

THE SOUTH EAST REGIONAL
WORKPLACE BASIC SKILLS NETWORK

*Overcoming
Challenges
in the
Workplace*

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Foreword

by Sue Batt, Regional Development Director

Welcome back after the summer break and to the fourth edition of the Network's newsletter for the South East. In this edition for the first time we have asked contributors to focus on one particular theme and send us articles on overcoming challenges in delivering basic skills in the workplace.

You will see that some focus on employer engagement, some on the diversity of special challenges in delivering in the workplace and others on new providers and resources. There are also articles which you might find provocative or even controversial, and if so we would like to hear from you.

Our next edition will have a small letters page so do send your responses and solutions to problems raised by email or letter to Neil Chatterjee, our Marketing Manager at the Network
neil.chatterjee@lancaster.ac.uk.

Plans for activities in 2004 are now in place so do

make sure you check the section in this bulletin on diary dates for the autumn. New this year are a range of training and development opportunities specially for work-based learning providers and the development of awareness raising and introductory workshops for managers and trainers employed in large companies. Further details on our work will be sent out on our email update for the South East which we intend to use more regularly this year. Again, if we do not have your email address please contact our Regional Projects Administrator Roberta Herd
r.herd@lancaster.ac.uk. We are also continuing to expand the number of specialist staff working with us to take our activities forward so watch out for the latest information on the team in your area on our email updates.

We look forward to continuing to work with you on the workplace basic skills agenda in the South East.

Forthcoming Events in the South East

Seminars

- 13th October 2004, Hampshire "Funding Workplace Basic Skills"
- 1st December 2004, West Sussex "Opportunities for Work-Based Learning Providers in the Workplace Basic Skills Arena"

Professional Development

- 19th, 20th & 21st October 2004, Reading
Breaking Down Barriers (Level 4)

Contact Helen Bressington
Tel: 01524 593526 / e-mail:
h.bressington@lancaster.ac.uk

One-Day Courses

- 7th October, Brighton
Adapting the Curriculum (Health Sector)
- 17th November 2004,
Location TBC
Dyslexia in the Workplace
- 10th December 2004,
Guildford, Surrey
Dyslexia in the Workplace

For all one-day courses contact Jeannette Boggis
Tel: 01524 592887 / e-mail:
j.boggis@lancaster.ac.uk

Training Workshops - for work-based learning providers.

- Initial Assessment (running twice in October)
- Embedding basic skills in vocational training (running twice in November)

Further updates on all our events will be sent out via e-mail. To ensure you receive these details please send an e-mail entitled 'SE Updates', with your main correspondence address to Roberta Herd e-mail: r.herd@lancaster.ac.uk

A New Skills for Life Director for the South East

By Fiona Willmot, Regional Director, ABSSU



Fiona Willmot, Regional Director, ABSSU

Fiona Willmot has recently been appointed to the role of South East Regional Director for the Adult Basic Skills Strategy Unit. Here Fiona tells us about her background and her vision for the South East.

" My background is in education. I am joining ABSSU from a post-16 college where I have been a teacher, and manager, for the last 8 years. Like many practitioners in workplace basic skills, I have taught on many different courses to a diverse and varied range of learners. I trained originally to be a history teacher, but later moved into basic skills, key skills, and teaching students with learning difficulties. Teaching adult literacy, language and numeracy (or Skills for Life) used to be seen as something that anyone could do. I'm pleased to see a growing recognition that teaching Skills for Life demands a high level of skill and experience. For many years I taught history A' level but it was my adult literacy classes that often demanded the most from me.

