

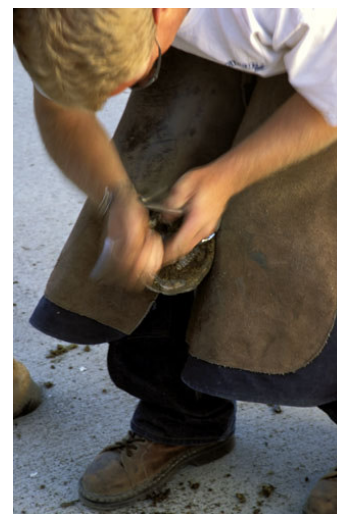
Case Study 5: Individual ~ Traveller

Freddy, a 19 year old Romany Gypsy living on a private site in Berkshire was already engaged with CCB via a Community Education project and had been for a number of years either as a young person or young adult. Literacy, numeracy, ICT and driving test theory had been his main focus.

An opportunity to progress by studying NQV Level 1 in Horse Care had been realised by Freddy with the support of a youth focused provider. CCB's community project was able provide ongoing key skills support during the one year period of this course.

Following approximately a one year gap with no obvious next step progression opportunities or support mechanisms. With the introduction of the Linking Up project CCB was able to offer additional capacity to provide information, advice and guidance plus support to identify progression opportunities.

Freddy, a keen horseman, wanted to train to become a Farrier.



STEP 1: REFERRAL / PRE-ENGAGEMENT

BARRIERS

High trust & unrealistic expectations of us
 Immediate living needs
 Ethnicity
 Culture
 Peer Pressure
 Confidence
 Current Level of Ability
 Fear of Racism & Prejudice
 Transport
 Time

Our Barriers:

Current funding framework
 Project timescales
 Capacity

STRATEGIES

Determine if we are able to help
 Determine whether we have the right knowledge and understanding i.e. of culture
 Decide if another agency is best suited to help
 Consider whether the individual's goal is achievable
 Do you need to bring in extra resources?

STEP 2: ENGAGEMENT / NEED ANALYSIS

BARRIERS

Non-completion of Step 1
 Immediate living needs
 Fit learning around personal circumstances
 Time
 Transport
 Confidence
 Risk Factors
 Current level of ability
 Unidentified additional barriers
 Dependency on CCB

STRATEGIES

Arrange a planning meeting
 Involve the family
 Explore options
 Develop an action plan
 Agree responsibilities
 Agree timescales
 Gauge support network i.e. family
 Assess motivation
 Determine confidence levels and support required
 Identify gaps and support required
 Create Individual Learning Plan
 Refer to other support agencies where necessary

Case Study 5: Individual ~ Traveller Cont./...

STEP 3: DELIVERY / SUPPORT

BARRIERS

Non-completion of Step 1 & Step 2
Flexibility and adaptability of delivery
Time
Capacity
Resources
Current Level of Ability
Confidence building to attend course interview

STRATEGIES

Support to review options
Help to make informed choice
Identify support network
Establish evaluation process
Build confidence
Set expectations
Discuss obstacles and how they might be overcome
Refer to other support agencies where necessary

STEP 4: EVALUATION

BARRIERS

Time
Lack of planning
Methods
Prioritisation
Capacity
Project culture (move on to the next project)
Lack of joined up working
Feeling that it's a worthless process
Feeling that the information is not looked at or used

STRATEGIES

Develop ongoing monitoring and evaluation within the project process
Keep up-to-date records
Keep processes simple
Work with partners to develop a process that would suit all parties involved
Make allowances for evaluation and feedback as part of the process
Establish evaluation as a key step in the process of improving and developing new strategies
Sharing best practice
Understanding that evaluation helps us to 'learn'; improve our reach, effectiveness, quality, value, sustainability and accessibility to services

OUTCOMES (STEP 5)

Freddy is currently continuing with key skills support at the local Further Education college and progressing well. His family are continuing to support him and often fit family work a round his need to attend college and provide transport. He is currently receiving support to applying to another FE college for the September 08 intake on a Level 1/Level 2 Access to Farriery course which may be more suitable in terms of current expected levels of attainment and its shorter distance to travel. Freddy also continues to access the community education project to access additional support, especially driving test theory.

The CDW/Tutor was able to develop her knowledge and understanding of the barriers faced by people from a different cultural background and her ability to provide a service with extended reach.

The Education and Inclusion Team was able to contribute to the process through support and advice and benefit from the learning and resource development. In addition, the opportunity to work in partnership added value and realised both intangible and tangible benefits.

CCB was able to deliver on Linking Up project targets and realise an opportunity to link across projects which has in turn highlighted the advantages of internally adding value and the benefits which can be gained from working within longer time frames with the harder to engage.

The Funder achieved compliance with the project tasking framework and regional targets for skills development.