTYN inspections and the role of ELWa, CCETs and LEAs in disseminating good practice were seen as important. Relationships between these bodies were also seen as important.

Chapter 2

Learning Pathways and Learning Routes

Table 6: Will the routes outlined lead to young people achieving the overall target?

Category	Yes	No	No specific response
Education	6	6	28
Local Government	2	0	27
Professionals	1	0	4
Individual/ young people	1	0	5
Public body	1	1	10
Non government body	5	0	13
Representative body	4	1	28
All	**20**	**8**	**115**

2.1   There was a low response to the specific question about whether the routes outlined would lead to young people achieving the overall target, suggesting that people were unsure or perhaps felt unable to comment. A number mentioned a need to have a lot more detail about how the process would work and some found the diagram confusing or very complicated.

2.1.1   Concerns raised included a fear that the 'flexible' pathways were actually too prescriptive and that there was a danger that the strategy was merely replacing one system with another that perpetuated the current 'more able/less able' divide. Without a strong focus on developing confidence in the process the danger is, it was said, that the same young people will opt for A levels through the Modern Apprenticeship route as now and it will only be the terminology that has changed.
'This was a real opportunity to strip away the compulsory aspects, which are frequently what causes much of the disaffection in pupils, and create a much more flexible curriculum.' School.

'Don't focus exclusively on accreditation – respect other learning and personal development outside a straight jacket.' Local Government

2.1.2   It was seen as crucial that all stakeholders were involved in thinking through the routes. This was seen to be especially important in relation to progression to employment and Higher Education.

2.1.3   The importance of the routes being coherent, clear and flexible was emphasised. The ability to change direction between routes was also seen as important, since 14 year olds or even 16 year olds may not be ready to make life decisions.

2.1.4 The quality of guidance and support will be crucial. This needs to be more than sign-posting as young people, it was felt, will achieve if their aspirations are raised and they see education as a way to reaching their aspirations.

2.1.5 There will be a need to fund partnerships and facilitate joint work and progression routes.

2.1.6 The role of key skills is important.

2.1.7 The routes' potential to offer young people with a disability access to a core curriculum which they can follow at a pace appropriate to them was welcomed but the additional time they might need would have to be resourced. It was also important to recognise that many young people with a disability, and indeed those who had become disengaged from education early, would not achieve entry level.

> *'Pathways must be devised for those disabled pupils who are not able to attain the current minimum entry into the learning pathways. Pre-vocational courses must be available and accredited as part of the learning pathway.'*
> Local Government

2.1.8 Generally the loosening of the linkage between age and qualifications was seen to be good but there were real concerns about how this could be managed practically. The availability of choice requires spare capacity and individual learning processes will be more resource intensive if quality of provision, pupil behaviour and attendance patterns and progression is to be effectively managed.

2.1.10 Consultees said it was important that developments for 14-19 year olds were consistent with plans made for younger and older groups. It would be a disincentive if progression were limited beyond 19 years by different policies.

2.2   Suggestions on a better term for 'Combined Apprenticeship' and 'General Apprenticeship'

2.2.1 As with 1.9 above suggestions focused on broadening the terminology out to include education and avoid confusion. A number of consultees suggested using the Welsh Baccalaureate, possibly adding descriptors such as Student Baccalaureate and Modern Apprenticeship Baccalaureate.

2.3   How could we embed the concept of a continuum of learning from 14-19, and are the suggested contents appropriate?

No consultee said that the concept of a continuum of learning was anything other than a good idea. For it to work it was recognised that a lot of development was needed on building links between schools and post-16 providers and employers. There was a clear view that young people will stay in learning if they can see a value and if the quality of the provision available is high.

2.3.1 Competition for learners, as it currently exists, was seen as a disincentive for collaborative planning and to supporting learners to meet their needs.

2.3.2 There was seen to be a need to get away from the idea of Key Stage 4 as a point of transition and of GCSE grades A*-C as being core targets. It was also recognised that young people may need incentives to stay in learning beyond 16 years old, including financial support.

2.3.3 Making the continuum straightforward, well supported and easily accessed will be crucial but difficult, especially in rural areas where opportunities are limited.

2.3.4 Employers could play a vital role in the continuum and there is a need to develop models of successful practice. ESTYN's role was seen as important here.

2.3.5 Consultees tended to address how the continuum of learning would be delivered more than its content. There were few suggestions on content beyond ideas dealt with elsewhere in the consultation document .

2.4 What local arrangements would help establish good practice for transition from one setting to another?

2.4.1 Again consultees raised the need to stop competition between education and training providers post-16 years. Linked to this was the importance of high quality impartial guidance at transition points.

