

SUBJECT: MONMOUTHSHIRE COUNTY COUNCIL YOUTH SERVICE – EUROPEAN STRUCTURAL FUND (ESF) PROJECTS:

Inspire2Achieve and Inspire2Work

MEETING: CHILDREN AND YOUNG PEOPLE SELECT

DATE: 17th September 2015

1. PURPOSE:

1.1 Members at the 21st May meeting requested a progress report on the Inspire2Achieve and Inspire2Work projects led by Monmouthshire County Council's Youth Service utilising European Structural Fund (ESF) monies to deliver pre and post 16 support, intervention and employment opportunities, subject to final approval from Wales European Funding Office (WEFO).

1.2 Newport City Council are the lead local authority for the Competitiveness region including Cardiff; Vale of Glamorgan; Newport and Monmouthshire. Members in Monmouthshire need to receive information regarding this programme.

2. RECOMMENDATIONS:

2.1 To scrutinise the progress report on early work undertaken in relation to the ESF programme. This relates to work on pre and post 16 support, intervention and employment opportunities. (Appendix 1)

2.2 Members are asked to add to the Councils work plan annual monitoring to scrutinise the ESF programme for Monmouthshire and to ensure a holistic approach to provision for young people. Should ESF regulations require more frequent financial monitoring once approval has been confirmed Members will be advised accordingly.

3. KEY ISSUES:

3.1 European Structural Fund (ESF) is new ground for Monmouthshire County Council Youth Service.

3.2 ESF funding will support pre 16 work in 4 Secondary Schools, Mounton House Special School and the Pupil Referral Service preventing young people from becoming NEET. The Youth Access Programme (Youth Workers in School) which is currently funded by the Youth Service, can't be sustained due to financial pressures. However, ongoing discussions with schools have resulted in an offer of bespoke programmes delivered by the youth service.

3.3 If the ESF bid is unsuccessful, this will mean that youth work provision in schools will have to be substantially reduced across the authority. This could result in NEET figures rising and Key Stage 4 students not meeting the level 1 threshold as there will be reduced support from the Youth Service.

3.4 If the bid is successful the Youth Service will need to commit match-funding of 55% of the total project costs. The service currently has a limited number of funding sources, for example, Youth Engagement and Progression Grant from Welsh Government; Training and Revenue Grant from Welsh Government and its core budget during this financial year to financially support both projects. The Youth Service has been very realistic in setting the project costs to ensure minimal financial pressures and to ensure affordability.

3.5 Members have previously been aware that Welsh Government has implemented the Youth Engagement and Progression Framework 2013, which provides a delivery model centred on the needs of young people identifying 6 key areas for achieving better outcomes for young people. The principles of the framework is embedded in the Inspire2Achieve and Inspire2Work programmes and are designed to secure added value. The delivery model for Monmouthshire for Inspire2Achieve (11-24 years) and Inspire2Work (16 -24 years) will reflect the needs and aspirations of Monmouthshire young people and reflect the Authority's Single Integrated Plan.

3.6 The anticipated start date for the Inspire programmes is 1st March 2016. The duration of the project is initially 3 years.

4. REASONS:

4.1 Inspire2Achieve will ensure that young people in Key Stage 3, 4 and 5 that are identified as at most risk of becoming NEET have a series of interventions and supportive actions to help to improve their attendance, achievement, behaviour and progression.

4.2 Inspire2Work will enable NEET 16 -24 years gain a range of skills, qualifications and meaningful work placements to feel confident and motivated to enter into sustainable employment or further learning. Positive Progression from Inspire2Work will include work-based learning, Engagement and Traineeship Programmes which are delivered by the Youth Service through Torfaen Training and CMC2 YPrentis Programme.

4.3 The Inspire2Work and Inspire2Achieve programmes will work with key partners including Schools, Pupil Referral Service, Melin Homes and Monmouthshire County Council Business Enterprise Team in delivering a good quality provision.

