



CabinetOffice
Office of the **Third Sector**

The Role of Third Sector Innovation: Personalisation of Education and Learning

Call for Evidence

Cabinet Office Advisor on Third Sector Innovation, Rt.
Hon. Anne McGuire MP.

December 2009

Call for Evidence

Introduction

A. Project priorities

The Cabinet Office Advisor on Third Sector Innovation, Rt. Hon. Anne McGuire MP, was appointed in November 2008 to advise the Prime Minister and Cabinet Office Ministers on the third sector's potential contribution to the personalisation of public services. As part of this work, the Advisor is undertaking a specific project on education and learning outcomes.

Further information on the Advisor's work is available on the Office of the Third Sector's website at http://www.cabinetoffice.gov.uk/third_sector/innovation/innovation_advisor.aspx

In consultation with key representatives from the third sector and stakeholders across Government, the Advisor and the Minister for the Third Sector, Angela Smith, have identified three priority areas to be explored through this project. These priorities are:

How can the third sector....

- 1. ...offer choice and influence to children and young people through greater participation?**
- 2. ... be supported to work together, tailoring services around the needs of individual children and young people?**
- 3. ...scale up and mainstream innovative personalised services?**

There is further information below explaining these priorities and the opportunities and challenges that underpin them. Key questions and prompt questions are highlighted within the purple boxes.

The Advisor is inviting third sector organisations, policy-makers and children and young people themselves to submit evidence, ideas and recommendations in relation to these priorities.

B. Context: What is personalisation?

“What world-leading public services have in common is that they make sure users do not have to navigate various hurdles to get the public services they need. Rather, they fit within their lifestyles”

(Power in People’s Hands: Learning from the World’s Best Public Services, 2009)

Personalisation is tailoring support to an individual’s needs, instead of just providing a one size fits all service. It is about involving people in making decisions about the services they receive to achieve the best outcomes and it is about answering people’s ambition for prevention rather than cure.

The mechanisms for the personalisation of services vary depending on the circumstances of the individual and the outcomes to be achieved:

- It can mean joining up existing services to provide integrated packages of care around the needs of the individual;
- It can mean tailoring and adjusting services to the level of need of the individual; and
- It can mean giving users of services genuine choice and control, for example, by providing new funding mechanisms such as a personal budget.

C. Context: What does personalisation mean in this project?

This project is specifically focused on the role of third sector organisations in the design and delivery of personalised services that improve education and learning outcomes.

The project will take a holistic approach to understanding what types of activities and service models may support these goals.

This project also recognises the wide range of key stakeholders involved in personalising services around an individual or group of individuals with similar needs. This includes the child or young person themselves, parents, carers and teachers.

D. What would the Advisor like from you?

The Advisor is inviting third sector organisations to submit evidence, ideas, and recommendations in relation to the project priorities (section A).

In particular, the Advisor would like to understand:

- What is the untapped potential of the third sector?
- What is preventing this potential to be fully realised?
- What could Government do to support the sector to realise this potential?
- What could the third sector do to support itself to realise this potential?

Additional guidance on the submission of information:

- You only need to respond to the questions that apply to you or your organisation. There is no need to respond to everything in this paper; and
- Please submit information in whatever format you feel best communicates your ideas, experience or evidence.

The deadline for the submission of information is Friday 22ⁿ January 2010.

Please send submissions to: anne.mcquire@cabinet-office.x.gsi.gov.uk

or

**Rt Hon Anne McGuire MP
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E. What will happen with this information?

The Advisor will be making a series of recommendations to Cabinet Office Ministers and colleagues across government. These recommendations will focus on translating the potential of third sector innovation to personalise services into reality, delivering improved education and learning outcomes. In addition to a series of project visits, the information provided from the call for evidence will inform these recommendations.

Please note that information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes (these are primarily the Freedom of Information Act 2000 (FOIA), the Data Protection Act 1998 (DPA) and the Environmental Information Regulations 2004).

If you want information that you provided to be treated as confidential, please be aware that, under the FOIA, there is a statutory Code of Practice with which public authorities must comply and which deals, amongst other things, with obligations of confidence.

PRIORITY 1: How can the third sector offer choice and influence to children and young people through greater participation?

Prompt Questions

- How does your organisation offer choice and influence to children and young people through participation?
- What are the barriers to third sector organisations offering greater choice and influence through participation?
- What could you or your organisation do to help overcome these barriers?
- What could commissioners do to enable third sector organisations to overcome these barriers?
- What could Government do to enable third sector organisations to overcome these barriers?
- Does your organisation have untapped potential to offer choice and influence to children and young people through participation? If so, how could this potential be realised?
- What lessons do you think can be learnt from other service areas and applied to education and learning? For example, are there transferable models of participation from health and social care?

What does this mean?