Coming from the classroom, I am keen to learn more about the particular challenges faced by those working in workplace Skills for Life delivery. I know that accessing

training can be particularly difficult for Skills for Life teachers who are delivering away from a college or community venue. Persuading employers of the benefits that studying literacy or numeracy can bring to their workforce, can also be challenging, and that is before we get into finding suitable venues to teach in, times that employees can attend, and viable group sizes! I intend to work closely with your regional development team which include Bronwyn, Tara and Glenys, and with those responsible for workplace delivery in the LSCs to ensure that workplace tutors have the same access to support and training as colleagues working in more traditional settings. With the majority of people who have Skills for Life needs already in employment in the South East, increasing workplace provision is the only way that we will reach our target of 212,200 adults to achieve a first qualification in literacy, language or numeracy by 2007.

I have been impressed by the amount of innovation and creative thinking that goes on in this area of Skills for Life. Reading the summer edition of this magazine I was interested to learn of employees doing computer courses and national tests at Campbell's, and of the Surrey Flagship project where colleges work in partnership to deliver to hundreds of businesses. I was struck by the energy, enthusiasm and dedication of Skills for Life tutors and learners operating in the workplace in the South East. I am delighted to read of increased use of the national test, although I note that there are some practical challenges to be overcome before it can be easily offered everywhere.

I believe that all learners who are capable of gaining a national qualification in literacy or numeracy should be offered the opportunity to do so. We need to increase the

availability of the test and train more workplace tutors to be confident in delivering it. I'd like to see more workplaces adopt the 'Move-On Approach', where learners are assessed for their level, and then offered a course to brush up their skills and practice for the test. There are many people in the workplace that don't have any qualifications, yet don't consider Skills for Life to be for them. We must get the message over to employers and employees that Skills for Life is for anyone who doesn't have a qualification in literacy or numeracy at level 2. The national test can be sat at level 1 or level 2. A pass at level 2 puts the learner on the same rung of the national qualifications framework as GCSE! There are lots of employees that may not have traditional Basic Skills needs but would benefit from an intensive course which focuses on their skills gaps, and the opportunity to get a nationally recognised qualification. It is these people that we are challenged to reach as we go into year four of the Skills for Life Strategy, and it is my aim to support and encourage best practice in this area.

I am looking forward to meeting with as many of you as possible in the coming months, as I travel around the South East. My remit is to give advice and support to all those engaged in Skills for Life work in the South East. Please do contact me if you would like me to come to talk to you or your organisation, or e-mail me with any queries - I'm here to help!"

Fiona Willmot
Regional Director for ABSSU (DfES)

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fiona.willmot@dfes.gsi.gov.uk

Reflecting on Skills for Life

By Bronwyn Leonard, Workplace Basic Skills Network

Three years ago all of the colleges in Berkshire embarked on a joint programme to engage employers with Skills for Life training. We recently caught up with Margi Haacke one of the workplace co-ordinators who worked on this project. She has a background that includes both business and education and she was able to talk to us about some of the challenges of running literacy, ESOL and numeracy programmes in the workplace.

One of the challenges that is faced when working with employers is that the environment that the course takes place in can vary dramatically.

"The environment can range from being very nice and pristine, 'college like' and well-equipped, down to virtually being put into a cupboard. We have taught in a gardeners shed with a desk in it!"

"Tutors don't know what to expect and if it's a high level business they can be a bit scared of the smartness of it and if it's at the other end of the scale, they don't like to have to go in and clean the table before they start doing the course."

This means that tutors who teach in the workplace have to be able to adapt to different working conditions and be prepared for any eventuality. Working in a workplace setting means that there is often no back up if something goes wrong.

"One of the biggest problems is having tutors that are competent not just in teaching the course but that they are also self-sufficient and can manage on their own."

Getting the right person to deliver the training has an impact on how successful a course has been. "Unless they (the tutor) have had something to do with business or worked in business, they tend not to have the confidence to deal with what's going on."

"You have to know your team quite well because you have to match up the business, the students and the tutor. They need a common bond of some sort."

Another challenge is about providing courses that meet the needs of the different stakeholders involved.