5. RESOURCE IMPLICATIONS:

5.1 55% of total project costs are to be match-funded by MCC Youth Service

6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:

6.1 This should improve provision, opportunities and outcomes to those targeted and vulnerable young people including Looked After Children and those eligible for Free School Meals.

7. SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS

7.1 The report outlines the Youth Service's aims to continue pre and post 16 services in order for them to remain accessible, safe, available and relevant to the young people of Monmouthshire

8. CONSULTEES:

Youth Engagement and Progression Co-ordinator
Head Teachers
Post 16 Steering Group
14 -19 Curriculum Group
Skills, Worklessness and Young People's Group
Competiveness Subgroup

9. BACKGROUND PAPERS:

Action Plan Progress Report	(Appendix 2)
Operational Logic Table – Inspire2Achieve	(Appendix 3)
Operational Logic Table – Inspire2Work	(Appendix 4)

10. AUTHOR:

Hannah Jones, MCC Youth Engagement and Progression Coordinator

11. CONTACT DETAILS:

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The “Equality Initial Challenge”

Appendix 1

Name: Hannah Jones Service area: CYP, Youth Service Date completed: 23 rd July 2015		Please give a brief description of what you are aiming to do. To establish a new delivery programme supported by ESF monies to ensure continuation of pre and post 16 engagement in Monmouthshire.	
Protected characteristic	Potential Negative impact Please give details	Potential Neutral impact Please give details	Potential Positive Impact Please give details
Age		X Continual monitoring of the financial position of this programme delivered by the youth service will determine changes to future service delivery and therefore may change the EQIA from Neutral to Negative	
Disability		X Continual monitoring of the financial position of this programme delivered by the youth service will determine changes to future service delivery and therefore may change the EQIA from Neutral to Negative	
Marriage + Civil Partnership		X Continual monitoring of the financial position of this programme delivered by the youth service will determine changes to future service delivery and therefore may change the EQIA from Neutral to Negative	
Pregnancy and maternity		X Continual monitoring of the financial position of this programme delivered	

		by the youth service will determine changes to future service delivery and therefore may change the EQIA from Neutral to Negative	
Race		X Continual monitoring of the financial position of this programme delivered by the youth service will determine changes to future service delivery and therefore may change the EQIA from Neutral to Negative	
Religion or Belief		X Continual monitoring of the financial position of this programme delivered by the youth service will determine changes to future service delivery and therefore may change the EQIA from Neutral to Negative	
Sex (was Gender)		X Continual monitoring of the financial position of this programme delivered by the youth service will determine changes to future service delivery and therefore may change the EQIA from Neutral to Negative	
Sexual Orientation		X Continual monitoring of the financial position of this programme delivered by the youth service will determine changes to future service delivery and therefore may change the EQIA from Neutral to Negative	
Transgender		X Continual monitoring of the financial position of this programme delivered	

		by the youth service will determine changes to future service delivery and therefore may change the EQIA from Neutral to Negative	
Welsh Language		X Continual monitoring of the financial position of this programme delivered by the youth service will determine changes to future service delivery and therefore may change the EQIA from Neutral to Negative	

Please give details about any potential negative Impacts .	How do you propose to MITIGATE these negative impacts
➤	➤
➤	➤
➤	➤
➤	➤

Signed *GAhouse* **Designation** Youth Service Manager

Dated 23rd July 2015

EQUALITY IMPACT ASSESSMENT FORM

What are you impact assessing	Service area
Pre and Post 16 educational support currently delivered by the youth service within the budget allocated through ESF monies	CYP Youth Service
Policy author / service lead	Name of assessor and date
Tracey Thomas	

1. What are you proposing to do?

Given the reduction the Authority is facing the Youth Service has been asked to explore new ways of working that will contribute to the budget savings of the Authority, whilst realising consistent and retained service delivery to young people in Monmouthshire. To ensure continuation of pre and post 16 educational opportunities for young people in Monmouthshire, the Youth Service has sourced and awaiting approval for a 3 year grant from European Structural Fund to be able to sustain programmes to those young people who have been identified as requiring additional support.