2.4.2 Treating all learners in the same way in terms of support was emphasised. Any financial incentives to learn should be available to all learners as should access to learning coaches and guidance. There was seen to be a need for someone to facilitate transitions, such as a learning coach.

2.4.3 A local co-ordinating body, able to bring providers and employers together and also to develop the role of Careers Wales was seen as important. However, there was disagreement about what this body might be. In some areas CCETs were considered the obvious resource, perhaps with a 14-19 sub-group, in others their relative immaturity and/or the extent of their existing brief made the development of a specific supported network attractive.

2.5 Will individual learning pathways motivate young people to achieve higher standards and remain in learning?

Only three consultees who commented, all from education, did not expect individual learning pathways to motivate young people.

'Young people will be motivated since they will have both appropriate goals and an interest in what they are learning.' School

2.5.1 There were concerns about the practical implications of managing individual pathways. To enable choice spare capacity is needed which has resource implications as does monitoring and supporting learning off-site and out of hours.

2.5.2 There was support for the opportunity to offer 'bite-sized chunks', part-time learning opportunities and short courses (12 weeks rather than 2 years) but the need for planning, coherent linked assessment frameworks and quality guidance would be paramount if these are to be part of the continuum of learning.

2.5.3 The importance of enabling learners to change pathways was emphasised by some consultees. It was seen as important that the pathways didn't become too linear and prescriptive, but again the transferability of credit and learning was seen as vital to this.

2.6 How can the Working Group develop model learning pathways that best support these developments?

2.6.1 Consultees suggested that the Working Group's role would be to engage people with expertise in curriculum development and in specialist approaches, including working with the disengaged and the disabled, to explore good practice.

2.6.2 The working group was also seen as developing and working with local networks and engaging with Higher Education, LEAs and ESTYN to research needs and progression links. Consultees from Higher Education in particular felt that it was very important that the sector was involved in looking at implications for University entry and changes that they would need to adopt both in recognising learning and in delivery methods.

2.7 How could an Option Menu help widen young people's choices and allow for local creativity and innovation?
All those who commented said that an Option Menu was a good idea.

2.7.1 The particular difficulty of developing an equitable options menu in rural areas was seen as an issue for some consultees. Linked to this was the need raised to offer local and non-local options and Welsh medium provision. It was identified that young people should not be disadvantaged by where they live and the limits this puts on the option menu.

2.7.2 There were suggestions that the options menu should contain a basic commitment to Level 2 English/Welsh, numeracy and IT. The ability to step off and on the progression routes was also raised, linked to an earlier point around young people's maturity in making life decisions and the flexibility of pathways.

2.7.3 The need to build on the staffing, systems and programmes already in existence was emphasised.

2.8   How could this model be made sufficiently inclusive to accommodate most young people's needs?

2.8.1 Offering small steps, a range of types of learning opportunities both in school and outside it, focusing on quality basic skills development and continuously reviewing progress with young people were all seen as ways of developing inclusivity.

2.8.2 There was some caution about the potential dangers of offering too much choice with the result that provision becomes either so 'watered down' it is worthless or packed with content that it is too complicated and impossible to staff or resource.

2.9   Should all young people have the opportunity to include at least one vocational option in their learning pathways?

There was strong support for the opportunity of including vocational options in learning pathways but concern that there should not be any compulsion to do so. With some exceptions, consultees felt that a vocational option should be one that young people opt for. Those that were keen to see a vocational option included in all pathways felt that such an option would encourage those who would not normally consider such an option to broaden their learning.

2.9.1 Many consultees felt that there was a need to market the value and parity of esteem that vocational learning should have. There was a concern that without work to develop understanding about, and the quality of, vocational learning the danger is that it will continue to be seen to be primarily targeted at those who have 'failed' in academic routes.

2.9.2 Some consultees felt that vocational options should reflect local skills and employment opportunities but others were concerned that young people from rural or economically depressed areas could be severely disadvantaged by such an approach. The importance of looking at the transferability of vocational learning, with an emphasis on developing understanding and knowledge as well as practical skills, was emphasised.

2.10   Would an overarching award, such as the Welsh Baccalaureate, be sufficient incentive to encourage all young people to follow the continuum of learning past 16, or do you think legislation might be needed?

A large majority of those who commented on this area said they believed that an overarching award would be a good idea.

2.10.1Consultees were concerned that if the Welsh Baccalaureate were to be introduced it would need to be fully piloted and developed; marketed to all stakeholders including schools, young people, parents, employers, Higher Education; fully understood outside Wales and respected.

