



Barclays *new futures*

Give your students an opportunity to develop vital skills for life, work and citizenship.

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BARCLAYS

Barclays new *futures*

Welcome to Barclays New Futures – the UK’s largest education sponsorship.



“We had previously come close to permanently excluding this boy on several occasions. His involvement with the Project has given him a motivation to stay in school. He has demonstrated a caring attitude in the last year with his work with the nursery children that has amazed us all.”

Headteacher about a Year 11 student, Pensnett School

Pensnett School of Technology

Learning about parenting starts early in this Brierley Hill (Black Country) school under the lively title *Bright Sparks – Bright Futures*. The Barclays New Futures project brings together children about to start school with those about to leave. The first year of the project attracted an unusually high number of Year 11 boys, which added a different perspective to a parenting programme that has typically been female oriented.

The older pupils planned activities for the pre-school children during class based sessions and then followed up by placements in the nursery department. Activity packs called ‘Bright Packs’ for the children to take home with them added an extra dimension.

The social and cultural issues that attracted the students had to be properly researched in order to meet the immediate and developing needs of the infants. Students identified the need for parents to speak to their children in a more standard form of English, while not destroying the local dialect. The results of this enquiry led to the production of materials and resources appropriate to both the children and their parents.

In collaboration with CSV (Community Service Volunteers) Barclays New Futures offers more than £1 million in cash, resource materials, professional advice and support to winning schools, providing their students with opportunities to develop vital skills for life, work and citizenship through school/community partnerships.

Over the last six years, Barclays New Futures has made more than 500 awards to schools across the country for projects that address key aspects of citizenship education through active learning in the community.

What are the Awards?

To meet the needs of different schools, teachers and students, there are four levels of award to choose from.

- **Barclays New Futures Fast Track Student Awards of £500**

Designed for Years 12 & 13, or S5 & S6 in Scotland, these awards are aimed at enabling groups of students to undertake a small scale community partnership project quickly and effectively over one or two terms within the academic year. There are usually three Fast Track deadlines a year.

- **Barclays New Futures Individual School Awards of £3,000**

A one-year award for a school and its students to work on any social, educational or community challenge.

- **Barclays New Futures Partnership Awards of £7,000**

A two-year award for a school tackling similar challenges to the £3,000 Award, but working in partnership with at least two other schools.

“These youngsters are stars, the nursery pupils love working with them and would like them to come in every day!”

Nursery teacher, Pensnett School

- **Barclays New Futures Challenge Award for Citizenship of £20,000**

A two-year award to realise and promote an outstanding vision in the field of citizenship education. The winning project will meet the same ideals and criteria as the other award levels, but it must demonstrate national impact and exceptional involvement opportunities for young people.

Up to five schools will be shortlisted and will each receive £2,000 to cover the costs of their final submission and presentation to the judges.

How do schools apply?

Any maintained or independent secondary school, special school, middle deemed secondary school or sixth form college in England, Scotland, Wales, Northern Ireland, Isle of Man or the Channel Islands can submit ideas for an award.

All the above schools are mailed each Autumn term with an application pack. The closing date for applications is usually just before Christmas.

Schools with Sixth Forms or Sixth Form Colleges are mailed twice more with additional forms for the Fast Track Student Awards which has a further two deadlines during the year. The application process is very easy and entries can be made either by completing a copy of the entry form or online at www.barclaysnewfutures.co.uk.

All projects must have at least one community partner (other than a school). The partner should be a recognised organisation e.g. a local business, charity or community group.

Schools applying for a £7,000 award must have at least two partner schools working with them. These partners may include preparatory or primary schools, although



they are NOT able to submit the application themselves.

Current Barclays New Futures award holders may not submit an application for a further school award. They may, however, apply for a Fast Track Student Award.

Barclays New Futures is in a unique position to demonstrate practical applications of citizenship education using case studies from winning schools.

A series of booklets focusing on specific aspects of citizenship education are being produced during the current academic year including Supporting Transition (published December 2000), Social Inclusion (Spring 2001) and Preparing for the World of Work (Summer 2001) and are available from Barclays New Futures Awards Management (address details on the back of this booklet) and the Barclays New Futures website www.barclaysnewfutures.co.uk.

The case studies on the following pages are designed to give a more general overview of the work being undertaken by current award winners.

South Holderness School and Technology College

All of Year 9 at South Holderness School and Technology College in East Yorkshire is involved in their Barclays New Futures project. Working with the British Red Cross, some 340 students have developed first aid skills. The project has been developed to enable the senior school pupils to take their skills into local primary schools as well as delivering basic first aid training to their parents, siblings and members of the community.

Red Cross Volunteers have led practical demonstrations and workshops for the pupils helping them to develop the requisite skills and also helping them enhance their concentration and commitment. There is a strong pupil management team who prepare lesson plans, practical demonstrations and will run a series of first aid workshops as the project develops.

Their Head of Year has been impressed by the way in which the project has drawn in those pupils who were not otherwise achieving in school with many of them going on to take the Red Cross examination.



“After completing the course I felt confident with how to deal with an emergency. I was really pleased to be chosen to be on the Working Group. I very much enjoyed designing a questionnaire for the present Year 9 students.”