2. Are your proposals going to affect any people or groups of people with protected characteristics in a **negative** way? If **YES** please tick appropriate boxes below.

Age	√	Race	√
Disability	√	Religion or Belief	
Gender reassignment		Sex	
Marriage or civil partnership		Sexual Orientation	
Pregnancy and maternity		Welsh Language	√

3. Please give details of the negative impact

There is a potential risk that if the funding is not approved then the above characteristics could be disadvantaged if the provision of support was not made available to these students. There are discussions ongoing with schools to use PDG monies should this grant not become available to be able to sustain a service for these young people.

4. Did you take any actions to mitigate your proposal? Please give details below including any consultation or engagement.

Discussions are ongoing with schools to look at funding streams to ensure that those vulnerable groups of young people are able to access the support they need within an educational establishment.

5. Please list the data that has been used to develop this proposal? eg Household survey data, Welsh Govt data, ONS data, MCC service user data, Staff personnel data etc..

Staff consultation and inset days to generate ideas on how our current services could be marketed to generate income and explore new areas through allowing staff to look outside our service area.

Staff skills audit undertaken to establish who would be best placed to be able to take forward the new proposals through business models whilst ensuring key projects are delivered to avoid disruption to

Signed... *G. Alhouse* Designation... Youth Service Manager..... Dated... 23-07-15.....

Inspire2Work Lead Beneficiaries / Partners

Confirmation is required from proposed joint beneficiaries for the Inspire2Work (I2W.)

Confirmation from WEFO

Final number of participants and final costings agreed from WEFO for the Inspire projects
Start date confirmation required

KS5 Data Cut

Process being developed in partnership with schools to identify those most at risk of disengagement and becoming NEET in KS5

Service Level Agreement

A Service Level Agreement is required for the Inspire2Achieve project. Current SLA will need to be updated and approved by schools

Produce Qualifications for Inspire Project

Qualifications, assessments and schemes of work to be written for the Agored L2 Award through to L2 Certificate

Detailed Delivery Proposal for I2W / Recruitment for I2W

Detailed course structure containing accreditation and workshop breakdown produced for the 3 I2W project
Firm up recruitment process for I2W

Delivery Team Confirm

Draft job descriptions approved by Personnel, awaiting ESF approval

Youth Engagement & Progression Framework (YEPF) Monmouthshire Plan

The Inspire Programmes incorporate the YEPF into the delivery models, outcomes and impacts

Inspire Team Meetings

Developed staff structure, delivery models and staff support. Inspire team meetings will be held on a monthly basis

LA Early Identification System (EIS)

EIS in place. KS3 and KS4 pupils 'ragged' most at risk of disengagement. Indicators include, attendance, attainment and

Inspire Staff Training

Training days have been arranged for 30th August – Learning Coach / Pastoral
23rd September – Agored IV / assessing

Inspire2Achieve Lead Beneficiaries / Partners

Confirmation confirmed and buy in from school partners

Immediate Attention

Behind Target

On Target

APPENDIX 3: OPERATION LOGIC TABLE Inspire2Achieve

Operation Title:	Inspire 2 Achieve East Wales
Operation Synopsis (max 50 words)	To provide individual support and intervention to young people who are at risk of becoming NEET. By addressing the barriers to engagement and participation enabling young people to attain better qualifications pre 16 and post 16 and sustain the transition into further education, employment and training.
Programme/Priority/Theme (multiple if appropriate):	ESF Priority Axis 3 – Youth Employment Theme 3 B – Youth Attainment and Engagement
Geographical area within proposed activity would take place:	Cardiff, Monmouthshire, Newport and the Vale of Glamorgan