"It's challenging to run a course that matches both the employer's needs and the employees' needs. In order to get an employer to back a course and release staff you have to meet whatever their requirements are and within that, you then have to match the needs of the individual. So, it's not just 'come and do a computing course', it's 'come and do a computing course so you can write a business letter, spell properly, punctuate and use grammar correctly'."

"The best way to overcome this is through direct face to face communication, an ability to relate to the employer. Being able to empathise with both the employer and the employee is vital."

Devising a course that had different aims for different stakeholders, as well as being embedded within another subject like computing skills or customer care was a challenge when Margi first went into her position because it was not something that other areas of the college were doing.

"This was a bit of a challenge to start with because you were doing something everybody around you wasn't."

Those working in workplace basic skills delivery have a lot to offer their colleagues, as new initiatives promote embedding literacy and numeracy, and the need to become more responsive to employers, start to come into play within the rest of the college's agenda.

Directory of Workplace Basic Skills Providers

The on-line directory of Workplace Basic Skills Providers in the South East can be accessed through the following link:

http://www.lancs.ac.uk/wbsnet/projects/seeda_directory.htm

You can update the details of your organisation by sending amendments to: s.atkin@lancaster.ac.uk

If your organisation is not listed within the directory, but would like to be, then please contact Roberta Herd: r.herd@lancaster.ac.uk

Reaching Employers

by Dominic Rapley, Workplace Basic Skills Network

Persuading employers that they really should do something about language, literacy and numeracy in their organisation is, as anyone who has ever tried to do it knows, not easy. It's a pity because they stand to gain so much.

In their report, 'Turning Skills into Profit' (1999) researchers from the Conference Board of Canada asked 55 employers to evaluate the benefits of basic skills programmes that had been delivered in their organisations. Here are a few examples of the sort of changes these employers saw: 87% reported improvements in morale and self-esteem, 84% reported an improvement in dealing with workplace documentation, 84% reported increased ability to cope with change, 82% saw better problem solving from employees, 82% noticed improvements in the quality of work, and the list goes on.

Surely any employer would be desperate to get their hands on any product or service that made this kind of difference? So why aren't employers banging down the doors of providers? Partly it is because providers just don't have the marketing skills. There is no doubting that it is a complex field, but even a little bit of knowledge can help a great deal. Here are three simple marketing tips:

Firstly, in the marketing lingo, get customer focused!

When providers write or say:

"WE offer courses at OUR college where WE have a strong track record of ..."

they are missing the point. Employers are not generally interested in them as an organisation much at all. What they want is to improve their organisation's performance and effectiveness. With that in mind providers could consider a simple shift in style that puts employer needs to the forefront:

"YOUR organisation needs to improve ITS performance... Training is available to meet YOUR needs..."

Secondly, avoiding using a private language code:

"We offer a BASIC SKILLS CURRICULUM to improve LITERACY, NUMERACY and ESOL skills for ENTRY LEVEL learners as part of the SKILLS FOR LIFE strategy."

The truth is most employers do not have any idea what the providers are talking about when they use this language. Talk to them about communications needs, health and safety or customer care on the other hand and their eyes may well light up.

So, in order for providers to effectively market to employers they have to ditch their 'education-speak' and learn to use 'business-speak'.

Thirdly, research the market and produce targeted marketing materials in response to the research.

Normal practice among most providers (and there are significant exceptions to this) is to produce a standard brochure that outlines a standard course offer, which is then sent out to as many companies as possible within a given location. The problem with this 'scattergun' approach is that it tends to be a waste of time and money as the returns are generally very low.

Ideally providers would produce different targeted marketing materials for each section or segment of the market. Examples of useful market segments for workplace basic skills include size of company, industry type, sector, workforce profile etc. Of course in the real world where time is scant and budgets almost non-existent, it is not going to be possible to cater to every segment's needs, but even spending a little time producing good quality letters targeted at specific sectors (health, retail, social care etc.) will make a huge difference to the response.

