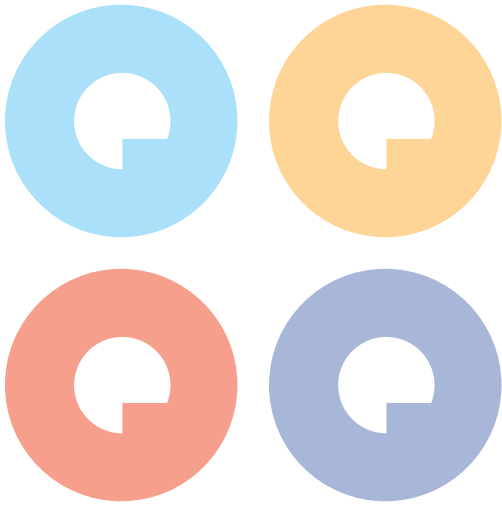




Quiclearn

warming u



"The project reaches those that are disengaged from learning, as well as those that may potentially be excluded from the labour market thereby connecting them to economic opportunity. It has strong strategic fit creating a culture in which education, learning and skills are highly valued by individuals and businesses, and specifically to increase demand for and take up of recognised ICT Skills. One of the objectives in the Regional ICT Skills Strategy 2001-2004 is to improve ICT user skill learning. Within this, it aims to work with accreditation and assessment bodies to develop nationally recognised accreditations for bite sized and informal learning, to take place in a variety of environments including the workplace. Quiclearn is easily replicable, and can be combined with other bite sized learning material to form a comprehensive package."

Helen Thomson, Head of Economic Inclusion and Skills, Yorkshire Forward



“Your Quiclearn product is an excellent example of how taking a marketing approach can result in a learning offer that attracts the reluctant to learn.”

Michelle Wake, Campaign for Learning

“The Quiclearn programme is very easy to use. It is great to have something to show for our efforts.”

Learner, West Yorkshire

“Quiclearn has given me ambition to do something that I really enjoy. Without Quiclearn I would still be at home wondering what I should be doing next.”

Learner, South Yorkshire

“Quiclearn has provided a practical and concrete way of introducing people to computers. Each step of the programme has a reward.”

Facilitator, North Yorkshire

“The Quiclearn programme is simple and straight forward. Users have found it appealing and we have attracted many people who would not have otherwise used the Centre.”

Facilitator, West Yorkshire

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The Quiclearn project was originally developed to improve ICT skills amongst 'hard to reach' groups in the Yorkshire and Humber Region of the UK.

It has achieved these aims and more.

Quiclearn and its complementary developments provided the stimulus for these target groups to extend their learning in general.

Section 1:

Quiclearn

Rationale and justification

The development process

Target learners

QuicNezee® activities

Distribution & marketing support

Certification

Results





Rationale and justification

The Quiclearn project originated in 2002 out of the Regional ICT Skills Strategy. Its aim was to contribute to the achievement of Yorkshire Forward's Key Performance Indicator to improve the ICT skills of three million of the working age population by 2010.

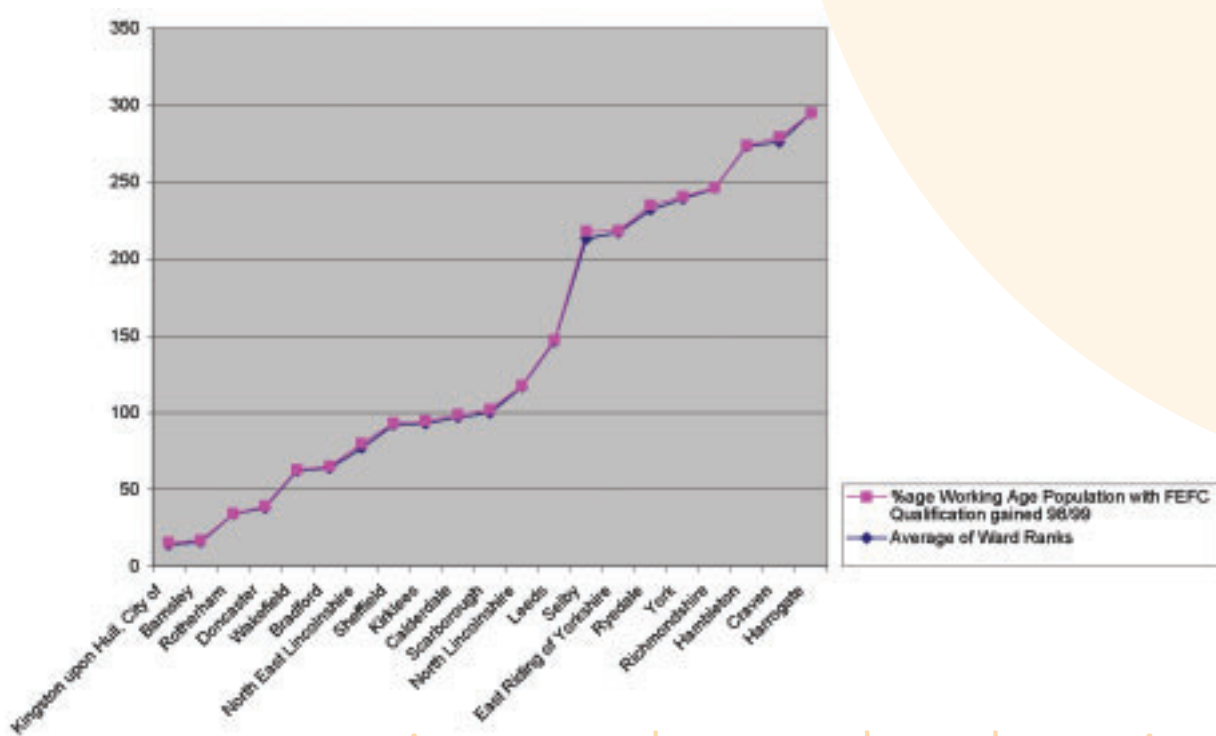
Research carried out across the Region indicated that there was an on-going need to stimulate demand for ICT skills from both individuals and employers, both at end-user level and at the higher professional/technical skills levels. 41% of employers in the ICT sector were reporting skills shortages that were adversely affecting their business. In 2001 national research rated Yorkshire first equal in the UK in terms of the severity that these skills problems were having on business.

Work for e-Campus revealed a lack of Level 3 ICT (Technical) in the Region and this was confirmed in 2001 in data received from the LSC Coventry.

Other employer and household surveys indicated that 22% of the employed workforce and 32% of the unemployed had never used a PC. More specifically, even where ICT was used, Internet usage was low – 66% of the employed workforce in South Yorkshire had never used the Internet. This pointed to a potentially emerging digital divide.

Three issues were identified for addressing during the following two years:

1. Engagement of new learners from specified market segments with quality learning opportunities.
2. Mapping and further development of well-defined accredited progression routes that would enable more individuals obtain higher level skills – in particular technical and digital media that had been defined as areas of need within the Region.
3. Capacity building within the supply side in order to address skill deficit issues.



warming up the cool to learning

The development process



The aim of the Quiclearn project was to 'warm up the cool to learning'. By their very nature the target audience, the cool to learning, are hard to reach. An innovative approach was used to search out and engage these people.