Which Specific Objectives(s) within the programmes would the proposed operation deliver against	What change will the proposed operation seek to achieve?	How will the proposed operation achieve the changes sought?	Programme output indicators and targets
<i>List the Specific Objectives(s) relevant to the proposed operation.</i>	<i>Against each Specific Objective Listed under the previous column, please concisely describe the final outcome(s) that the proposed operation seeks to achieve, including how it will contribute to the result target(s) for that Specific Objective.</i>	<i>For each specified final outcome identified in the previous column please describe, through a series of concise bullet point descriptions of activity, how will this be achieved.</i>	<i>Please identify which Programme output indicators will be used to capture the activities described under the previous column. If possible, please identify a provisional contribution towards the relevant output target.</i>
SO2: To reduce the number of those at risk of becoming NEET, amongst 11-24 year olds.	To reduce the number of those at risk of becoming NEET (amongst 11-24 year olds) through a range of targeted interventions that will reduce and prevent early school leaving and provide formal and informal pathways for reintegrating into education and training.	<p>Please note that the list below is not a descriptive journey for every participant but will be a series of interventions that participants will have access to depending on their level of need identified. It is equally not yet an exhaustive list of interventions.</p> <p>ACTIVITY 1 – Referral Process Pre 16 -The Local Authorities vulnerability Assessment profile and early identification system will identify the young people who at risk of becoming NEET. This will then be RAG (Red Amber Green) in terms of priority of intervention Key Stage 3 and 4.</p> <p>Working with Schools, 14-19 provision, Youth Service provision, Education Welfare Service, Counselling Service, Families First Packages and Young Carers to establish what current support is in place for these young people. If support not in place this will be sourced and in both incidences workers will be allocated to those young people identified as Red. Support will then be provided</p>	<p>Participants at risk of becoming NEET (11-24) gaining qualifications upon leaving</p> <p>Participants at risk of becoming NEET (11-24) into education or training upon leaving</p> <p>Participants at risk of becoming NEET (11-24) at reduced risk of becoming NEET upon leaving (no target)</p>

on a 1-1 and small group basis. To progress into Amber and Green

Post 16 -Through relevant Local Authorities Multi-agency forums with Careers Wales and JCP. Those with the highest risk of NEET will be identified and case worker allocated.

ACTIVITY 2 - Specialist/crisis Support

Worker to refer young people (red) at crisis to relevant agencies and or utilise the team around the family (TAF) to support and tackle their issues that are identified as a priority, for example, mental health, teenage pregnancy, self-harm, substance and alcohol misuse, etc., thereby ensuring that young people have the right intervention and support helping to sustain engagement and attainment.

ACTIVITY 3 - Menu of accreditation opportunities

Case Worker will work with young people delivering elements of provision such as literacy, numeracy and digital literacy, confidence building, mentoring. A range of bespoke curriculum will be on offer to meet the varied needs of the participants, including a range of qualifications and awards to enhance mainstream curriculum .This work will also support pre 16 learners in meeting their level 1 threshold. Case Worker will support young people in accessing accredited programmes such as D Of E, Families First Provision and Youth Service Provision

ACTIVITY 4 - Transition from pre to post 16 provision.

Case Worker accompanying young people to taster sessions at further education colleges and sixth forms. Case Worker supporting young people to make their choices for post 16 provision through the Youth Guarantee – Common Application Process To support transition from pre to post 16 education, employment and training To regular engage with participants to ensure post 18 through effective links with FE colleges, sixth forms and work based learning providers.

ACTIVITY 5 – Tracking and monitoring

In addition to the tracking under Youth Engagement and Progression Framework, a universal tracking system for