Of course there is much more that could be done, other than changing language, targeting employers and thinking about the quality of presentation, but if workplace basic skills providers only made these changes they would already be going some way down the line towards a more professional approach to engaging employers.

The New Providers of Workplace Basic Skills.....

by Tara Swift, Workplace Basic Skills Network

Who are they? You may not be surprised to learn that they are the work-based learning providers. The national LSC has been leading on a project which funds work-based learning providers to deliver basic skills. The aims of the project primarily concern utilising the excellent links that are already in existence to engage employers and to increase the capacity of delivering basic skills in the workplace.

Background information:

The project has been jointly designed by the Adult Basic Skills Strategy Unit (£12.5 million provided) and national LSC. Before the project started, all local Learning and Skills Councils were asked to comment and recommend suitable providers who met the eligibility criteria. Recently, together with KPMG (who are managing the project) and ALP (Association of Learning Providers) there has been renewed activity to encourage more providers to take part. Any providers who are interested in taking part should register their interest by contacting their local LSC WBL manager.

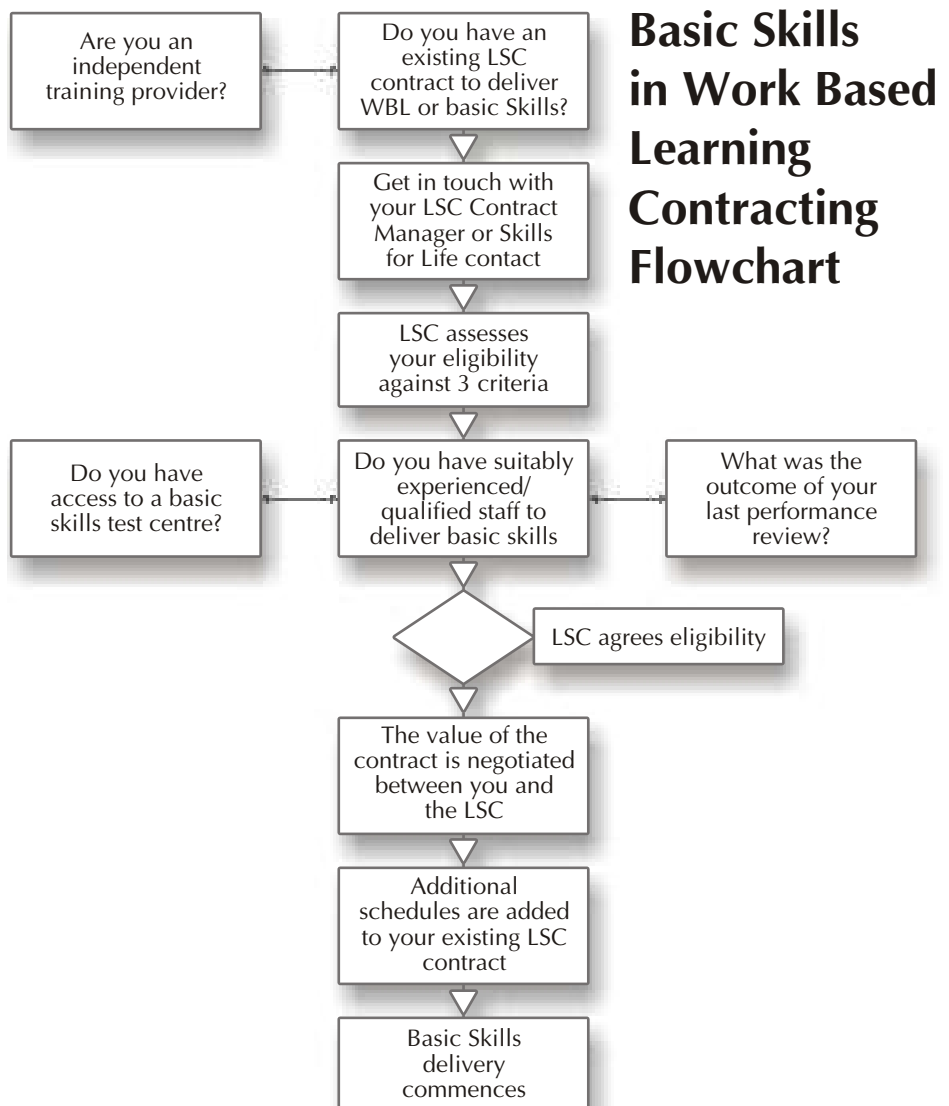
'Work-based learning providers have excellent links with employers and deliver training in many harder to reach sectors to many hard to reach employed staff. For example in the care sector with the emphasis on getting staff trained to level 2 there is an increasing issue concerning the levels of basic skills required to achieve this. If staff can then receive basic skills training first, it helps them achieve and to progress on to successful completion of the apprenticeship. This benefits the individuals, their employers and the people that they care for. We now have 4 providers signed up in the MKOB region delivering basic skills in a variety of