The project was funded through Objective 3 and Yorkshire Forward. Initial work identified a need for 'bite-sized' learning modules and a process that engaged the learners. The QuicNezee® brand was developed to meet this need.

The project is unique in that during its development it carried out research using socially excluded people. It was identified early on that there would only be one chance with the Quiclearn target group. Therefore it was important to get the Quiclearn programme right as early on as possible.

Quiclearn's objective was to help those who had been failed by current learning regimes and who were disengaged from learning. It's aim was for the target audience to attain two results:

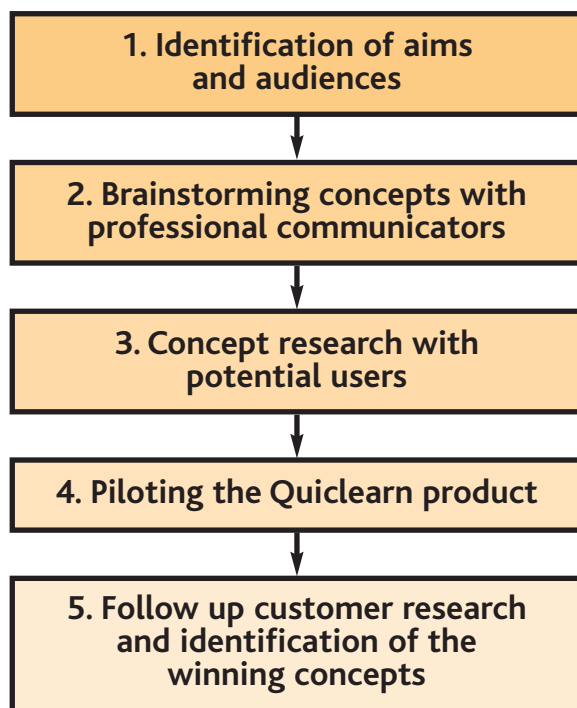
- A "fun return" for their efforts
- Accredited learning – "wasn't so bad after all"

Successful users of the Quiclearn modules were awarded ASET certificates – nationally recognised certificates for bite-size learning.

The development process for the project followed a tried and tested programme for developing new products.



warming up the cool to learning



1. Identification of aims and audiences

The aim of the Quiclearn project was to develop IT skills amongst target groups where there was low market penetration.

The most viable target groups were agreed to be: youths ("disaffected" in terms of traditional educational routes/life) and men from traditional industry backgrounds such as steel or coal who had been forced into a career change.

2. Brainstorming concepts with professional communicators

Brainstorming sessions then took place in order to develop ideas that could be of interest to the selected target groups. These ideas would potentially form the content of the Quiclearn system. In order to maximise input the brainstorming team was made up of members with experience in research methodology, public sector work (with various target group) and e-learning technology. These ideas were then grouped into themes that constituted the body of two separate discussion guides – Discussion Guide for Quiclearn Youths and Discussion Guide for Career Change.

3. Concept research with potential users

Once the multitude of ideas had been established, the prime objective of the field research was to undertake an initial screening process with the two groups. The aim at this stage was to ascertain the general appeal of the Quiclearn concept and to filter the likely content down to a workable number of product ideas that could be developed further.

A target of 16 qualitative interviews was set, each to be undertaken on a one-to-one basis and face to face. Interviews were recorded for purposes of analysis, although the confidentiality of individuals was respected at all times.

From this research a number of Quiclearn QuicNezee® modules were identified. These modules have been designed to 'hook' these hard to reach people by offering a reward and introduce them to basic IT skills in an innovative format. Each module consists of approximately 30 minutes of activity.

4. Piloting the Quiclearn product

The Quiclearn product was piloted at gypsy sites, shops, centres for people with disabilities and community centres. It was extremely well received and attracted many more users through word of mouth.

5. Follow up customer research and identification of the winning concepts

The programme was evaluated and developed as an ongoing process. This ensured that the QuicNezee® modules met the Quiclearn project aims and objectives.



The hard to reach cover a wide variety of groups. Given the scope of the project, specific groups were identified:

1. People in unskilled and semi-skilled jobs requiring skills updating

This included a group identified as 'forced career change' males of 40+. These learners were typically blue collar workers from traditional industries, eg steel workers undergoing a career change due to circumstances beyond their control such as redundancies, plant closures etc. This group, on the whole believed that they were 'too old to learn' and displayed symptoms of low confidence.

2. Employed and unemployed who lack basic skills and qualifications

This group included 'disillusioned youths', male & female, 16-20 year olds. Young people who had left school early with few skills, no qualifications and no interest in learning.

3. People experiencing barriers to learning

Examples from this group included single parents, older workers, people with disabilities and people from some ethnic groups within the Region.



warming up the cool to learning



QuicNezee® activities - entry & level 1



Quiclearn's QuicNezee® modules were designed to:

- 'hook' the hard to reach people by offering a reward not 'an opportunity to learn'.
- introduce them to basic IT skills in an innovative format.

Each module consists of approximately 30 minutes of activity – although this timing depends on the learner and the level. The modules are approved for ASET accreditation and learners can achieve Entry and Level 1 skills.



warming up the cool to learning

Design your own t-shirt



target learner – youth

A fast moving and colourful youth orientated software package providing the user with a choice of pre-set images or the opportunity to input his/her own together with a choice of typestyles and colours. On completion the user prints the design onto transfer paper that can be ironed onto a t-shirt (supplied with the package).

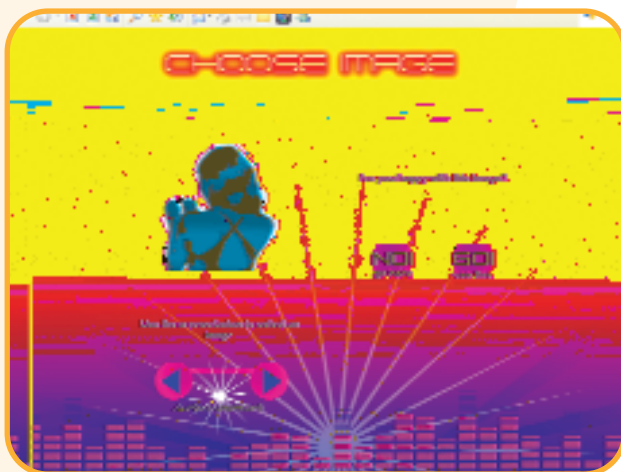
At its most basic, completion of this module achieves Entry Level skills. If importing, scanning and image manipulation alternatives are chosen the user achieves Level 1.