		all 4 local authorities will be in place to ensure consistency in monitoring progression against the programme outputs and indicators, allowing Case Workers to monitor and review progression to ensure young people progress from Red to green. The tracking system will ensure robust mechanisms of monitoring and evaluation are in place for pre and post 16.	
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Group(s) targeted	Identifying the barriers	Overcoming the barriers	How does the proposed operation fit within the wider investment context as set out in the Economic Prioritisation Framework (EPF)?
<p><i>Please identify the specific target group (s) (participants and/or SMEs/sectors) that the proposed operation would seek to support.</i></p> <p>Participants most at risk of becoming NEET (11-24).</p> <p>11-16 year olds: Identify young people through Local Authority Early Identification processes as part of the Youth Engagement and Progression Framework. These tools identify those young people most at risk of becoming NEET.</p> <p>16-18 year olds: Identify young people through the Welsh Government 5 tier model who are at risk of becoming NEET and are in Tier 1 (unknowns) and 4.</p> <p>19-24 Vulnerable groups (BME, ESOL, ALN, young carers, young parents, homeless, pregnant, care leavers, and young offenders) identified through partnership forums in Local</p>	<p><i>For each target group identified under the previous column, please describe the specific barriers faced that form the need for the proposed operation.</i></p> <p>The barriers below apply to each target group to differing degrees, dependent on individual circumstances:</p> <p><u>Personal and Emotional Barriers</u></p> <p>Lack of confidence No self-motivation Low aspirations Social exclusion Low self esteem Expectations Unwillingness to participate/engage</p> <p><u>Health and Social Barriers</u></p> <p>Lack of family values Limited/no family and peer support Inadequate housing Health and wellbeing – anxiety, depression, self – harm, suicidal tendencies No community involvement Carer responsibilities Low school attendance Behavioural concerns</p>	<p><i>For each barrier identified under the previous column, please describe how the operation will provide effective support for the target group (s).</i></p> <p>Participants will have access to any/all of the activities that will support them; continual assessment and review will therefore be crucial to ensure participation in the most appropriate activities for each individual.</p> <p><u>Personal and Emotional Support:</u></p> <p>Young people will have bespoke package of support to help them overcome and address their personal and emotional concerns blocks progression into education, employment or training. This will include one to one support, group work, access to appropriate specialist agencies and training.</p> <p><u>Health and Social Support:</u></p> <p>This is about changing perception of an individual's place in society and matching needs with opportunities. Young people and their families will be supported to access services to avoid reaching crisis point, including Families First.</p> <p>Young people will be supported to remain in school or training and/or to address their concerns. Enabling barriers to be overcome.</p> <p><u>Education Support</u></p>	<p><i>Of the 'economic opportunities' identified within the EPF (thematic and/or regional, please list those that the proposed operation would deliver against.</i></p> <p>Align with growth activity and ensure that young people are engaged in appropriate education and training utilising LMI to meet employment growth and employer demand. LMI is being gathered through the newly formed Regional Learning Partnership (LSKIP).</p> <p>Local authorities Business Employment and Skills Partnerships to determine employment needs.</p> <p>In seeking to secure work experience placements the programme will take into account the thematic economic opportunities;</p> <ul style="list-style-type: none"> • Food and Farming- Growth targeted by Welsh Government in the Food and Farming sector across Wales, including East Wales. • Tourism, recreation and Leisure- Opportunities for further growth in tourism in the Brecon Beacons National Park, Glamorgan Heritage coast and

