

FSD3304 EDUMAP: AIKUISKOULUTUSSEKTORIN PÄÄTTÄJIEN JA KOULUTUSHENKILÖSTÖN HAASTATTELUJA NUORTEN AIKUISTEN SYRJÄYTYMISESTÄ 2017-2018: YHDISTYNYT KUNINGASKUNTA

FSD3304 EDUMAP: INTERVIEWS WITH ADULT EDUCATION POLICY-MAKERS AND PERSONNEL ON THE SOCIAL EXCLUSION OF YOUNG ADULTS 2017-2018: UNITED KINGDOM

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DATA EXAMPLE

Q So what you negotiate together. OK. And amongst the people you see would you say that some of them are vulnerable?

A Yes.

Q And what would be your definition of vulnerable, what makes them vulnerable?

A Vulnerable could...some of them have addiction, some of them have learning difficulties, disabilities, they could have come from....they could be care leavers. Most of the clients we deal with we would class as vulnerable.

Q OK. And what do you think makes the approach of your organisation and your approach distinctive in terms of helping the learners be more included and participating?

A I think it's because it's so individual, and it's not...it's laid back in a good way and it's not too much. We can take it as slow or as fast as the client wants to. For some people they're not ready for work, they're looking just to take baby steps into getting a voluntary job and then their long term goal is to...well short term goal to get a voluntary job, medium term goal to get more hours in a voluntary job. So it's about being right for the client and not doing everything the same with everyone, because that doesn't work and then you don't get engagement.

Q Sure. And if you think of the learners you've worked with, can you think of any examples of where there's been positive outcomes for people, and maybe some examples, just broad ones you know.

A Yeah. So I worked very closely with a client who came in a lot. He came in 2 or 3 times a week. He does have a learning disability and I actually managed to get him a couple of jobs and he's still working in one of those jobs and it's...yeah. And in between all of that he's moved out. And so there's been some really positive outcomes.

Q And what do you think helped this particular person sort of move on?

A The one-to-one's. Yeah. And the guidance. Having someone to say 'yeah, what you're doing is right', having that reassurance. Or if they're not and we think we could advise a different way, having that and putting new ideas to the table.

Q Yeah. In the project that we're working on, the Edumap project, we use a term called 'active participatory citizenship'. So what we are interested in is whether other people or organisations use that, and if so what they think that sort of means to them. Is that something that for your work you think it's relevant that kind of concept, that idea, and if so how?

A So we do work with other companies locally, is that the sort of thing you're....

Q Whatever you think is....

A Well we signpost our clients. If there's something that we can't help with then we will signpost to other organisations locally where they can get that support from. Then we support them through that and then they come back and we go on with the mentoring. And likewise we have got organisations locally who do signpost to the [GP4] programme so that we can support their clients with things that they might not be able to do or they might not have the time to do. And it's really important because it means that we can get learners moving forward in other areas.