sectors. We are currently working with them to finalise their contracts and there are more providers who have expressed an interest to become involved'. Sue Green WBL Manager, Milton Keynes, Oxfordshire and Buckinghamshire LSC.

The project will end in July 2005 where it is hoped that the provision

will become mainstream. With there only being a relatively short timescale for the activity to take place before the project ends it is important that those who want and can take part are helped to do this as quickly as possible.

So if you are a work-based learning provider that would like to become involved what is the process?



For further details on the project contact your local LSC in the first instance or Rob Boucherat on 024 7682 3262 or 07880 902407 or Email: robert.boucherat@lsc.gov.uk

“Meeting the Challenges of Delivering Workplace Basic Skills”

by Nathan Hanwell, LSC Milton Keynes, Oxfordshire and Buckinghamshire

Finding the Internet a chore to use? Struggling to find what you want, when you want and with the minimum of fuss? Want to find out more about basic skills and the resources available, but not sure where to start? Then The Learning Campus website is for you!

The aim of The Learning Campus is to signpost users to superior quality basic skills related materials, including news, events, resources, etc. The Campus tries to make sense of the plethora of Basic Skills training and development information on the Internet and explain it all in terms that everybody can understand. Basic skills, or as it is known on the site, ‘Essential Business Skills’, is broken up into three easy-to-follow strands: Employers, Learners and Tutors. Within each strand are fantastic information-based links, packed with everything you would need to know about that area of basic skills, but excluding the poor quality and lack of detail that sometimes can be found across the web.

The Employer

The first section concentrates on the employer. This section contains case studies for those employers who would like to know of others who have already been through the process of training their staff, for example who was on-hand to help? Who advised? Who delivered the training, etc? There are also links to sites that explain the often-complex funding mechanism for Basic Skills, as well as an overview of the process of training staff, giving useful links and contacts to real people that can give advice over the phone or via e-mail.

The Learner

For the individual learner, there is an overview of the Information,

Advice and Guidance organisations, listing who to contact, where and when, with links to their individual websites and a list of their many IAG centres local to that individual.

There is also the opportunity for the individual to assess his or her own skills online by taking part in a sample of the National Test. Remember, every key area is explained in layman’s terms; there is no government jargon here!

The Tutor/Teacher

Finally, there is the Basic Skills Teacher/Tutor area of the site, which gives tutors the opportunity to look at what material and resources are available online, as well as support surrounding career pathways for those looking to become a tutor.