<p>authorities including statutory, voluntary and third sector.</p>	<p><u>Education Barriers</u></p> <p>Low Literacy levels Low Numeracy Levels Lack of Digital Literacy Limited/ no qualifications Social Exclusion Lack of knowledge and understanding</p> <p><u>Skills/Training Barriers</u></p> <p>Lack of commitment (work ethic) No work experience Low Literacy skills Low Numeracy skills No ICT skills Limited/no Qualifications Limited Expectations/aspirations Lack of affordable/accessible transport Lack of affordable/accessible child care Lack of independent living skills</p>	<p>Removing barriers to learning, helping create independence, and providing bespoke learning packages and pastoral support to young people, to meet their needs.</p> <p><u>Skills/Training support</u></p> <p>Young people will be provided with the right skills to enter training, for example managing your day to day finances, understanding/knowledge of local labour market and employers' expectation.</p> <p>Training that will address their individual needs and offer valuable work experience, reducing the risk of them becoming NEET.</p> <p>Support will include:</p> <ul style="list-style-type: none"> • Childcare and support for young carers • Transport support - reimbursing costs or providing transport to specialist provision. • Travel training – work with young people to overcome barriers (perceived and real) to increase their ability to travel out of area for training. • Independent living training – work with young people offering tenancy support/managing your own budget/ running a home/ life skills 	<p>Wye Valley Area of Outstanding Natural Beauty and the cities of Cardiff and Newport.</p> <ul style="list-style-type: none"> • Advanced Manufacturing – Growth planned at St Athan/Cardiff Airport advanced manufacturing/aerospace Enterprise Zone. • Information, Communication and Technology; - Growth of sector and digital economy supported by the roll out of fast fibre broadband. • Financial and Professional Services: Expected growth in Central Cardiff Financial and Professional Services Enterprise Zone and in Newport. • Construction; Development of South Wales Metro project, Great Western mainline electrification, M4 relief road and improvements to M4 corridor, development of business sites in Newport and Cardiff, 21st Century schools programme. <p>Align to the Welsh Government's Youth Engagement and Progression Framework .This programme will sit within Local Authorities YEPF action plan and contribute to the outcomes.</p> <p>Align to Local Authorities' Single Integrated Plans. This will be monitored by Local Service Boards (LSBs) and sit within the LSB priorities.</p> <p>LSB includes key partners from the voluntary, statutory and third sector. All relevant partners will be engaged through</p>
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			<p>local partnership structures which sit within the YEPF.</p> <p>Acknowledge that there are other operations working to address this objective and will work towards establishing clear processes for referral and support.</p>
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APPENDIX 4 OPERATION LOGIC TABLE (FOR ERDF & ESF)

Operation Title:	Inspire 2 Work East Wales
Operation Synopsis (max.50 words)	To provide pre-employability and employability programmes to enable young people who are NEET to gain the skills, knowledge and experience needed to access suitable and sustainable employment (including self –employment). In doing so removing the barriers to learning, aiding independence and offering individual tailored support.
Programme/Priority/Theme (multiple if appropriate):	ESF Priority 3 Youth Employment Theme 3B Youth Employment
Geographical area within proposed activity would take place:	Cardiff, Monmouthshire, Newport and the Vale of Glamorgan

Which Specific Objectives within the programme would the proposed operation deliver against?	What change will the proposed operation seek to achieve?	How will the proposed operation achieve the changes sought?	Programme output indicators and targets
<i>List the Specific Objective(s) relevant to the proposed operation.</i>	<i>Against each Specific Objective listed under the previous column, please concisely describe the final outcome(s) that the proposed operation seeks to achieve, including how it will contribute to the result target(s) for that Specific Objective</i>	<i>For each specified final outcome identified in the previous column please describe, through a series of concise bullet point descriptions of activity, how will be achieved.</i>	<i>Please identify which Programme output indicators will be used to capture the activities described under the previous column. If possible, please identify a provisional contribution towards the relevant output target.</i>
SO1: To reduce the number of 16-24 year olds who are Not in Employment Education or Training (NEET)	To bring about the sustainable integration into the labour market of young people (aged 16-24) who are Not in Employment Education or Training, particularly those who are at risk of social exclusion and young people from marginalised communities.	<p>Please note that the list below is not a descriptive journey for every participant but will be a series of interventions that participants will have access to depending on their level of need identified. It is equally not yet an exhaustive list of interventions. Although interventions will be based on the needs of the individual, it is recognised that the needs of 16 -18 year olds are sometimes different. For example, this age group may need support to adjust from a ‘school term’ mind-set to that of a normal working day. Interventions will aim to address those needs.</p> <p>Activity 1 - Referral Process Participants are referred onto the project through Careers, Job Centre Plus, Schools Youth Service, and Transition Worker. Initial assessment</p>	<p>NEET Participants (16-24 years of age) gaining qualifications upon leaving.</p> <p>NEET Participants (16 -24 years of age) in education/training upon leaving.</p> <p>NEET Participants (16 -24 years of age) entering employment upon leaving.</p>