2.10.2 There was little support for legislation to keep young people in learning beyond 16 years. Rather, it was felt better to concentrate on ensuring a smooth return to learning later in life if appropriate. A number of consultees felt that the target of keeping all post-16 year olds in learning was unrealistic.

2.10.3 The key issue for keeping young people in learning post-16 for many consultees was quality. Developing relevant, well delivered and interesting learning experiences that have an intrinsic benefit to learners was seen as the way to keep people in learning.

Chapter 3

Learning for Life and Work

3.1 **Importance of all courses balancing knowledge and practical application.**
There was common agreement that the balance of knowledge and practical application was important.
'Employers are always commenting that young people join them with qualifications but are not able to operate in the 'real world'' School

3.1.1 There was, however, less agreement that all courses should balance knowledge and practical application and a concern that relevance should not always be equated with practicality –
'Common sense is needed, e.g. English Literature has links with life, RE with philosophical issues, history with the Middle East but these are not training issues.' Local Government

3.2 **How can we improve the quality and availability of work based learning and work experience?**
There was general agreement that both the quality and availability of work based learning and work experience need to be improved.

3.2.1 The issue of equal opportunities within a national programme was raised. Young people need opportunities that are consistent in levels of choice and in quality but there were perceived difficulties in delivering this. The need for a common standard, properly monitored, accompanied by guidelines on good practice and incentives to employers to develop quality experiences was raised. Structured processes for preparation and planning for work-based opportunities were seen as important, with suggestions that ACCAC work with ESTYN to define what a quality experience would be.

3.2.2 Consultees raised the need to develop the work done by Careers Wales currently and to broaden the scope to take into account Saturday jobs and other part-time work.

3.2.3 Some consultees questioned whether a requirement for a weeks work experience at Key Stage 4 was always useful and whether it would be more useful to better target the involvement of employers.

3.2.4 A key concern for consultees was around how more employers could be involved and how the quality of their involvement could be developed. Involving them at all stages of the development of the 14-19 agenda was seen as crucial, as was looking at incentives to encourage their involvement.

3.3 **How can we give young people credit and recognition for the considerable experience many of them have of the world of work outside the learning setting?**

There was a common agreement that it would be valuable to give young people credit for learning outside the learning setting and models such as the Wrexham Children's University were identified. The only note of caution was to avoid bureaucratising personal experiences and imposing required content and assessment frameworks on private and voluntary activity.

3.3.1 The use of the Progress File to record experiences was raised, as were other recording and assessment processes. The danger with portfolio approaches was seen to be in making them too time consuming and paper based. Consultees saw it as important to identify the purpose of the credit process. If it is the learning that is the most important aspect, is the assessment necessary? There was also a concern from some consultees that in trying to widen out accreditation and credits without rigorous verification there could be a demeaning of the whole qualification system.

3.4 Would specific training centres be the answer to meeting the needs of young people for practical experiences?
Those involved in education provision were unsure about specific training centres but there was more support from other sectors. They were seen as an opportunity to develop centres of excellence and of widening choice in areas where there were few accessible opportunities for work-based learning.

3.4.1 Consultees in rural areas raised the issue of transport needs to access such centres.

3.4.2 The use of specific training centres was not seen as an alternative to work based learning. The need to spend time in a workplace was seen as very important and a simulated experience in a training centre was not a substitute.

3.4.3 Alternative ideas for meeting young people's needs for practical experience included paying for experienced supervisors in the workplace to provide a more effective work-based learning experience; using the resources and expertise of Further Education Colleges more effectively in work with under 16 year olds.

3.5 How could the Experience and Practice Matrix form a basis for a more structured approach to skill development in the workplace and community and voluntary opportunities?
Few people responded specifically to this question. Those that did saw the experience and practice matrix as a useful tool.

3.5.1 Consultees commented on the need for the matrix to be used as an integral part of development or award plans incorporating quality assurance but to avoid becoming too mechanistic and repetitive in its demands.

3.5.2 The matrix, it was felt by some, could offer a good focus for engaging in work with employers encouraging employers, careers guidance workers and education providers to take an integrated approach.

3.6 How can we best support enterprise activities?
There was common support for the need to support enterprise activity within the 14-19 agenda.

3.6.1 There was considerable support for any developments to build on existing enterprise programmes. The importance of formal recognition of enterprise activity was raised, as was working with employers where possible. Building enterprise, including social enterprise and entrepreneurship, into the curriculum throughout was also seen as helpful.

3.7 What incentives would help employers make a greater contribution to work focused learning?
All who commented agreed that there was a need for employers to have a greater contribution to work focused learning.

3.7.1 As with other points a concern was raised about the danger of local learning opportunities being characterised by the strength or weakness of the local economy. If the local labour market had few employers, or primarily employers offering low skilled work, how would this effect the quality of experience young people were offered?