Welcome page



Design template



Select an image



Finished design

warming up the cool to learning



Design your own t-shirt

target learner - male 40+

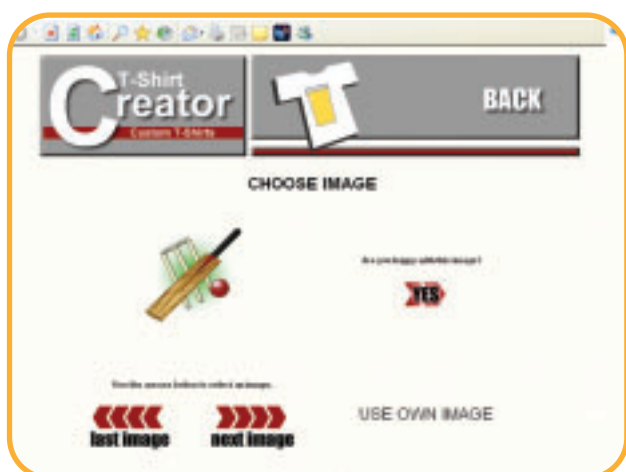
Incorporating the same skills and alternatives as for the youth market this module is taken at a slower pace. The images and styles provided in this module were designed with the more mature male in mind.



Welcome page



Select a pre-set design



Choose your image



Finished design

warming up the cool to learning

Design your own CD cover



target learner – youth

This activity is similar to the t-shirt package, but the user is rewarded with a printed CD cover to fit into a jewel case. The module is available separately and is also incorporated with music mixer.



Welcome page



Design template



Choose your background



Finished design incorporating image

warming up the cool to learning



Music Mixer

target learner – youth

This module rewards the user with his/her own music CD. The CD is created using sounds selected from the software and includes the opportunity to add your own voice. When combined with the CD cover this module achieves Level 1.



Choose your music style



Record your own track



Use the graphic mixer



Mix your music and graphics

warming up the cool to learning

Photo album

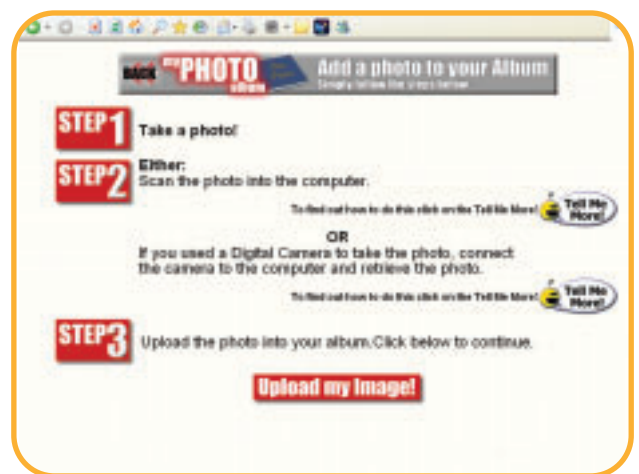


target learner – old and young alike

Provides the opportunity to create your own photo library using a digital camera and scanner. The software also includes an email facility. The various choices can lead to Level 1.



Welcome page



Step by step instructions



Add photo to album



View your album

warming up the cool to learning



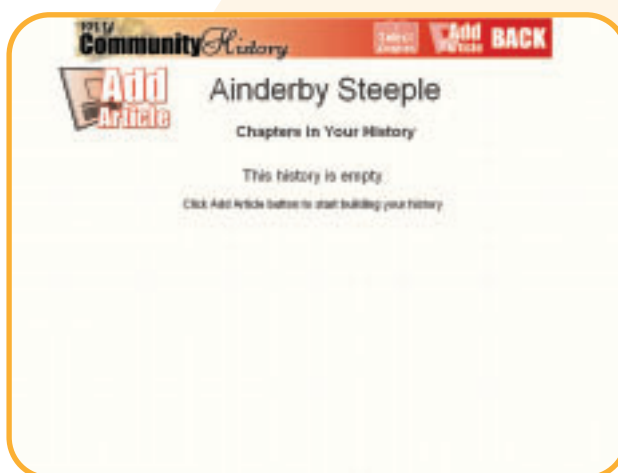
Community history

target learner – all

Using many of the techniques and skills in the Photo Album, this module expands the concept to communities. Different groups - families, religious groups, football teams and schools are able to compile their own material such as photos, newspaper cuttings, diaries etc and present a picture of the community – whatever they decide that is.



Welcome page



Create your own history



Add images and text



Build chapter by chapter

Distribution & marketing support



The QuicNezee® modules were supplied as on-line software packages or in CD format to local learning partnerships and contracted providers for use in Family Learning Centres, UK Online Centres, Community Centres and other similar outlets as specified by the partners and approved within the total programme.

More than 20 delivery organisations were used during the project drawn from both the public and private sectors.

A comprehensive support package was made available to each provider. The package included briefing materials for staff and printed marketing material for use in the outlet.

Posters and mailers aimed directly at the target learners were made available for use in the immediate vicinity. The purpose of these was to create awareness and stimulate action. Where possible these were distributed to local shops, post offices, sports centres and even directly to households.

The modules were also taken direct to the potential learners by way of mobile facilities. These were used tactically and taken to busy streets, shopping centres, sports clubs, youth clubs etc. This innovative approach was necessary bearing in mind the hard to reach, 'cool to learning' target learners.

The key to success was for the customer/learner to come away with a tangible result. The most popular module was the T-shirt. Deliverers supplied an iron and ironing board for applying the design to the T-shirt. The project funded the supply of T-shirts and transfers.



warming up the cool to learning



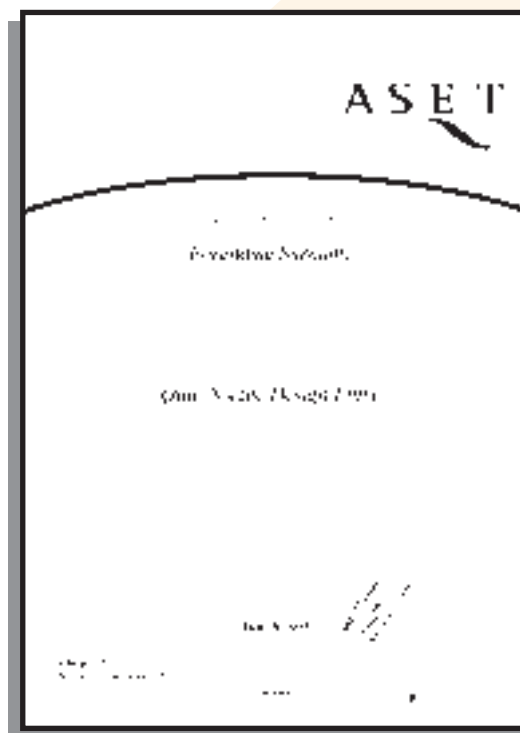
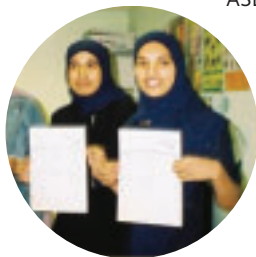
Certification

The concept behind Quiclearn is 'learning by stealth'. For those who have been failed by current learning regimes, the idea of learning is anathema – more often than not they have no learning certificates and would not contemplate a doing a learning course.