The Learning Campus is being continually developed and updated so that all the information is valid as well as up-to-date. For example, there is currently a top five website page which lists the best website links for information in any of the above categories, and is updated

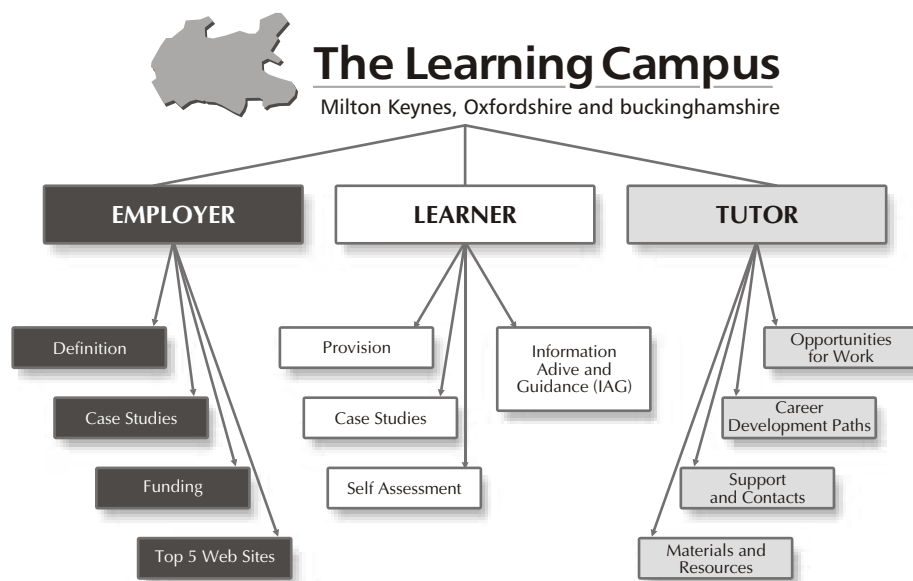
monthly with suggestions by the users. This way the user will always know that any web links suggested for use are relevant and valuable.

Other Aspects of the Site

The Learning Campus is not just for Basic Skills, there is also a large sector presence including Social Care, Construction and Retail to name but a few. There is also a User Group that meets regularly for free events and courses on a wide range of subjects, which are decided upon by the users themselves.

Although the Learning Campus is mainly aimed at the Oxfordshire, Milton Keynes and Buckinghamshire area, there is a lot of interest from outside of the area, both regionally and nationally. This is due to the nature of the kind of information on the site which also consists of aspects of Funding (including European Social Funding); an E-Learning Training Directory and the specific Sector information.

To view the site please visit www.thelearningcampus.co.uk



The Challenges of Delivering Courses in the Workplace

by Caroline Richer, WEA

The Workers Educational Association (WEA) works in partnership with UNISON delivering the WEA/UNISON Learning at Work programme. This partnership enables the WEA to work in the public sector and ensures a programme of delivery ranging from Skills for Life (SfL) courses up to Higher Education courses. As a national organisation, the WEA are able to develop courses collaboratively and access funding to support this development through UNISON. A model of delivery for SfL has been developed which follows the Workplace Basic Skills Network's model of good practice. These aspects of the WEA's work in the workplace are a huge benefit to the WEA as an organisation and at a local level it helps to support a diverse outreach programme. Despite this supportive background, the WEA do face challenges delivering this type of programme.

Partnership working has huge benefits for partners but like any other relationship has its ups and downs. With a patch in the South East currently covering Kent, Sussex and Surrey, meetings with Training Managers, UNISON staff and WEA staff can be time consuming and difficult to arrange. Maintaining effective communication, key to any relationship, is often by email, voicemail and telephone. Staff such as training managers and supervisors are key to the success of the courses. These key staff manage the initial contact, recruitment and delivery arrangements. Training managers generally do not understand the complexities of LSC funding and the criteria for funding courses. The line between covering costs and being out of pocket because the learners have not all turned up

on the day is an on-going issue. The need to maintain good relationships and decisions over whether to cancel the course, or treat it as a 'loss leader' in the hope that the word will spread, are frequent.

The demands of the workplace can interrupt attendance on courses. If there is sickness or a crisis, the learner will be called back into work. On short courses this makes a significant impact on whether the learner can complete their programme of learning and achieve accreditation. Sometimes, the course could be cancelled a few days before the start date, due to work-related situations. Again this situation has implications for the sessional member of staff who allocated the time to this course and now finds their expected income reduced. As the tutor's employer we also have a financial commitment to the tutor if we are not able to give sufficient notice of cancellation.