Carrie Luty (Student),
South Holderness School

Research and evaluation with past and present winners has provided clear evidence of a range of benefits to all participants.

Students in particular highlight benefits gained through their involvement in the projects including:

- Clear key skill development eg Communication, IT and Working with Others
- Improved sense of self-esteem and responsibility
- Development of a wider vision of their place in the community
- Acknowledgement and encouragement from those other than teachers
- Help in career choices
- Being empowered to take responsibility and shape and manage their projects

Teachers have reported that they too have achieved new skills and new opportunities for learning through their participation in Barclays New Futures. While primarily focusing on student empowerment and development, teachers also receive induction and training on good practice in citizenship education.

Overall, schools are finding that their involvement in Barclays New Futures has led to an improved image in the community, and PR opportunities have increased.

“It was fun to learn about first aid as part of Citizenship”

Student, South Holderness School



Since the first Barclays New Futures awards were made in 1995, a huge range of challenges have been undertaken including:

- Peer mentoring to improve basic skills or provide buddy schemes and listening services
- Health issues faced by young people today including alcohol and substance abuse
- Career and business education including real life work tasks in community and industrial partnerships
- Environmental issues covering recycling, pollution control and environmental regeneration
- Strengthening community relationships through the provision of learning and leisure facilities, creative arts projects and intergenerational activities

“It’s been the most brilliant opportunity to get our students out in the community”

Peter Leach,
Headteacher, Hill Top
Special School

Notre Dame High School

Sixth formers at this girls’ school in Glasgow, which draws from diverse socio-economic circumstances and ethnic backgrounds, have united to present a one-day Citizenship Conference at Maryhill Community Halls in Glasgow.

The conference evolved from a partnership with Community Education which is currently supporting a great deal of the school’s Personal and Social Development Programme. The conference is being followed up by workshops facilitated by members of staff on Peer Support and Group Work, Communication and Paired Study Skills.

The girls are receiving basic training in group work, communication, counselling, and mentoring skills. The Sixth Year are working closely with younger pupils in school providing support during and outside school hours. It is hoped that the support for the number of girls who come from disadvantaged backgrounds will impact on their intellectual and personal growth.

Hilltop Special School

Pupils, aged 11 to 14, with severe learning difficulties, and in some cases with complex physical and/or sensory difficulties are finding an improved sense of self-worth and achievement while taking part in an exciting environmental project in Rufford Park, Rotherham.

The pupils have already helped to make and install a bench in the park; now they are taking their involvement one step further by clearing the area of land around an existing bench, adding plants, a water feature, a second bench and constructing a wheelchair-friendly path.

The project, in collaboration with the Rufford Park Rangers and the Wentworth Garden Centre, has developed the pupils’ skills of co-operation and communication immeasurably, incorporating Design Technology, IT, Art, Science and Geography. Furthermore, they have brought enjoyment to the local community by enhancing the natural beauty of the area.

Lord Williams's School

At this Oxfordshire school, assisting transition for all students is the theme of their project. Aided by a network of home/school liaison workers, sixth form students work with partner primary schools to support pupils transferring from Year 6 to Year 7 and in their own school with students moving up from Year 9 to Year 10. Sixth form students promote the project within the school and where possible are linked with their former primary schools. Thame Children and Young Persons' Network provides a full range of specialist agency support that adds credibility to a multi-level project.

Rural isolation and disaffection can be a particular concern among youngsters in this country location but with eighty sixth formers able to support more than a hundred younger pupils, outreach support to rural areas is always available. Excellent feedback is received from primary school teachers who welcome the support of student mentors in the classroom. So well received is the project, that the project team plan to extend their mentoring activities into an after school club.

The student mentors are gaining key skills for adult life and can clearly identify their personal skill development requirements in specific areas such as communication, working with others, problem-solving and improving personal learning and performance.

"I can honestly say that I have never been involved in such a rewarding and satisfying experience. The pupils were delightful to work with – I think the trainers involved got as much out of the course as the pupils. A very worthwhile experience and one which might not have occurred had we not had the funding from Barclays New Futures."

Mrs A Hall (British Red Cross School Link),
South Holderness School

Mynyddbach Comprehensive School

Set in a socially disadvantaged area on the edge of Swansea, this progressive all girls' school is addressing the issue of social inclusion and supporting life long learning while increasing students' self-confidence, motivation and sense of achievement.

Supported by the Cornerstone Church, the Youth Service, Community Education and Swansea University, Year 11 girls who would otherwise be at risk of being excluded from school, are taking part in an alternative curriculum with the opportunity to participate in community service work.

The girls attend a local centre for life skills and recreation for three days a week and on Mondays and Fridays they attend school for basic skills, including Mathematics, English and IT. In addition they take part in painting and decorating lessons that will help them carry out a 'makeover' on a former police house that is a designated community centre.