Quiclearn's objective was to help these people who are disengaged from learning. It was vital that the target audiences saw two results:

- a 'fun return' for their efforts
- accredited learning – 'wasn't so bad after all'

Successful users of the QuicNezee® modules received ASET certificates. ASET is a QCA awarding body authorised to approve learning courses. The QuicNezee® modules were approved at Entry and Level 1.



warming up the cool to learning



The ESF aspect of the project was supported only in Objective 3 areas of the Yorkshire and The Humber region. Many of the deliverers, and others enthused by the project are continuing to deliver Quiclearn.

These figures only give a quantitative picture of the project results. What it does not show is the difference Quiclearn has made to many people's lives. People who never thought they would be given the opportunity to touch a computer, let alone use one, have gone on and not only produced their own t-shirt design for their very own t-shirt, but have made new friends and overcome immense barriers.

Unemployed people have had the fear of going back to college lifted. Quiclearn has shown them that further education is not a frightening prospect and that it can in fact lead to new exciting avenues in their lives.

Learner type	Humber	North Yorkshire	West Yorkshire	Total



Others, whose day-to-day routine excludes them from learning have found that through Quiclearn coming to them, they have been able to participate where in the past they have been excluded. These are only a handful of examples. The next section gives an account of real life

case studies. It shows how diverse groups within Yorkshire and the Humber have benefited from the Quiclearn project. Much media coverage was given to the project – Quiclearn has broken new ground. The project is original, it is new and has received a great deal of interest.



The following case studies provide a real flavour of what the project meant to both customers and learners.



Section 2:

Case Studies

Middleham, North Yorkshire

Wakefield Active Tots

West Tanfield Primary School

Jaynie Minter & Philip Begley

Hutson Street, Bradford

Sewerby Outreach Project

North Lincolnshire Council





Middleham, North Yorkshire



Middleham is an ancient North Yorkshire town best known for its successful horseracing businesses. There are about 500 racehorses trained at 14 yards around Middleham. Middleham is second to Newmarket for racehorse training in the UK.

The stable lads and lasses who look after and ride the horses are crucial to the success of the yards. There are about 100 in Middleham. Their day starts early – before 5 am. They feed and muck out the horses and are out on the Gallops by 7 am. By midday, the lads and lasses have put in 7 hours work and are then free until 4 pm when they do two more hours of grooming, feeding and mucking out.

Many stable lads and lasses come into the job with few paper qualification and do not have the foresight to plan for the future. They have been identified as a hard-to-reach group for whom learning is something they consider they have left behind. One day they may find themselves out of the racing business through necessity or choice, and with few of the skills, especially in IT, that their peers possess.

They were brought into the project because they are a group who do not normally do IT training. More often than not they are not from the area and they do not go to classes. They work odd hours and only get involved in this sort of thing if it comes to them.

Posters were put up around the town and the sessions took place at the town's Horse Rider's Café. This is where the lads and lasses come to get their lunch after a hard morning working. With three free hours in the afternoon and not much to do other than go to bed to catch up on sleep, the lads and lasses welcomed the opportunity to do something different. Word spread quickly and sizeable groups came down to the café and took part in the QuicNezee® Design your own T-Shirt module.



The sessions were extremely successful and the project attracted extensive media publicity.

Senior stable lad Paddy Trainor enjoyed using the computer to design a t-shirt and saw the project *"as a bit of fun. There is nothing to do around here but work, eat, go to the pub and sleep"*. He has worked at Mark Johnston's yard for six years and can't imagine working in any other field. He can see that learning more computer skills would help him in his ambition of one day becoming a stud manager.

"You need to keep all the pedigree information and produce brochures about your horses. I wouldn't mind doing a computer course now to learn more about design."

Amy Lynch, 18 and from Skipton also works at Mark Johnston's yard. She is wavering about whether racing really is the career she wants. *"I did basic IT at school and got some GCSEs, but now feel that you need something more to fall back on."* Amy is doing an A-level in Psychology by distance learning and sees the benefits of being able to use a computer. *"It gives me access to courses without having to give up the time to attend college."*

Middleham provides the perfect example of taking the Quiclearn project out to the 'hard-to-reach'. The stable lads and lasses would never have thought to do an IT course at college. However, by taking Quiclearn to them, making the learning experience fun and providing a reward, the sessions were well attended and deemed extremely successful.



warming up the cool to learning



Balne Lane Community Centre in Wakefield runs a weekly Gym Joey Class for mums and toddlers. Instead of the usual group session involving the mums and their children working together developing mobility skills, the Centre organised a Quiclearn session so that the mums could have the opportunity to have a go at basic IT.

Many of the mums had given up work so that they could raise their families. They felt that technology had developed significantly since they last worked and they were worried that they may have been left behind. Quiclearn gave them the confidence to use current IT equipment and technology. This will help them to enrol onto further courses that will help them get back to work once their children have reached school age.

A crèche was organised by the Centre so the children were well taken care for.

The sessions began with the mums taking photos of their children using the digital cameras. These images were downloaded onto the computer network. Using individual laptops the mums learnt how to transport their photos into the Quiclearn programme that enabled them to design and print their own artwork.

"We have had a very enjoyable morning", said Claire Gay, mother of Chloe, 4 and Thomas, 2. "It has given us the opportunity to see the other mums in the Group and do something very different with them whilst still focussing on our children. The Quiclearn programme is very easy to use and it is great to have something to show for our efforts. The children are delighted with their new t-shirts and I am happy to have achieved a nationally recognised level in basic computer skills."



The session was extremely successful. All the participants recognise the need to have up-to-date IT skills in order to give them the best possible chance to get back to work.

Balne Lane Community Centre provided a fun environment enabling the mums to take part in Quiclearn whilst looking after their children. At the end of the session the mums were delighted to have had the opportunity to do something for themselves and took pride in taking home a personalised t-shirt.



warming up the cool to learning

West Tanfield Primary School



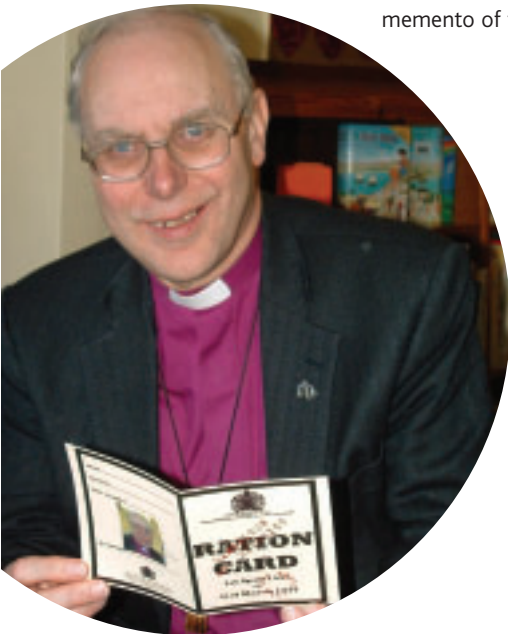
On a Saturday in late February 2004 St Nicholas Church of England School West Tanfield celebrated 100 years of the school as a local education authority establishment. The Right Reverend John Packer, Bishop of Ripon and Leeds attended to officially open the school's new classroom and ITC suite.