		<p>(Literacy and numeracy, social emotional well – being) is carried out to determine participants individual needs and programme of engagement.</p> <p>Participants already engaged in Specific Objective 2(Young people at risk of becoming NEET) may progress/transfer into this programme if they fit the eligibility criteria for example, feel confident to work within a small group of learners, wish to set up their own business. There by ensuring interaction of the two projects.</p> <p>The project will identify those young people 18+ that are not in receipt of JSA or ESA through outreach work linking with community groups, organisations and key members of the community, as well as through the use of social media.</p> <p>Activity 2 -Pre – employability Programme Whole Person Assessment - All individuals will undertake a whole person assessment which not only looks at their NEET status and related topics but will cover their whole wellbeing. Upon assessment a worker will be allocated to work with individuals on a one-to-one mentoring basis, offering support, advice and guidance.</p> <p>Personal Social Development - For those identified as having a personal or social development need (i.e. confidence, communication, lack of maturity, inappropriate behaviour) a programme of support will be put in place, delivering elements of provision such as literacy and numeracy, digital literacy, confidence building, This will be delivered through the operation and procured within the funding allocation.</p> <p>Provide work focused support for 16-24 year olds to enable them to overcome the barriers which prevent them from entering and sustaining long term employment and to challenge traditional</p>	
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		<p>assumptions and stereotypes and to raise participation levels in occupations and sectors where a particular gender or recognised equality groups are under-represented.</p> <p>Activity 3 –Employability & Entrepreneurship Programme</p> <p>The programme is for those that have been identified, offering a minimum of 2 weeks of 30 hours centre based provision and a minimum of two weeks work experience. The programme will offer a suite of interventions including CV writing and job search support, interview techniques, work specific qualifications, i.e. CSCS, manual handling, first aid etc. and job brokerage – supporting young people to access and sustain employment.</p> <p>It will engage with employers, local employment partnerships to gather LMI to ensure that the employability course is a demand led programme. This will ensure that the course is flexible and responsive to labour market fluctuations and will support employers to employ more disadvantaged young people.</p> <p>Additionally, the programme will seek to collaborate with the voluntary and private sector in deliver an enterprise programme offering young people the skills to set up their own business and becoming self-employed. The programme will access Business Wales for business, start up support e.g., writing a business plan, business finance and running a business.</p> <p>Activity 4 - Skills and Qualification Support</p>	
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		<p>For participants with low skills or qualifications, a curriculum of learning will be put in place to meet their need allowing progression and support, including a range of qualifications and awards to supplement and enhance mainstream curriculum</p> <p>Participants progressing into further learning will be offered course advice and guidance, taster sessions in appropriate subject areas and ongoing mentoring until they have settled into their destination, whether this is FE, HE or Work Based Learning.</p> <p>Activity 5 -Tracking and Monitoring</p> <p>There will be continuous assessment of progress against the individual's plan. Half way through the project and before leaving the project an assessment will be carried out to measure distance travelled.</p> <p>NB. Evidence from all 4 competitiveness areas has identified that the 16 -18 years differ from 18 -24 years in terms of expectations and aspirations. The specific barriers that inform the need for the operation remain the same for 16 – 18 years and 18 -24 years, it's the style of delivery that will vary, but content will remain the same. On occasions the two groups will merge, however provision for the age groups will remain separate.</p>	
Group(s) targeted	Identifying the barriers	Overcoming the barriers	How does the proposed operation fit within the wider investment context as set out in the Economic Prioritisation Framework (EPF)?
<p><i>Please identify the specific target group(s) that the proposed operation would seek to support.</i></p> <p>NEET Participants (16 - 24 years of age)</p>	<p><i>For each target group identified under the previous column, please describe the specific barriers faced that form the need for the proposed operation.</i></p> <p>The barriers below apply to each target group to differing degrees, dependent on individual circumstances:</p>	<p><i>For each barrier identified under the previous column, please describe how the operation will provide effective support for the target group(s).</i></p> <p>Participants will have access to any/all of the activities that will support them; continual assessment and review will therefore be crucial to ensure participation in the most appropriate activities for each individual.</p>	<p><i>Of the 'economic opportunities' identified within the EPF (thematic and/or regional, please list those that the proposed operation would deliver against.</i></p> <p>Align with growth activity and ensure that young people are engaged in appropriate education and training utilising LMI to meet employment growth and employer demand. LMI is being gathered through the newly formed Regional Learning Partnership (LSKIP).</p>