3.7.2 The need to involve employers in partnership to plan work-focused learning was seen as important. A greater partnership could also involve provision of support to employers such as training needs analysis, economic training for companies and trial periods for prospective employees.

3.7.3 Financial incentives, including tax incentives were seen as helpful, along with help with freeing up staff to supervise young people.

3.7.4 The recognition of employers who do contribute was also raised. Awards, publicity and identification as 'training companies' could all be helpful, it was felt.

3.8 Would an award recognising the contribution made to investing in young people's development be welcomed?
All who commented welcomed the idea of an award, particularly one that rewarded good practice rather than just involvement.

3.8.1 There was support for linking such an award into the Investors in People process.

Chapter 4

Giving something back and personal and social development

4.1   Should young people be encouraged to take up community and voluntary opportunities? How could we develop these opportunities?
There was strong endorsement of the idea of young people taking up community and voluntary opportunities and no one disagreed with the idea.

4.1.1 There was some concern that any element of compulsion could be counterproductive and carry overtones of the community service imposed on offenders.

4.1.2 The need to manage the process to ensure that young people have a safe, effective experience was raised. It was suggested that working with local volunteer bureaux, county voluntary councils and the Wales Council for Voluntary Action guidelines and structures could be developed.

4.1.3 The need to acknowledge spiritual development and faith was raised. As with work focused learning the value of building understanding alongside practical action should not, it was felt, be lost.

4.1.4 There was felt to be a need to look more into how this work would fit into the wider curriculum, especially in relation to time. Would this be an out-of-school-hours development? It could be a problem if it was in young people's free time since for many the need to earn money is imperative.

4.1.5 There were concerns about the number of opportunities likely to be available locally and whether in rural areas young people would be disadvantaged by the limited scope and accessibility of voluntary and community activity.

4.2   How can young people's participation be secured?
Again there was wide agreement that young people's participation would need to be encouraged.

4.2.1 It was felt that young people's participation would be encouraged if both they and their parents could see value and relevance in the work, if the opportunities were high quality and productive and if involvement was made as accessible, straightforward and easy as possible.

4.2.2 Recognition and value awarded by key progression gatekeepers – Higher Education Institutions and employers – was seen as a very effective way of developing relevance. The awarding of UCAS points and clearly stated recognition from employers would help. Schools also need to recognise the importance of such involvement, linking it clearly into the PSE curriculum.

4.3   What do we need to do to develop a comprehensive prospectus of out of school activities?
There was support for the development of a prospectus with no one disagreeing that this was important.

4.3.1   Many consultees believed that CCETs and Young People's Partnerships would have a role in the development of a prospectus. Other suggestions included a role for Careers Wales and for ELWa. There was seen to be a need to audit current provision and information.

4.3.2   The need for some form of central co-ordination, on both a local and national basis was raised, both to organise involvement and to set and monitor models of good practice. This suggestion was linked into the development of a web-based prospectus that could be searched both locally and nationally and, crucially, kept up to date.

4.3.3   The provision of support, including travel costs and additional help to ensure young people with a disability would not be disadvantaged, was raised. Also the need to ensure young people could access opportunities using the medium of Welsh.

4.4   How could young people's achievement and experience be recognised and accredited?
Nearly all who commented felt it was right to accredit young people's community involvement. The only concerns were around the danger of bureaucratising the process and losing the element of voluntary and personal involvement to give something back as well as gain in personal development. There was also a concern that focusing on measuring development could result in young people losing the fun of involvement.

4.4.1   Most of those who commented recommended existing structures such as an adaptation of the Duke of Edinburgh Award scheme, ASDAN, 'Getting Connected' the National Youth Agency/NIACE Framework, structures developed through the Wrexham Children's University and the National Millennium Volunteering Programme.

4.4.2   Ideas for a new accreditation included developing a GSCE equivalent certificate in PHSE or a new qualification equivalent to Key Stage 4 or A Levels. It was also suggested that the Welsh Baccalaureate be used to provide the qualification.

4.4.3   Whatever accreditation process was used, the main concern for consultees was its credibility and value to learners. The need for Higher Education and employers to recognise and credit the qualification would be crucial to its development.

Chapter 5

Advice, Support and Guidance.

5.1 **How important is it that every young person has a named individual who would co-ordinate the advice and guidance available and what capacity is there to deliver this?**
Most of those who commented agreed that a named individual co-ordinating advice and guidance would be helpful to young people. Indeed many felt, given the range of options that would be available from 14 years such a role was crucial. There were, however, real reservations from consultees involved in education.