During the afternoon staff and pupils gave a presentation that followed life at the school over the past 100 years. Exerts had been taken from the Headmaster's log book which were accompanied with slides going as far back as 1903. The event was attended by parents, pupils – past and present - and villagers. They heard how in the early years pupils were sent home on Friday afternoons to go rabbit catching, holidays that were planned around potato picking and how evacuees from Gateshead had attended the school during the 2nd World War.

In order to enter into the spirit of life during the first and second World Wars, pupils were given the opportunity to create their own personalised ration cards. The Quiclearn Team developed a QuicNezee® module that allowed pupils to take photos of themselves and transfer the images onto ration cards designed specifically for the occasion.

This opportunity was extremely popular with pupils, parents and the Bishop who was delighted to have been allowed to produce his very own ration card. The module was easy to use, even by the younger pupils who were able to transfer the images and print out their ration cards with little assistance.

This initiative was a great success. The facilitators made it fun and involved as many pupils as was feasible in the time. It showed how flexible and adaptable the Quiclearn programme can be. What is more, pupils were able to take home their very own personal ration card as a memento of the day.



warming up the cool to learning

Jaynie Minter & Philip Begley



The following are accounts of two Quiclearn users both with different, but successful stories to tell. These are only an example of the huge number of success stories from around the Region.

Jaynie Minter is a young mum of 30 years. She has two children aged 5 and 3 years old. She left her factory job six years ago to raise her children. Now that they are getting older she would like to move on into a different area of work.

Jaynie admitted that the idea of computers was very off putting. She was introduced to Quiclearn at the end of 2003 when she took part in a Design your own T-Shirt session. She has since completed a 'first steps to computing' course at Wyke College and is completing an 'A' level Sociology course which she is thoroughly enjoying. Jaynie is also looking at completing a Clait or ECDL course.

"I found Quiclearn easy and fun. It completely reversed my fear of computers. I used to think they were too complicated and in order to save any embarrassment, I just avoided them. Now I use my husband's computer more than he does," said Jaynie.

"Quiclearn opened up another world to me – one that I might not have ever known about it had not been for Quiclearn."



Philip Begley was unemployed when he took part in a Quiclearn session at The Rivers Community Action Group. Located in Castleford, West Yorkshire, The Group aims to provide facilities for people, most of whom are unemployed and who do not have access to mainstream facilities.

Philip completed the Design your own T-Shirt module which he found provided a fun environment which was ideal for first timers. He was also attracted by the free t-shirt and the fact that the programme was not labelled as learning. The sessions were run on a drop-in basis on specified days. This meant that timing was not an issue for him and he was able to fit it in around his other commitments.

Having completed the module, Philip now helps the kids in the Homework Club and is learning to be a Computer Technician at Action for Employment in Leeds. *"Quiclearn has given me ambition to do something that I really enjoy. Having been unemployed for a while I am now training so that I can find a job working with computers. I thoroughly enjoy helping the kids through the Design your own T-Shirt module. My ambition now is to be a Computer Technician. Without Quiclearn I would still be at home wondering what I should be doing next."*

warming up the cool to learning



Hutson Street, Bradford

Hutson Street is an area of real deprivation. It is the second most deprived Ward in the country and the most deprived Ward in West Yorkshire. It has the largest black community in Bradford.

The Hutson Street Community Association was started in 1987. The aim of the Association is to improve the quality of life for the people living in the area.

It has two key objectives:-

- Creating opportunities such as work, training and childcare.
- Bringing diverse communities together through the World Café, sports projects and events.

The Association is a key player in the regeneration of the area and the redevelopment of a demolition site.

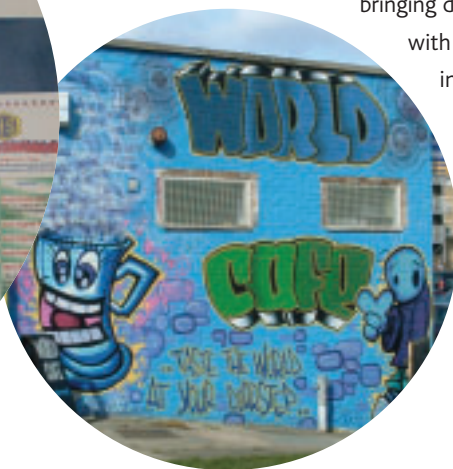
The Association sees Quiclearn as a way to get those who are currently not in education, back into training. The programme is accessible, fun and immediate for their users. In addition, the fact that there is no tracking or administration involved appeals to the type of people using the Centre.

The Centre has programmed organised sessions that link into their childcare club. They are attracting Mums, Dads and the unemployed.

"We are currently using the Design your own T-Shirt module and hope to use the Music Mixer module in the near future", said Joy Atherton, Team Leader of the Hutson Street Community Association. "The Quiclearn programme is simple and straight forward. Other training schemes have not been successful and have not appealed to the people living in our community.

They have found the experience isolating and that the courses make assumptions that they would rather have learnt. Quiclearn on the other hand has been very appealing and we have attracted many people who would not have otherwise used the Centre. They have had great fun designing their own t-shirts. The results have been immediate and that is important to them."

Quiclearn has met Hutson Street's two objectives – creating training opportunities and bringing diverse communities together. They are delighted with the results and are looked forward to introducing Music Mixer.



warming up the cool to learning

Sewerby Outreach Project



Sewerby Outreach project is located in the grounds of Sewerby Park and Hall, near Bridlington. It is a horticultural nursery project for adults with learning difficulties. Funded by East Riding of Yorkshire Council Social Services the project caters for a variety of needs with users coming from within the East Riding Bridlington area.

The programme operates 5 days a week and accommodates 12 participants a day. Over 30 people use the project each week. The project operates as an outreach satellite for Priory View Resource Centre and the Burlington Centre, a multipurpose day care centre for the elderly, providing horticulture, vocational and therapeutic training.

The project began at Sewerby in 1995. The premises, the remains of a Victorian listed structure, were developed from scratch. The project now has use of 3 large glass houses, a polytunnel and a number of sheds. Participants have the opportunity to learn all aspects of horticulture including training to develop horticulture skills. The aim of the project is to get as many people involved and creating as many opportunities as possible.

Following personal reviews it became apparent that those people with learning disabilities in Bridlington were extremely keen to have an opportunity to use computers. However, at the time there was nothing user friendly available and there were no packages targeting people with learning disabilities. Quiclearn appeared to provide an answer and after a trial period the Design your own T-Shirt programme was used at Sewerby.



Not only was the package simple to use, participants had something tangible to take away and be proud of. Users were delighted to have the opportunity to use a computer – this was something many of them thought they would never be able to do.

