



Good Practice: UK GP4

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"Gateway Programme for Unemployed Young People"

Main features of the GP programme:

Type of programme	Type of organisation	Field of practice for organisation	Programme scope	Programme duration	Programme occurrence/frequency	Type of funding for GP
Basic skills, second chance, vocational elements	Adult community college and private training provider	Adult education, further education and work-related learning	regional	Varies depending on individual needs	Continuous	European (ESF), state funding and additional funding streams

Adult Education as a Means to Active Participatory Citizenship (EduMAP) is a Horizon 2020 research project focusing on adult education among young adults at risk of social exclusion. Particular attention is paid to educational policies and practices needed to foster active citizenship among vulnerable young people.

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1. What – Focus (theme, orientation)

GP4 is a programme aimed at unemployed young people aged 16 to 29 within in a specific local authority area in Southeast England who are not in training or education. The programme functions as a portal programme, providing access to a personal advisor who supports participants in considering their educational, training or employment plans and options and who provides information, advice and guidance throughout the duration of a learner's journey on the programme. The programme is tailored to each learner's particular situation and needs. There is no set curriculum or route and some learners might only attend one-to-one sessions with their advisor, while others take part in a range of classes, volunteering opportunities or embark on other courses. The overall emphasis is on personalised support to help learners consider their options; provide choices, opportunities and practical support. The programme can run for up to 12 months for each learner, but a further 6 months follow-on support can be provided once a learner has found employment or started education or training.

2. For whom – Target group(s)

The programme is open to young people aged 16 to 29 in the local area who are unemployed and / or not in education or training. There is a lot of flexibility in the programme and learners can continue to receive support even once they have found employment, education or training.

3. Requirements and access

There are no restrictions regarding qualification levels: although in practice many of the learners may have experienced some problems and challenges in previous education, training or work contexts, there are also learners who have completed university degrees but struggle with entering employment.

Recruitment to the programme takes place through a variety of media and approaches, from leafletting to local households, at the jobcentre and at information stalls and events in the local town(s), through the internet / social media, as well as through recommendation / word of mouth from a range of local organisations.

Before starting the programme, prospective learners meet with a personal advisor for an initial assessment which involves discussions around their goals and aspirations, skill levels and preferred learning styles.

4. Elements of good practice

There is a strong emphasis within the programme on helping learners develop positive attitudes about their own capabilities and strengths. Confidence building is a key element, along with moving at the learner's pace, no matter how small the steps may have to be at certain points. This personalised approach, designed to meet learners' individual needs in a highly flexible way is an important element of good practice of this programme. Underpinning the individualised approach is the commitment from staff to build meaningful relationships with young people, developing trust and reassurance that the programme can help learners move forward.

Given its focus on encouraging learners to engage in employment, volunteering, training or education opportunities, socio-economic competences are clearly at the forefront: alongside basic skills competences (literacy, numeracy, digital skills), a core focus is on helping young people consider and formulate their individual goals, increasing their motivation and providing practical support, for example with CV writing, handling interviews, or specific skills related to the field of employment they want to enter (e.g. customer service skills, skills for working in catering or as a carer). Socio-cultural competences feature alongside this and are linked to developing confidence, as well as communication and social skills, for example being able to relate to others in a variety of contexts. Learning about rights and responsibilities is also an aspect of the programme for many learners but this tends to focus above all on employment-related contexts.

5. Perceived challenges

While the programme is being described in very successful terms by all respondent groups, one challenge reported by practitioners is reaching all potential learners who could benefit from it. This challenge persists despite the fact that a variety of means and methods are being used to try to reach out to potential learners, including through a well-established network with other organisations who refer young people to the programme. The pressure to find as many potential beneficiaries as possible is increased by the knowledge of practitioners that the funding for the programme is limited, in the context of an overall very challenging funding situation for AE programmes, especially for learners aged 19 and over. If anything, practitioners wish that a similar programme also existed for older learners (aged 29 and over).

6. Testimonials

... I've enjoyed the course really well and to be honest I didn't expect it to be as good as what it was, but it was a lot better than what I thought it was and I enjoyed it, enjoyed like the tutor himself, he's a very good tutor.

You feel welcomed and you feel like you're at home.

you've always got that constant support instead of just being left to deal with it and not know where you're going basically

The staff actually make the course worth being here because they do support you and they do help you. And I have had so much support over the past couple of months



7. More Information

EduMAP project's publications:

[Books and articles](#)

Academic publications that address key themes of the EduMAP project

[Deliverables and reports](#)

EduMAP's official deliverables, related reports and publications

[Good practice cases](#)

Key features from 40 'good practice' cases from 20 countries

[Working papers](#)

A selection of findings from desk and field research in 20 European countries

[Other resources](#)

Other types of resources made for the project (illustrations, comics etc.)