Table 7: Agrees that every young person should have a named individual to co-ordinate advice and guidance

Category	Yes	No	No specific response
Education	17	16	7
Local Government	14	3	12
Professionals	2	0	3
Individual/ young people	2	1	3
Public body	6	0	6
Non government body	7	2	9
Representative body	18	3	12
All	**66**	**25**	**52**

5.1.1 The main reservation from those involved in education was that such a role was impractical. There was concern about how one person could incorporate such a wide ranging remit and it was felt that the model ignored the fact that young people choose who they relate to and take support from. There were concerns that the suggestion echoed a flawed English model (Connexions). Some schools were convinced that the role of a coordinator was not needed because class or year tutors already performed it adequately. Others saw the work of Careers Wales as meeting the need. Most, however, did see a need for additional support but did not feel that the model of a single individual would meet it.

5.1.2 Those that did see a need were concerned that the response was impartial and capable of following the young person through the learning pathways. As provision becomes more flexible and more learner choice is offered the need for the best quality guidance and support was recognised.

5.1.3 Even amongst the supporters of the Learning Coach model there were doubts about whether this should be an individual or a role. There were suggestions that the model should be more one of a range of people skilled and trained who are accessible and linked by a common ethos.

'It is obvious that there can be no one model for a 'learning coach' and no one type of person… who is best suited. The approach preferred by individual students and their characteristics is likely to be the best guide to the most suitable mentor/counsellor.' Local Government

'The young people thought that the Learning Coach and the Personal Advisors roles could be combined and made into a team of Careers Advisors, Youth Workers and Counsellors. They should be male and female with sound knowledge of learning and personal support, specialising in one, with knowledge of the other area in order to be able to refer enquiries to the other team members for specialist help.' Young people's consultation group.

5.1.4 There was common agreement that there is no current capacity to provide Learning Coaches. The time needed to do the work effectively is such, it was felt, that a whole new structure of trained, skilled staff would be needed. Even those who believed current staff could do the job said that so much time would be needed that new posts would have to be created.

5.2 How could we ensure young people had a named learning coach to 'sign off' their learning pathway to ensure it meets the criteria?
There was a low level of response to this question.

5.2.1 There was generally recognition that some form of co-ordination was needed. Outside the world of education there was support for the idea that the school should take the monitoring and development role on learning pathways. Other points were made, however, about the need for independence and impartiality so that whoever is guiding and monitoring the process is able to consider only the learners' needs.

5.2.2 There were concerns that if the learning coach became accountable (as implied in the role of 'signing off' a pathway) for the learning, this could in some way compromise the independence of the role.

5.2.3 It was felt that the learning coach should not replace the role and responsibility of careers advisors and learning providers but be an additional resource focused specifically on learners.

5.3 Which professionals working with young people could become learning coaches?
This question drew a stronger response than the previous one. The most common suggestion was a careers officer or tutor.

5.3.1 There were a range of suggestions in response to this question and what emerged was that consultees felt that most people working with young people could take the role if they were trained and supported to do so.

5.3.2 The obvious role was seen to be within the careers guidance structure but many consultees felt that additional training would be needed on developing accessibility and understanding of issues such as learning styles.

5.3.3 There was support for involving other sectors in this work including youthworkers, voluntary agencies, health professionals and community mentors.

5.4 What quality assurance might be needed to ensure the advice and guidance in learning pathways is delivered to an appropriate standard?
There was a low response to this question but those who responded were all clear that quality assurance would be important. There was support for using existing structures like the ACCAC, Careers Education and Guidance Framework, the Careers Wales Quality Award and ESTYN's Common Inspection Framework

5.4.1 There was seen to be a need to set a common standard for the quality of guidance and for the work to be inspected regularly to ensure equal opportunity across Wales. Initial training and staff development programmes were seen to be important and there were suggestions for incorporating young people's feedback.

5.5 How to ensure that those working with young people have the right skills?
All who responded saw it as important that those working with young people have the right skills. Most of the response to ensuring this focused on training and staff development with suggestions that the focus shift from 'content and delivery to learner and development'.

5.5.1 The need to have people with the right skills working with young people was seen as crucial to the success of the whole strategy but it was clear from the responses that there was no common view of what those skills might be. Consultees were clear that learning coaches would need to be skilled guidance workers and may need to understand the elements of the pathways that young people engage in. There was, however, no clear picture of the 'people skills' that someone working with young people needs, although there were suggestions that an audit of required skills be carried out.

5.6 How to provide more targeted support for more young people to meet personal, social and emotional needs when and where needed?
Fifty-nine of the responses said that they felt more targeted support to meet personal, social and emotional needs was important and only four consultees stated that they disagreed. It was felt that no one person would be able to meet all young people's needs and networks and collaborative work would be needed underpinned by a national structure of good practice.