In addition, users developed a fantastic relationship with the facilitators. The facilitators have now become great friends with many of them. The facilitators provided a calm atmosphere and were extremely patient. Word soon got round and over 60 individuals from Priory View and the Burlington Centre took part.

“Computers were an abstract object for this group,” said John Fortnum, Sewerby Project Team Leader. “Quiclearn has provided a practical and concrete way of introducing people to computers. Each step of the programme has a reward – taking a photo, scanning it into the computer, transferring it to the Quiclearn programme, printing out image and finally ironing the image onto a t-shirt.”

Participants were so proud of their own personalised t-shirts that they were able to take home with them. Many could not believe that someone had actually let them have a go on a computer. All the users achieved something from using Quiclearn – from remembering to bring in a photo to use on the correct day to making a new friend with the facilitator.

“The Quiclearn programme is the community working at its best,” said John. “Our users have found new friends in the facilitators, Denis and Paul. They have been a real hit and success. They always receive a tremendous greeting from the Sewerby Project participants.”

Quiclearn provided an opportunity for these people that they would not have otherwise had. It was extremely successful and the achievements that some of the users made were tremendous.



warming up the cool to learning

North Lincolnshire Council



The following are case studies featuring learners who used the QuicNezee® Design your own T-Shirt module in conjunction with North Lincolnshire Council Adult Education Service.

Helena Roland

Helena is 25 years old, a young mum with two children – Jonathan aged 8 years and Molly aged 9 months. Since she was sixteen, Helena had worked part-time as a Health Care Assistant looking after the elderly. In January 2004, her New Year’s resolution was to move into a different area of work.

Helena had not done any IT since leaving school and was unsure how she would cope in a large class. She saw the flyer advertising Quiclearn and having spoken with one of the tutors, she thought it might be fun to have a go and design her own t-shirt.

She found the session very enjoyable and went onto to join a beginners IT class held at a local school. The Quiclearn project gave Helena the encouragement and confidence to help her develop new skills and consequently improve her employment prospects.

Katie Preston and Sharon Botfield

Katie and Sharon are peripatetic crèche workers working within centres covering the whole of North Lincolnshire. Their work involves caring for children up to the age of 5 years.

Quiclearn gave them the opportunity to develop personally and professionally. The project enabled them to have a go on a computer and design and print an image and suitable logo that could be used within the crèches.

They both found the QuicNezee® module extremely interesting and practical. It gave them the opportunity to use a computer and acquire a new skill. They both hoped to go on and participate in further IT courses. Their aim was to gain more knowledge that will ultimately enable them to have laptops in the crèches so that the children are able to start to learn about how to use a computer.





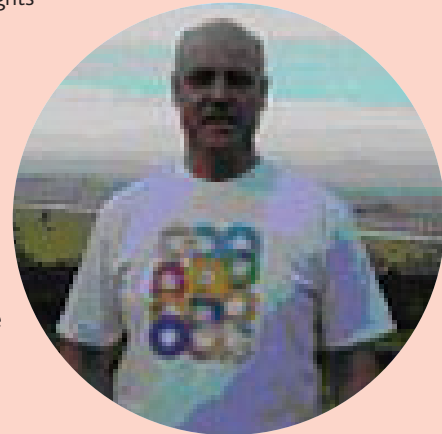
Terry Tomlinson

Terry is a 51 year old fitter employed by CORUS steelworks in Scunthorpe, North Lincolnshire. He had not accessed education since he left the Air Force some 26 years ago. The Quiclearn project inspired him to have a go at using a computer.

Terry has a keen interest in anything to do with Soul Music. This involves him attending Soul nights around the country. He is also a Soul DJ and plays original vinyl records on the Soul scene. This inspired him to design a t-shirt that could be worn at these events.

It had never crossed Terry's mind to attend an Adult Education computer class. However the Quiclearn taster session appealed to him as he had no knowledge of IT and no skills. Having made enquiries in response to a poster promoting the project, he decided to have-a-go.

Terry has not looked back. His ultimate aim is to set up a database of records that he has collected over the years and to use the Internet. Although he did not own a PC, Terry made the first steps which inspired him to continue to build up his confidence and his skills so that he will be able to search the Internet for Soul music from around the World.

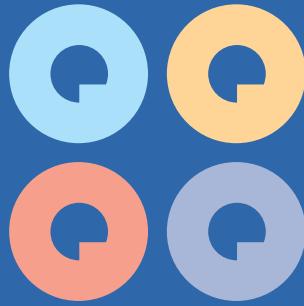


Adult Education Centres – Christmas t-shirts

During December 2003, the Adult Education Service ran 'Make a T-Shirt for Christmas' sessions at their Ashby Link, Barton and Brigg Centres.

A total of 60 learners took part. The sessions were fun and a successful way to encourage people to have a go. They were all able to take something away with them – many had brought in their own images that were scanned and imported into the Quiclearn programme.

For most of the participants this was their first taste of IT. A number of them enjoyed the experience so much that they went on to take part in further IT courses at the college.



Positive results helped provide the rationale to develop Quiclearn further. This has led to the introduction of Level 2 modules, Community Learning Champions and Quiclearn for ethnic minorities.



Section 3:

Developments

Quiclearn - the way forward

Community learning champions

MyWebLife

Quiclearn ethnic minorities

Community mentors





Quiclearn - the way forward

Following the success of the original Quiclearn project, research was carried out looking at a number of different issues – accessibility of vocational learning, gender specific issues and digital cluster skills shortage. The results helped provide the rationale behind the further development of Quiclearn.

The following summarises the findings from the research and describes the developments that have taken place.

Vocational success supports jobs success

Research published in 2004 suggests that vocational qualifications acquired after leaving school can improve job prospects for those leaving with no qualifications. The problem, however is still one of countering bad experience so that the people will enrol on the courses. Learning needs to be user friendly, attractive and accessible to all potential learners. Therefore, it must be gender-neutral and eliminate the barriers currently facing many women.

Quiclearn aims to make vocational learning more accessible and more attractive to those whose bad experiences of learning at school has acted as a barrier to further intention or actual take-up of lower level training. Through progression, more may be encouraged to acquire higher levels of vocational qualifications and therefore assist in the reduction of the skills shortages.



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Gender-specific issues

Nationally, the employment of women is very gender-specific. Striking differentials can be found in sectors in which women have been, and still are, traditionally underrepresented. In West Yorkshire little progress seems to have been made in moving away from occupations traditionally associated with a particular gender. Furthermore, the exclusion and lack of progress for women is a barrier to economic growth.

Many women find ICT technology alienating acting as barriers to inclusion and involvement in the workplace. In the increasingly computer-led workplaces of today, this has led to female "no-go areas". As a nation we recognise that we can not afford to exclude anyone from ICT training. Those who wish to learn should be able to find opportunities to do so and be encouraged to progress further.

National research undertaken by the Sector Skills Council has in its key findings indicated that the IT industry is perceived as 'nerdy', 'boring', 'geeky', 'scary', populated by male workers and offering poor opportunities for mature students.