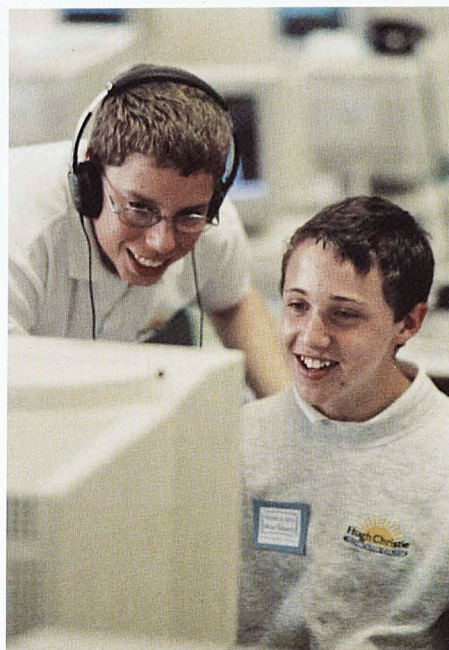
The judges assess potential projects using five key criteria:

- **Student learning and personal development**

How will students increase their knowledge and develop key skills for life, work and citizenship? How will their personal and social values be enhanced through involvement in the project.

- **Student involvement**

A key factor of the application will be the ways in which students are empowered to own, manage and review the project.



- **Impact on the community**

Does the project meet a genuine need in the community and are relevant partners fully involved? Is the project likely to make a lasting impact on the local community?

For the Barclays Challenge Award, the judges will be looking for a project that has an impact not just in their local community but in communities across the country.

- **Sustainability**

How will the project be managed effectively and integrated into the school?

- **Replication**

In what ways does the project offer a creative or original approach likely to inspire other schools and their students with fresh ideas for their own projects?



“To bring a world, taken for granted by many, to within the grasp of a section of community which has been hitherto denied it, is a source of huge excitement and immense satisfaction for the students”

Frank Shipley, Senior Teacher, Palatine High School

Palatine High School

Fourteen-year-old students at Palatine High School have used their e-mail know-how to produce a website for members of the Blackpool, Fylde and Wyre Society for the Blind. Now in the second stage of the project, they will start a training programme to show visually impaired people how to surf the net and shop electronically, using a special software package called Jaws, which is a talking Internet service.

The website was launched by the Palatine team to education chiefs from Blackpool Council with a full presentation of how the website was tailor-made to users' needs. A futuristic musical fanfare heralded the website launch and the countdown accompanied by dry ice gave added excitement to the launch which was triggered by a member of the Blind Association.

Continuing the group's initial work, a team of students of all ages will be doing some stylistic fine-tuning to the website and then hosting a series of consultation and planning meetings with the Blind School to plan the best way forward for training sessions in website maintenance. These sessions will be run in partnership with Blackpool and Fylde College who are providing 10 computers for the school and community drop-in centre. The potential for certification/accreditation for those pupils who deliver the IT training element is also being considered.

Finally, the team has just been approached to act as consultants for the Blackpool tourist board who want to create a website to attract young visitors to the town. This can be found at www.bfwsb.co.uk and is linked to the Royal National Institute for the Blind's Internet site.

Broadlands School

Year 10 students at Broadlands School in Keynsham, Bristol have set up a 'hotline' across a cluster of primary schools. Secondary students form responsible working relationships with younger pupils before and after their transition to secondary education while helping to raise literacy standards in Broadlands and the Keynsham area of Bristol.

Community partners have been involved through an advertising campaign, 'Reading is terrific', including posters, leaflets and press articles. Book weeks, reading evenings, competitions and training as well as systematic structured work in small groups have kindled interest right across the school communities.

A key feature of this project is the emphasis placed on gaining skills for employment from an early age. Students record their skills and use personal reflection forms to review their progress. The school's Barclays New Futures project work received favourable OfSTED comments under ethos, enrichment and spiritual/moral development.

Who are the partners?

BARCLAYS

The overriding objective of the Barclays community programme is to achieve real and lasting mutual benefit both to the community and to Barclays.

We aim to build successful partnerships with local communities and charitable groups which produce lasting and tangible benefits.

Among our major sponsorship schemes are Barclays SiteSavers, which helps communities restore derelict land for recreational use, and Barclays Stage Partners, which helps regional theatres tour top quality productions to new audiences nationwide.

Our main investment in education is through Barclays New Futures, which recognises that young people are at the heart of change. It also recognises that, along with their schools and teachers, they have a vital contribution to make to the well-being of society both now and in the future.



CSV (Community Service Volunteers) was established in 1962, and our mission is "to create opportunities for people to play an active part in the life of their communities through volunteering, training, education and the media".

CSV Education for Citizenship, a division of CSV, promotes and supports active citizenship education in schools, colleges and universities throughout the UK. Our vision is that through learning in the community all children and young people will become dynamic members of their communities. They will learn through experiencing real life responsibilities which help to improve the lives of others. These experiences will be their introduction to citizenship education.

CSV regards Barclays New Futures as a flagship programme for the development of citizenship education and for the dissemination of its principles and good practice across the full range of schools.

Timetable

All eligible schools are mailed direct with an application pack in the Autumn term each year. Packs are addressed to the Headteacher.

Closing date for applications is the middle of December and awards are announced in the early spring of the following year with projects commencing in the Autumn term.

Barclays new futures

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