5.6.1 Young people living in rural areas were seen to be less likely to be able to access support, as would those seeking support through the medium of Welsh.

5.6.2 There were questions about whether school, or other learning environments, are the best places to try to meet all personal, social and emotional needs and support for the idea of learning providers working more closely at a local level with health, social care, voluntary and youthwork agencies to support family and community structures.

5.6.3 There was a suggestion that ACCAC review PSE and combine it with work-related education, careers education and guidance into one document.

5.7 How do we provide opportunities for young people to develop their skills to provide aspects of this support, for example, through Modern Apprenticeships?
There was a low response to this question and a concern from those that did respond that, while peer support was valuable and worth developing, it wasn't looked on as a substitute for professional guidance and support.

5.8 How can we build on good practice in support of young people's development shown in existing programmes such as Youth Gateway, Youth Access and Youth Work in Schools Partnership?
Again there was a low response to this question but all who did respond felt building on good practice was very important and responses elsewhere to the consultation made repeated points about the need to build on what is currently happening.

5.8.1 There were suggestions that a database of good practice be established, perhaps with ESTYN conducting a series of inspections to help identify models. The need to **research** good practice was emphasised.

5.8.2 It was also suggested that CCETs and other networks would provide a useful resource for the dissemination of good practice.

5.9 Is there need for a survey to find out what capacity exists in these areas and where the shortfalls are?
Fifty-five of the fifty-seven consultees who responded to this question said that there is a need to conduct a survey.

5.10 Does the Progress File provide a suitably flexible basis for recording plans and progress which could be used alongside these proposals?
Forty-six consultees stated that they thought the Progress File was a useful process and only two said they did not.

5.10.1 The Progress File was seen as being in its development phase and a number of colleges said that they were piloting its use and that further work may be

needed on it. In particular it was identified that older students were less likely to be positive about it than young ones.

5.11 How do we involve young people in the development and evaluation of provision?
There was a low but generally positive response to this question. There was some evidence of consultees seeing the question as being about young people evaluating their own learning but most saw it as a way to involve young people in shaping future processes.

5.11.1 Suggestions for involving young people included using existing structures like Young People's Fora and student councils; developing specific processes such as exit interviews, consultation exercises and evaluation forms; incorporating young people into planning structures and setting up parallel young people's planning and development structures.

Chapter 6

Qualifications and Assessment

6.1 How can we best ensure that young people use foundation level as the basis for progression to intermediate level?
There was widespread support for the document's emphasis on facilitating progression in learning.

6.1.1 A key point was seen to be reducing the importance of qualifications, especially GCSEs, as an end point or marker of success of failure.
'Mae'r angen I ystyried TGAU fel ffordd o wirio cynnydd ac fel pwynt cychwynnol ar gyfer addysg barhaol yn fater pwysig.' Ysgol.
'Need to reform GCSEs where grades D and below are not considered an achievement, and that this then becomes an exit point from education.' School

6.1.2 The development of flexible options for staying in education, including part-time involvement, 'bite-size' units linked to a supporting curriculum and funding that follows development and success rather than age or length of involvement were seen as important to maintaining involvement.

6.1.3 Easing transition routes and ensuring quality support is followed through was also seen as important as was good quality, accessible advice and guidance.

6.1.4 The availability of a range of options in rural areas was a cause of concern. In this context there was seen to be a need to look at what could be offered locally, for example developed 6th forms that are funded to offer a range of transitions.

6.2 How can better use be made of more varied assessment methods and assessment points?
Only two of the forty-five consultees who responded to this question disagreed with the need to make better use of more varied assessment methods and points.

6.2.1 A common concern was that processes of assessment should not be allowed to further impede learning.
'Over the years the education and training system has become dominated by assessment and examinations, often at the expense of learning .. There needs to be far more opportunity for continuous assessment of the progress young people are making and far less emphasis on external examinations.' Representative Body.

'We are, after all, trying to increase the skills of the workforce, not just the tally of qualifications.' Non-Government Organisation.

6.2.2 Consultees were also concerned that continuous assessment processes should not be allowed to become bureaucratic and clumsy. There was a lot of support

for moving away from testing and regular assessment points to relying more on teacher assessments whilst also acknowledging that for any qualification to have real currency there is a need to have external monitoring. There were suggestions that the monitoring should be on the assessor rather than the assessee.

6.2.3 New processes of assessment needed to be understandable to all stakeholders and not change for its own sake. There was a particular plea from representatives of employers not to add to the complications of understanding what qualifications and accreditations actually mean.