Employers tend to accept a thirty-hour course with a pre-course taster session, but to extend or run follow-on courses is often difficult to progress. Learners who attend a thirty-hour session often feel more confident and wish to continue. Thirty hours of learning is enough for most learners to have identified and feel confident about expressing their needs and to identify steps.

Our provision is entirely 'outreach', which relies on experienced and well-motivated tutors who are able to deal with the day-to-day issues which may present themselves in the workplace. A workplace tutor requires a different persona from that of a community learning tutor, or is someone who is able to be a chameleon and change according to the situation. Tutors must be

experienced SfL tutors who can adapt generic skills development to workplace situations and contextualise materials and resources. Tutors are the chalkface representative of the WEA, therefore an understanding of the WEA's approach and ethos is important so that they are able to represent the WEA remotely. Supporting tutors who could be working anywhere across the region is hugely difficult. Responding to requests for resources and answering queries can take time if the Manager is not in the office and out on the road. Time spent travelling to meet with tutors in varied surroundings to discuss the course, paperwork, resources and accreditation processes is quite a commitment.

Getting tutors together to meet and discuss their work for moderation, standardisation, training and information sharing sessions causes difficulties due to the outreach nature of the work. Sessional staff have other teaching commitments and the size of the patch does prevent cross-region meetings.

Venues for the courses are another challenge. Public sector employers tend to have good facilities, though learners need sufficient time off work to travel to the training centre. Facilities on site may not be ideal. A standard classroom set-up, although desirable, cannot be guaranteed. A balance has to be drawn between facilities, and the learners access to learning opportunities in the workplace.

Whilst this work is demanding and challenging, it is never dull. Each new environment or group of learners present new demands on the tutor and the organisation.

Crying out for Skills for Life Resources? Well read on...

By Tara Swift, Workplace Basic Skills Network

What do you do if you are a basic skills tutor who is getting frustrated with the lack of teaching resources available? Added to this, the demand on your time to develop resources when surely they must be already out there? This is a situation faced by every tutor of basic skills at one time or another, if not every day! This was the situation an essential skills tutor, Maggie Harnew, from Abingdon and Witney College found herself in. Having already previously successfully sold materials on disks, which were aimed at schoolteachers, she decided to build on her experience and start developing essential skills resources. By this time however, technology had moved on and in order for these resources to be accessible to as many people as possible it was clear that she would have to take lessons in Web design. So gradually the self-taught web designer started to put

materials that she was using in her teaching onto her newly designed 'Essential Skills' site. To begin with, the highly successful website was originally designed as a series of on-line links to help literacy students with their studies, but has grown and developed into an invaluable teaching and learning tool, that's used on an international scale. Such is Maggie's level of commitment to this invaluable teaching and learning aid, she has designed and developed this website over the past two and a half years entirely in her spare time. The site now includes contributions from other essential skills tutors and colleges who are keen to share best practice ideas, as well as feedback and comments from students. There are currently approximately 160 worksheets available, which are referenced to the Basic Skills core curricula and can be downloaded from the site.

However, in an effort to ensure that this resource grows, it requires people to contribute their worksheets to this shared resource. Therefore all worksheets can be downloaded but are not available in Word format and cannot be edited. However, if you send in a resource then you can have access to every worksheet in this format. This seems like a good exchange rate to me! Maggie also keeps registered users up to date with any news via e-mail newsletters, which ensure everybody is aware of any new resources loaded onto the site.