In particular there were a number of female respondents who 'felt the industry was male orientated, that there was no childcare and that decisions seemed to be made in the social arena ie the pub from which women tend to be excluded, not necessarily deliberately. It was also perceived to be an intensive industry to be in and that women sometimes needed to work part-time for family commitments.

The upshot of this is clear. There is a need to up skill the female workforce and adopt policies that include rather than exclude. Employment growth in the last decade has almost exclusively been part-time. This means that as the male workforce declines in numbers, the female workforce has increased. Therefore, in order to take advantage of women's increasing participation in the labour market, it is necessary to eliminate the barriers that deny women progression in skills and employment.



Digital cluster skills shortages

It is anticipated that there will be a 7.4% growth in jobs within the Digital Industry cluster within West Yorkshire between 2005–2009. This growth will result in an increased demand for skilled workers and to support this the digital industry will need a significant uplift to the skills and interest levels of the wider workforce.

Development of specific digital skills were identified by Yorkshire Forward's The Strategy for the Development of Yorkshire's Digital Industry - April 2004. These included:

- Digital literacy
- Digital media skills
- Learning ladders

PriceWaterhouseCoopers identified that a number of significant issues needed addressing in order to enable the continued growth and strength of the digital industries. Significantly they identified a shortage of "...appropriately skilled and experienced staff".

This skills gap is supported further by research from Employers Surveys. They indicate that the lack of technical skills accounts for 19.2% of hard-to-fill vacancies in West Yorkshire and that the most widely reported skill shortages were in computing.

For the purposes of Quiclearn, the focus was on the lack of specific digital (technical) skills. Research carried out by the New Technology Institute West Yorkshire identified the following areas where there were lack of skills.

Skill area	% of returned questionnaires identifying a need in this skill area
Applications	52%
Platforms	40%
Design Tools	32%
Programming Language	26%
IT Management Skills	19%



Developments

Working with partners in Todmorden, Halifax and Wakefield Quiclearn is developing and testing the transferability of methodologies and resources targeted at engaging non-learners. This is being carried out through informal learning opportunities. Learners are showing an interest in continuing to a higher level with their learning.

Quiclearn's original QuicNezee® modules benefited many diverse groups whose non-participation in learning is often difficult to address. They included ex-offenders, learners with physical or learning disabilities and learners with mental health problems. Other beneficiaries included hard-to-reach groups such as travellers, learners in remote areas and the homeless.

Quiclearn sought to initiate the renewal of confidence and potential benefits of training. The aim was to make the new modules stimulating so that disaffection is gradually relinquished in favour of engagement and active involvement in the process of learning and its subsequent benefits to the learner.

Consequently, additional learning opportunities for NVQ Level 2 were sought that built on the success of Quiclearn's learning programmes. Quiclearn now targets non-learners (particularly women) and engages them in a programme of informal but structured learning focused on the acquisition of digital media skills in order to facilitate the following positive outcomes:

- Increase confidence in learning and the learning process.
- Disrupt the belief that learning will never be for them.
- Assist learners' progression to higher skill levels.
- Provide support in the form of Community Learning Champions to encourage participation in and then assist learners through their learning programmes. This would help to sustain a learning attitude and develop it to enable learners to progress further into higher levels of vocational achievement.

Quiclearn provides a pathway that encourages learners to participate. Support from Community Learning Champions during the first few steps increases confidence so that they continue to participate until participation becomes a reflex and propels the learner into whatever higher skills are needed or desired. The rationale behind this is if the fear of learning is subdued by involvement, accessibility, understanding and success then positive learning experiences and skill achievements will replace the negative feelings of failure and exclusion.



Community learning champions

Who are Community Learning Champions?

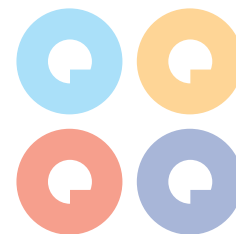
Community Learning Champions are local people based within identified communities such as a neighbourhood or a particular group. They are recruited from a wide range of backgrounds. Some are disadvantaged themselves and others are in professional/semi-professional roles. All are able to see the benefits that new learning brings to a community and they are willing to help people to engage more effectively with new and reluctant learners.

Recruitment

For the Quiclearn project local partners initially identified potential organisations in Todmorden, Halifax and Wakefield where they felt champions might be found. Following informal discussions and briefings potential champions were engaged.



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Training

Each Community Learning Champion received a period of initial training. This provided them with the initial steps for accreditation to support accredited taster sessions for adults in their communities. Four modules were covered:

- Marketing fundamentals – how to engage with your community
- Basic IT and use of resources
- How to support and assess taster sessions
- Where to now – how to signpost onto other community learning opportunities



Community Learning Sessions

Community Learning Champions were encouraged to operate within their local community engaging others and leading them through QuicNezee® activities. Predominantly they used the Design your own T-Shirt module, but also the Music Mixer and Community History modules. They found it relatively easy to generate interest amongst a variety of different ethnic groups. Cultural mores clearly had an impact on the organisation of the programme. The importance of recruiting Champions appropriate to “communities within communities” could not be overemphasised.

Successful Champions were awarded the ASET Community Learning Champions Award – Entry and Level 1. This is based on competencies demonstrated during the initial training period and Community Learning Sessions.



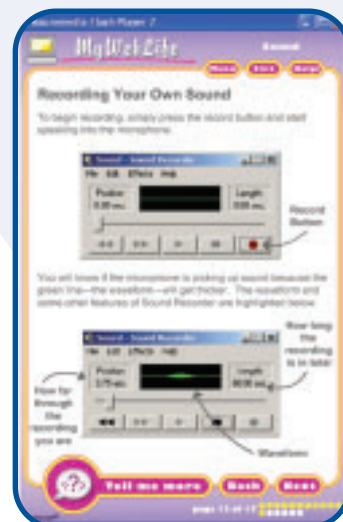
Progression to level 2



MyWebLife has been developed as a progression module from the QuicNezee® Entry and Level 1 modules. Providing a user-friendly, attractive and accessible method of gaining new knowledge, MyWebLife provides potential learners with a Level 2 qualification.



It is an interactive program that 'teaches through doing', a characteristic of the QuicNezee® learning suite. Learners use the program to create their own web page, which on completion is uploaded to a special website for the learners.



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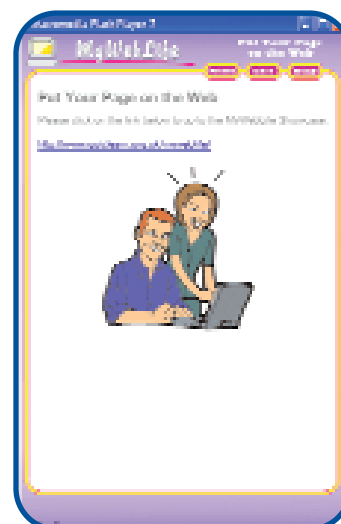
How does MyWebLife compare to the other QuicNezee® modules?