6.3 Do you support the idea of an overarching qualification for the proposed learning routes of National Traineeship, Combined, Modern and General Apprenticeships?

Fifty-two of the fifty-six people who responded to this question supported the idea of an overarching qualification. The most common response was for a 'matriculation' or school leaving type certificate that recognised academic, personal and social learning and which, crucially, was recognised by employers and other stakeholders.

6.3.1 The idea of a Welsh Baccalaureate was generally welcomed –

'The Welsh Baccalaureate provides a plethora of opportunities for all young people which will lead to accreditation opportunities for essential skills through part-time and voluntary work, contextualisation of these skills and a powerful means to raise retention and achievement at key Stage 4 and beyond.' College.

While the aim of ensuring that all young people were able to access a common qualification was seen as good, there was a concern that what was more important was the way that qualification was understood and interpreted by employers and Higher Education.

Chapter 7

Implementation

7.1 Are 14-19 Networks the best way to plan for wide and flexible choice for young people?
Consultees from the Education world did not welcome the idea of 14-19 networks, primarily through a concern that too many networks are being developed each demanding their involvement and taking them away from their main concern, which is the provision of learning opportunities. Consultees from other sectors were more likely to see the development of 14-19 Networks as a good thing but also commented on the importance of them working closely with existing partnerships and structures.

7.1.1 There was a concern that, within the context of a lifelong learning agenda, setting up a structure around a transition point at 19 years was not helpful. Such a network would, it was felt, need to ensure that it was not replacing an exit point at 16 years with one at 19 years regardless of level of achievement.

7.1.2 The most common alternative approach was to suggest the CCETs be given the responsibility of developing choice for young people, perhaps through the development of a 14-19 sub-group.

7.1.3 The role of schools, colleges and LEAs in developing and co-ordinating provision was seen to be important.

7.1.4 Funding structures would, it was felt, be instrumental in shaping the structures for planning and developing provision.

7.2 How could we develop pre-16 funding mechanisms to support young people's learning better?
There was support for the development of funding mechanisms for pre-16 to support learning more with only three of the fifty responses being negative. The primary view was that funding needed to follow the learner, not the provider, with additional funding provided to enable schools and other learning providers to become more flexible and community focused. The point was made that flexibility is more expensive than the 'one size fits all' model that this document rejects.

7.2.1 There was a concern that funding needs to address the learners' specific needs as well as course provision. These may be transport costs, to travel to alternative learning opportunities, or may be time related, to ensure that a young person with a learning difficulty or a disability is given sufficient time to achieve.

'The additional implications of funding provision in Welsh and bilingually needs to be considered. This should include marketing, increasing students' awareness of the advantages of provision and qualifications in Welsh, and

investing in growth over time. These aspects should be considered within the context of the purposeful Funding Structure of the National Council – ELWa.' Education

7.2.3 There will be a need, it was felt, to enable funding to cover all learning environments. This will require highly effective partnerships and co-ordination. If it is to meet the aims of the personal and social education agenda funding will also have to find a way to reward learning that is not accredited but is developmental.
'Irony, a young person comes on our programme and after many months of personal and social development work has the confidence to take an NVQ course. If they sign up with a training provider then, under the ELWa-NC funding (2001/2) the training provider gets a £200 sign-up fee. We get nothing.' Voluntary organisation.

7.3   What strategies would best help young people remain in learning after the age of 16?
There was a strong agreement across all sectors that young people need to be encouraged to stay in learning beyond 16 years.

7.3.1 The recognition that learning can happen in different settings was seen as important and the role of compacts with employers and Further and Higher Education was seen as worth exploring. A number of consultees said that it was unrealistic to expect that all young people will stay in learning beyond 16 years.

7.3.2 The main tools to encourage participation were, as stated elsewhere in the consultation, high quality, relevant provision. However, financial incentives for students, at least on a par with trainees, were seen to be important.

7.3.3 Addressing the learning culture of families and communities was identified as crucial in building involvement in learning. Where families see little evidence of success in learning and the impacts of learning achievement it will be very important to promote the benefits of involvement. Many young people come under pressure from their families at 16 years to be earning.