Service user participation can lead to real improvements in service delivery and ultimately outcomes. This can be seen in terms of a ladder of participation from no control to full control:

- Full Control:** Service users control decision making at the highest level.
- Sharing Power:** Service users share decisions and responsibility, influencing and determining outcomes.
- Participation:** Service users can make suggestions and influence outcomes.
- Consultation:** Service users are asked what they think but have limited influence.
- Information:** Services users are told what is happening but have no influence.
- No Control:** Service users are passive consumers.

We are interested in ideas ranging **from consultation through to full control**.

Example: Get the shout out! Phoenix Education Trust and English Secondary Students' Association (ESSA)

Get the shout out! enables disengaged young people to be heard and create positive change.

Get the shout out!'s work supports young people from a range of backgrounds, including those not in education, employment or training, on the edge of exclusion and with Special Education Needs.

By providing peer-led help and support, students identify and develop their own support mechanisms. The project empowers young people to gain the skills and confidence they need to speak to authority figures in a positive and constructive way.

This project is part of the Innovation Exchange's Next Practice Programme.

Case Study

Joe was 16 when he first took part in the Get The Shout Out! programme. He'd been excluded from a number of schools in East London and felt very disillusioned about education.

ESSA's peer-led training team worked with Joe and four other young people to help them identify the issues that they really cared about and that affected their education. They created a TEAM goal to campaign about – something that was time-specific, exact, achievable and measurable. The group were concerned about the route they needed to take to access lessons at the local further education college.

To get to college they either had to walk across an estate where they didn't feel safe or catch a bus. None of them knew how to read a bus timetable and weren't sure which buses went straight to the college.

ESSA's peer-led training helped them to identify who they needed to talk to to learn news skills and how to point out problems in a constructive way so that they could overcome barriers to their education.

In addition to gaining new skills the group created a video called 'Stop the Post-code Wars' to express their views about inter-youth violence on local estates.

Members of the group spoke with College course managers about access difficulties for some students and also spoke at three national events for policy-makers about their experience of being excluded from education and their views on how excluded students could be supported.



What issues have already been raised by the third sector?

Some of the challenges that our initial consultation has highlighted are:

- Enabling children and young people under 16 years old to become more involved and have real choice and influence;
- Balancing young people's views with those of teachers, parents and families;
- Engaging with children, families and carers who may lack the skills and confidence to clearly articulate their views;
- Measuring and evidencing success and value for money.

PRIORITY 2: How can the third sector be supported to work together, tailoring services around the needs of individual children and young people?

Prompt Questions

- How does your organisation tailor its services?
- How does your organisation work with other providers to tailor services?
- How does your organisation work with infrastructure/ umbrella/ membership organisations in order to tailor its services?
- What are the barriers to working together and tailoring your services?
- What could commissioners do to enable third sector organisations to overcome these barriers?
- What could Government do to enable third sector organisations to overcome these barriers?
- Does your organisation have untapped potential to tailor its services? If so, how could this potential be realised?
- What lessons do you think can be learnt from other service areas and applied to education and learning? For example, are there transferable models of working together and tailoring from health and social care?

What does this mean?

“We ... intend to work with partners to develop a 21st century school system in which **schools work more extensively and effectively with parents, other providers and wider children’s services**. These partnerships will support improvements in outcomes and, in turn, children and young people’s life chances by: providing a more personalised approach for each child and young person, through ensuring greater integrated working and coherence between services.”

(Your child, your schools, our future: building a 21st century schools system, 2009)

A service can personalise its own provision. However, often offering a personalised package of services can involve a number of different providers working together and forming a package of services, support and resources.

Example: Eastfeast

Eastfeast is a third sector organisation that brings experienced creative practitioners (freelance professional artists, gardeners and others) into schools, who work in partnership with teachers and other school staff, to exploit a variety of outdoor learning opportunities and develop the twin concepts of the open creative classroom and the creative curriculum.

They work in 45 schools in Suffolk and Essex, and work strategically with a number of partners including other third sector community organisations and individual volunteers. By helping inspire the local community involved, a 'shared learning ethos' is developed, both inside and outside the formal school boundaries.

Partnerships are formed with other third sector organisations depending on the needs identified at each particular school. For example, Eastfeast are currently working with Lapwing, a third sector organisation offering bespoke programmes to students aged 16-25 with learning difficulties.

Over a period of at least a year, Eastfeast and the school workforce work to develop creativity through the arts and grow food for a number of seasonal celebrations, culminating in a final 'feast'. Head teachers, teachers, community practitioners, school support staff, parents and volunteers are all involved.

Adults and children alike actively reflect on their learning and record it in learning journals. Pupils deepen their understanding and appreciation of environmental issues, factors involved in healthy eating and a healthy lifestyle, as well as developing their capacity for creativity and self-expression through the arts. They also develop social skills such as team-working, negotiation and leadership skills

Impact

- More time on task for pupils – teachers report different attitudes to learning and learning behaviours, as a result of higher levels of motivation arising from involvement in 'real/authentic' learning tasks.
- Evidence of a significant reduction in behavioural problems when the children are working outside.
- Improved performance of a number of individuals, who often struggle inside the classroom.
- Creation of an authentic culture of learning in the schools, resulting in deeper, more integrated learning – for pupils and teachers
- Opportunities for school staff to engage and succeed in accredited Continuous Professional Development work focused on reviewing their own and their pupils' learning
- The strengthening of the community around each school as a result of involvement with the celebrations and final 'feasts'.