<p>16-18 year olds: Identify young people through the Welsh Government 5 tier model, particularly those who Tier 1 (unknowns) or 2 (unable or have complex barriers).</p> <p>19-24 (YA+E) JSA Claimants (non work programme/ work programme returners)</p> <p>16-24 Vulnerable groups (BME, ESOL, young carers, young parents, homeless, pregnant, care leavers, young offenders) furthest from the labour market</p>	<p><u>Personal and Emotional Barriers</u></p> <p>Confidence Motivation Vision/Aspirations Socialisation / Social Isolation Expectations Participation</p> <p><u>Health and Social Barriers</u></p> <p>Family values Family support Housing Health and wellbeing Community Carer responsibilities</p> <p><u>Economic Barriers</u> Benefits and lack of disposable income Local Economy Lack of opportunities (perceived or real) Transport Childcare</p> <p><u>Employment Skills needed</u></p> <p>Commitment (work ethic) Work experience Literacy Numeracy ICT Qualifications</p>	<p><u>Personal and Emotional Support:</u></p> <p>Young people will have individually tailored support to overcome and address their personal and emotional barriers. This could include one to one support, group work, access to appropriate specialist agencies and training.</p> <p><u>Health and Social support:</u> This is about changing perception of an individual's place in society and matching needs with opportunities. Young people and their families will be supported to overcome traditional assumptions and supported to access services to avoid reaching crisis point.</p> <p><u>Economic Support</u> Young people will be supported to understand their economic barriers. Support will include training and skill development for budget management. Other support could include: Childcare and support for young carers Transport support - reimbursing costs or providing transport to specialist provision. Travel training – work with young people to overcome barriers (perceived and real) to increase their ability to travel out of area for jobs or training.</p> <p><u>Employment Skills</u> Removing barriers to learning, helping create independence, and providing individual mentoring and advocacy advice to young people. Meet employers needs Increase chances to gain employment Promotes sustained employment This is about providing the right skills – relevant, in demand, sufficient level etc. and the right experience to meet the needs of employers now and in the future</p>	<p>Local authorities Business Employment and Skills Partnerships to determine employment needs.</p> <p>In seeking to secure work experience placements the programme will take into account the thematic economic opportunities;</p> <ul style="list-style-type: none"> • Food and Farming- Growth targeted by Welsh Government in the Food and Farming sector across Wales, including East Wales. • Tourism, recreation and Leisure- Opportunities for further growth in tourism in the Brecon Beacons National Park, Glamorgan Heritage coast and Wye Valley Area of Outstanding Natural Beauty and the cities of Cardiff and Newport. • Advanced Manufacturing – Growth planned at St Athan/Cardiff Airport advanced manufacturing/aerospace Enterprise Zone. • Information, Communication and Technology; - Growth of sector and digital economy supported by the roll out of fast fibre broadband. • Financial and Professional Services: Expected growth in Central Cardiff Financial and Professional Services Enterprise Zone and in Newport. • Construction; Development of South Wales Metro project, Great Western mainline electrification, M4 relief road and improvements to M4 corridor, development of business sites in Newport and Cardiff, 21st Century schools programme. <p>Align to the Welsh Government's Youth Engagement and Progression Framework .This programme will sit within Local Authorities YEPF action plan and contribute to the outcomes.</p>
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