It seems her efforts to continually improve the site, and its contents are relentless! Her latest ideas include 'Interactive schemes of work' which have begun to appear on the site and she is beginning to look at ESOL materials and would be very interested in hearing from

Review and Development News From the Isle of Wight

by Kim Hailstone, Workplace Basic Skills Network

As the Isle of Wight recovers from another tremendous summer season, of which Cowes week was a highlight, both the business and education community are digesting the findings of a significant review of workforce development and adult learning. Hants and IoW LLSC have completed their Local Area Review (LAR). Quite rightly, the LAR shows the significant gains made in workforce training within sectors that are key to the Island's economy. Good practice in training for the Tourist and Care

industries features in the review, as does the exponential growth in basic skills provision in the adult learning context. Local providers can be justifiably proud of what they have achieved in terms of capacity and quality. However, as the Island blossoms into its usual autumnal beauty, there are some challenges to be met by business and providers of learning and training. The LAR points out that there are local providers qualified to deliver basic skills in the workplace that are not doing so. The reasons for this are

complex, and merit further evaluation by well-established stakeholders such as SEEDA and the LLSC. The LAR also highlights that there is a perceived gap in funding between basic skills programmes and Level 2 courses. The business community has also taken the opportunity to voice its needs in the valuable LAR process. The Isle of Wight has a significant composite manufacturing industry, within which 81% of businesses report that they 'find it difficult to find suitable staff'. Similar problems are reported from the

Raising Standards to Fight Street Crime

by Margi Haacke, Reading Adult and Community College

interested tutors with these kinds of resources. Much of the resources currently available can be adapted for the workplace, but of course you first need to submit your own resource and hey presto you have a bank of resources already to customise and use tomorrow!

Her efforts were officially recognised by the Learning and Skills Development Agency last year, when they presented Maggie with the coveted Highly Commended award for Technology and Innovation in Education (Inclusive Learning Category).

So if you are a basic skills tutor and you do one thing 'extra' today in your busy work life, I encourage you to look at this site: it will save you time and wasted effort.

[Http://members.aol.com/skillshop/index.htm](http://members.aol.com/skillshop/index.htm)

Construction sector, which is another key growth area in the Island's disadvantaged and atypical economy.

Island providers and business have welcomed the Local Area Review, and have also proved in the last three years that they can respond to challenges, such as the targets contained in 'Skills For Life'. As the new Workplace Basic Skills Network Development Officer for the Isle of Wight, I look forward to supporting the inevitable changes and improvements to come.

Ahmed is a six foot athletic Egyptian with a wicked sense of humour and a winning smile. His job is to patrol the streets of Reading acting as a source of information and support to local people. His ambition is to beat street crime before it begins by reaching youngsters in Reading before they become steeped in petty crime and drug taking. He hopes to achieve this by encouraging young people to become involved in sporting activities, competitions and other demanding activities that encourage teamwork and a positive attitude to life in the community. His vision is also to liaise closely with today's parents, to help encourage their children to be the 'good parents' of the future.

Recently Ahmed was instrumental in successfully organising 'Kensington Olypmics', a sporting event for local people living in the Kensington Road area of Reading. Five hundred people became involved in this promotion of a healthier, fitter lifestyle. Generally however, he felt that his efforts to involve local groups in his schemes



would meet with greater success if his literacy skills were better. He felt that he needed help to produce interesting, dynamic proposals and an up-to-date business plan with which to promote his ideas to the community, the local authorities and the various agencies in Reading. His workplace encouraged him to join the 'Berkshire Basics for Business Scheme' in order to raise the standard of his literacy skills, and Reading Adult and Community College teamed him up with Erskine Fenty, one of their literacy tutors who also has an active interest in working with young people deemed to be at risk.

Considerable hard work and planning on the part of both Ahmed and Erskine resulted in Ahmed taking and passing his level 1 literacy test. His course combined both literacy and computing, so by the conclusion of the course he had not only raised the standard of his literacy, but also the standard of his computing. As a result the production of proposals was better suited to match the production of ideas, whilst a sound business plan could be developed.

USEFUL ADDRESSES:

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Learning & Skills Council Berkshire

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