What issues have already been raised by the third sector?

Some of the challenges third sector organisations have raised have been:

- Balancing the need to join up services at the level of individual children and young people against competition between organisations when seeking funding;
- Harnessing the value of smaller community organisations to tailor support, while working efficiently and effectively with multiple organisations of this scale;
- Making the case for funding for the infrastructure needed to support joined up provision; and
- Challenges of working in partnership with schools and colleges to overcome cultural differences.

PRIORITY 3: How can the third sector scale up and mainstream innovative personalised services?

Prompt Questions

- Do you have an example of a personalised third sector service that is now delivering at a significant scale as part of mainstream provision? If so, how was this achieved?
- What are the barriers to scaling up personalised third sector services?
- What could commissioners do to enable third sector organisations to scale up personalised services?
- What could Government do to enable third sector organisations to scale up personalised services?
- What lessons do you think can be learnt from other service areas and applied to education and learning? For example, are there transferable models of scaling up personalised services in health and social care?
- How can the third sector work with schools and colleges to develop and embed personalised services in mainstream education and learning services?


What does this mean?

The third sector generally already works in a personalised way, even if they do not define it as such. In particular, this work is evident when working with specific groups of socially excluded children and young people, especially those who have fallen outside mainstream education.

However, coverage of services provided by the third sector can be patchy at local level. In addition, there is sometimes limited communication between the third sector and statutory organisations on how the statutory sector can learn lessons from the third sector and can adapt this to the mainstream.

Scaling up and mainstreaming can take many different forms, and we are interested in hearing about work in any of these areas.

Scaling up can mean expanding to reach more people in the same area, replicating the service in another area, or using lessons learnt from the delivery in one area to develop a similar service or project in another area.



Mainstreaming may mean working with a statutory partner to scale up a service, or it may mean an idea developed by the third sector is adopted by a statutory service and delivered by them. It may also mean the third sector playing an important role in helping a statutory service respond to a problem, or the third sector and one or several statutory organisations working together to develop and/or deliver a new service.

This is not an exhaustive list of what scaling up and mainstreaming can mean. We are interested in hearing about work in any of these areas.

What issues have already been raised by the third sector?

Some of the challenges that our initial consultation has highlighted are:

- There is significant evidence about what works in education and learning, however take-up of best practice is patchy.
- Difficulty in demonstrating long term outcomes, as opposed to short-term outputs.
- Current strong emphasis on academic routes to success rather than practical or vocational learning will need to be challenged

Example: ARK Schools: ARK Academies and ARK Plus

ARK Schools is a UK education charity. It runs eight academies, six in London, one in Portsmouth and one in Birmingham. As a sponsor, ARK Schools supports each of its academies in developing its curriculum and improvement plan, recruiting and training staff, setting targets and managing and monitoring attainment. It contributed to the capital cost of the development projects for its first academies and towards creating endowment funds for later academies as well as providing other support. Once the school is open, the DCSF provides continuing funding on a comparable basis to other state schools in the area. **ARK academies** are mixed and non-selective and are based on the ethos that every child can realise their potential given the right encouragement, teaching and support.

ARK academies personalise aspects of their mainstream curriculum in order to maximise pupils' opportunities to reach and sustain expected standards of achievement for their age as quickly as possible. Early in year 7 (and at a pre-first term summer school at one academy) pupils' prior attainment and competence in English and maths is assessed so that additional support can be provided to those that need it through intensive classes within the main daily time table and additional classes and mentoring offered as part of the extended day offered by all academies.

In addition to this, since November 2009 ARK has been operating **ARK Plus**, an innovative shared resource supporting several schools. Research shows that the transition from primary school to secondary school is difficult, especially for those already behind in their studies. Few mainstream schools have the resources to provide the intensive support needed to ease this transition and ensure such children are set up for success at secondary school.

ARK Plus aims to solve that problem by providing up to 20 places for year 7 students who need additional help with numeracy and literacy. Initially it is supporting ARK's London academies, but is intended that it will grow to serve other local authority schools. The DCSF have welcomed the pilot unit which aligns closely with the recommendations of DCSF's 2008 'Back on Track' White Paper.

Pupils attend ARK Plus for part of the day Monday to Friday and take intensive tutorials in class sizes of 5-7 with specialist teachers. The curriculum is based on accelerating achievement in core subjects as well as supporting development of behaviours conducive to learning, using a range of innovative behaviour strategies, including personal targets, role modelling and mentoring. Pupils continue to take part in extended schools activities, sports and cultural events at their main school and all be fully reintegrated by the end of the year, back on track and set up for a successful secondary school career.