Appendix

"Learning Country: Learning Pathways 14-19"

Responses to formal consultation (29 October 2002 to 7 February 2003)

(Responses marked © are confidential)

Abertillery Comprehensive School
ACCAC
All Wales Ethnic Minority Association (AWEMA)
Archdiocese of Cardiff
Association for Science Education (ASE) Cymru
Association of Teachers and Lecturers (ATL)
Bassaleg High School
Bettws High School
Bishop of Llandaff Church in Wales High School
Blaenau Gwent CCET
Bridgend LEA
British Deaf Association
Bryn Hafren School, Barry
Caerphilly CBC Children's Services Division
Caerphilly Directorate of Education and Leisure
Canllaw Online
Cardiff CCET
Cardiff Chamber of Commerce
Cardiff County Council Schools Service
Cardiff ITECH
Cardiff Young People's Partnership
Careers Wales
Careers Wales (National Conference - 25 November 2002)
Careers Wales Mid Glamorgan (SEN)
Ceredigion Department of Education and Community Services
Ceredigion Pupils' Response
CILT Cymru Advisory Board
City and County of Swansea
City and Guilds Cymru
Coleg Gwent
Coleg Llandrillo
Coleg Powys
Colin Jenkins and John David
Community Service Volunteers ©
Construction and Industry Training Board (CITB)
Conwy CCET
Conwy County Borough Council
Conwy Young People's Partnership
Council for British Archaeology
Council of Wales for Voluntary Youth Services (CWVYS)
Cowbridge Comprehensive School
CYNNAL

Denbighshire CCET
Denbighshire Secondary Education Officer Team
Denbighshire Voluntary Services Council
Design and Technology Inspectors/Advisors Wales
Duke of Edinburgh Award Scheme
Dyffryn School, Margam
Dysg
Edexcel
Education Extra
Elfed High School, Buckley ©
ELWa
Engineering and Construction Industry Training Board (ECITB)
Engineering Employers Federation (EEF)
Estyn
Fairbridge de Cymru
Fforwm
Flintshire LEA
Glyn Derw High School
Governors Wales
Gwent Visual Impairment Service
Health Professions Wales
HEFCW
Independent Secondary Schools Wales (ISCisWales)
Institute of Chartered Accountants in England and Wales
Institute of Directors
CBI Wales
Kenneth Dicks
LANTRA (Environmental and Land-Based Sector)
Llysfasi College
Merthyr CBC
Merthyr Tydfil College
Monmouthshire Directorate of Lifelong Learning and Leisure
Monmouthshire Youth Council
Motor Industry Training Council
NASUWT Cymru
National Association of Careers Guidance Teachers
National Association of Headteachers (NAHT) Cymru
National Association of School Governors
National Training Federation for Wales
National Union of Teachers (NUT) Wales
NCH Cymru
Neath Port Talbot CCET/Careers/Youth Service/Lifelong Learning
Neath Port Talbot College
Neath Port Talbot CVS
Neath Port Talbot Team for the Visually Impaired
NEWI Youth and Community Department
Newport CCET
Newport LEA
North East Wales Institute of Higher Education (NEWI)
Ogmore School

Pembrokeshire Association of Secondary Headteachers (PASH)
Pembrokeshire CBC Social Care and Housing Department
Pembrokeshire College
Powys CCET/Young People's Partnership
Presbyterian Church of Wales
Rhondda Cynon Taf LEA
RNIB Cymru
RNID
Rosemary Thomas
RSPB
Saint David's Catholic College, Cardiff
Skill: National Bureau for Students with Disabilities
Skillsmart (retail sector)
St Cyres High School, Penarth
St Joseph's RC School, Port Talbot
Stephen Carr, Community Safety Officer, Blaenau Gwent CBC
Steve Mathews
Swansea College
Swansea LEA
The Prince's Trust
Torfaen CBC Consortium of Managers
Tracey Stephens
Trinity Fields School, Caerphilly
UCAC
UfI Wales
Universities and Colleges Admissions Services (UCAS)
Universities Council for the Education of Teachers (UCET)
University of Glamorgan
University of Wales Bangor
University of Wales College Newport
Vale Centre for Voluntary Services
Vale of Glamorgan CCET
Vale of Glamorgan Directorate of Learning and Development
WAG Steering Group on Special Educational Needs
Wales Council for Voluntary Action
Wales Principal Youth Officers Group
Wales TUC
Wales Youth Agency
Welsh Development Agency
Welsh Language Board
Welsh Secondary Schools Association (WSSA)
WJEC
Wrexham Association of Secondary Headteachers
Wrexham Directorate of Education and Leisure Services
Ynysawdre High School
Young Enterprise Wales
Youth Offending Team Managers' Cymru
Ysgol Bryn Elian, Conwy
Ysgol Bryn Offa
Ysgol Duffryn Conwy

Ysgol Dyffryn Nantlle
Ysgol Gyfun Cwm Rhymni
Ysgol Gyfun Penyrheol
Ysgol Syr Hugh Owen
Ysgol Tryfan
Ysgol y Grango School
Ysgol y Preseli
Ystrad Mynach College