MyWebLife is naturally more complex than the Entry and Level 1 modules. It successfully combines the theory of webpage design in short bite size chunks with 'Now you do it' exercises. Each piece of theory is explained as simply as Level 2 allows and learners learn by doing.

Theory is explained through the use of animations and 'Tell me more' sections. This can be done with the help of a facilitator or independently. The programme has its own built in help system and provides 'How do I do this?' tips.

The Layout section gives structure to the webpage. Once this is complete, learners can then advance onto any other section of the programme.

On completion of the program learners complete an Online Test in order to gain the ASET Award. There is also advice on further courses and books available.





Quiclearn ethnic minorities

Building on the success of the original Quiclearn project in engaging non-learners, the Quiclearn Ethnic Minorities project aims to extend participation to ethnic minority women. This separate project received funding from Yorkshire Forward and sought to develop a QuicNezee® resource for older ethnic minority women for whom English is not their first language.

The cultural and linguistic acceptability of the Quiclearn resource was tested to determine its transferability into a resource in three ethnic minority languages.

Consultation process

The consultation process involved two classes of Asian women based in Bradford. In each case discussions took place to establish:

- whether t-shirts would be suitable – if not what else might be useful?
- what kind of pictures would they like?
- whether the materials should appear in ethnic minority languages or just audio support?
- which three languages to use for translation?

Product/activity

It was agreed that t-shirts would have limited value for ethnic minority women, except perhaps for the younger generation. Middle aged and older women prefer to dress in traditional clothes.

Asian women who speak little English and who do not engage in any kind of learning or activities outside the home spend most of their time dedicating themselves to their family and home. The groups were asked to consider a product/activity that would enable the women to create something for themselves as this would have more value. A number of different alternatives were discussed - cushion covers, scarves (hijabs), dresses (kameez), fabric pencil cases, handkerchiefs, caps and fabric bags.

Some of these items posed problems in that the fabric in which they are made out of would be too delicate to take the transfer. Although cushion covers appeared a good idea in principle, it was suggested that some ladies may mistake the iron-on transfers to be equivalent to actual embroidery and therefore be disappointed in the final result.

The cloth bag was considered a practical idea. It is a fairly generic item that everyone can put to some use.

When considering designs, any design could be available except religious ones. Bags are liable to be placed on the floor. This is considered disrespectful if it has religious writing on it. Floral and zodiac designs were the most popular.



Market research concepts

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Languages

The Asian women and their tutors were consulted as to which three languages would benefit a wide audience. Urdu, Gujarati and Bengali were suggested by women in Bradford, whilst in South Yorkshire it was recommended that a middle eastern language be included, such as Arabic.

Urdu is the most understood language amongst Asians from the Indian sub-continent, due to the popularity of the Bollywood film industry. In its spoken form it is very similar to Hindi. Punjabi has many similarities to Urdu and most people who speak Bengali will also understand Urdu.

Gujerati is amongst the top most common languages spoken in India and many ethnic minority people in Yorkshire and the Humber speak it.

An increasing number of people from the Middle East require a need for Middle Eastern languages. Although a number of languages are spoken in the Middle East, Arabic is perhaps central to them all.

It was these three languages that were finally selected – Urdu, Gujarati and Arabic.

Ezee-prints

The production of an amended version of the QuicNezee® Entry Level resource is now complete. The Ezee-T module has been redeveloped for use by ethnic groups. Voice over translations have been completed.

It was agreed that the text be left in English so that the product can be used in supporting ESOL (English for Speakers of other Languages) activities.



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ایزی پرینٹ
ایزی پرنٹس

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Community mentors



The ComMent project gives an example of how the QuicNezee® modules can be used to:

- support disadvantaged learners back into learning and
- improve the skills of individuals and businesses

Funded by the LSC and European Social Fund, the ComMent project works with 10 different communities across North Yorkshire recruiting people to become Community Mentors. It brings communities closer together and helps with the issues facing them.

Using the QuicNezee® modules, Community Mentors are able to achieve their objective to help and support members of their community enabling them to maximise their potential, develop their skills and improve confidence in themselves.



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Recruitment process

Mentors are recruited through a variety of different methods. Local events are organised to which potential mentors can attend and find out more about the project. The types of events include open crèche days and open evenings at restaurants and cafés. Community leaders have also been recruited – they are responsible for helping organise the events and with training the mentors.



Community mentor training

Training

Following a one to one meeting with a member of the project team, mentors are signed up and allocated to a training session. Training takes place over two 3 hour sessions with the opportunity to progress to an ASET accredited qualification in mentoring.

Once training is complete mentors are able to mentor others from within their community. This may just be offering support and encouragement, or a case of referring a mentee to other support organisations for further advice.

The ComMent project aims to help mentees overcome barriers that have prevented them from learning. These barriers may include childcare or transport issues. There may also be issues relating to language, bad experiences whilst attending formal education or simply a question of not knowing where to start. Mentoring may only take a few hours a month, but these few hours can make a big difference as to whether a mentee succeeds.

The ComMent project is managed by The MRS Consultancy Ltd. Details are available at www.commentny.org



What to do next

If you think that Quiclearn may be of interest to your organisation and/or partners and would like further information, please contact the Quiclearn Team.

Contact details:

Roy Smith

Quiclearn

Ainderby Hall

Ainderby Steeple

Northallerton

North Yorkshire

DL7 9QJ

Tel: 01609 781782

Fax: 01609 781308

Email: roy.smith@mrsconsultancy.com

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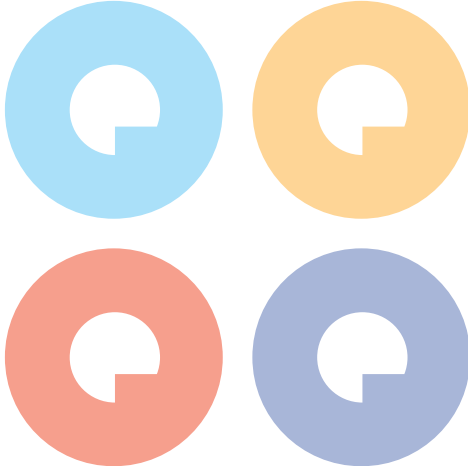
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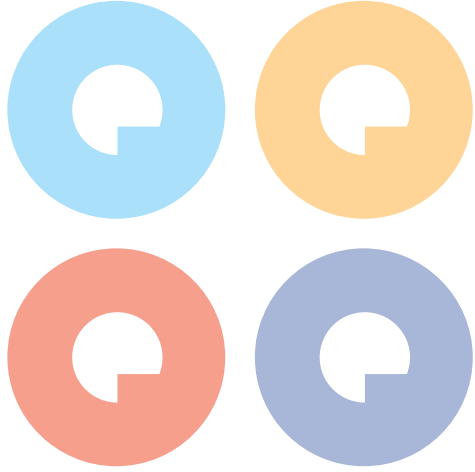
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Quiclearn

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