



# Scrutiny Report

## Youth Employment

July 2011

[www.worcestershire.gov.uk](http://www.worcestershire.gov.uk)

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*Front cover photo from the Forum on Young People on 25<sup>th</sup> March 2011 at County Hall, Worcester*

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## **FOREWORD**

At a time of economic turmoil, with budget cuts being demanded of many organisations across the County, it is timely that the Council should be asked to consider the problems faced by those not in education, employment or training (NEETs).

The following scrutiny exercise is complex and, given the changing government legislation and re-structuring within our organisation, it has been difficult to assess the full impact of the funding cuts. This report is therefore only the first stage of this exercise, as we intend to re-visit subject in about 6 months time, when the effects of the changing arrangements are more transparent.

The report attempts to be succinct. Greater detail can find be found in the Appendices.

The report includes a number of recommendations on the roles the Council, schools, Connexions, employers, voluntary and other organisations can play and, whilst we don't have powers in all these areas, I do urge all organisations to respond positively to our suggestions.

I have sent a copy to the Rt Hon Michael Gove MP, Secretary of State for Education, as I wish to draw his attention to the idea of a Whole School Assessment (paragraphs 9 – 15) as a useful measure of how well schools are meeting the needs of all young people in Worcestershire.

It is clear that much good work is taking place in the county, for example, to improve the number of apprenticeship places, early intervention and targeting help for those not in education, employment or training.

I am very grateful to over 40 local practitioners, young people and officers who gave up their time to come along to our Forum on Young People in March and subsequent meetings to discuss the challenges and possible solutions. I would also like to thank the Youth Cabinet for their work and valuable input.

I very much appreciate the contribution from, and discussion with, Harriett Baldwin MP and Rt Hon Chris Grayling, Minister of State for Employment.

Finally, I would like to thank the Members of the Scrutiny Task Group for their hard work and deliberations, as well as our scrutiny officers, Suzanne O'Leary and Stella Wood, for their guidance and assistance in the preparation of this report.

Whilst recognising there is much work still to do, I commend this report and its recommendations.



Cllr Dr Ken Pollock,  
Chairman, Environment and Economy Overview and Scrutiny Panel  
July 2011

# Youth Employment Scrutiny Report

## Purpose of the scrutiny

1. In January 2011 Worcestershire County Council asked members of the Environment and Economy Overview and Scrutiny Panel to urgently investigate how the Council and its partners could mitigate the impact of funding cuts on young people, given the current state of the economy and levels of youth unemployment. A scrutiny could also provide an insight into the effectiveness of what is already being done, identify any gaps and suggest what more could be done to help the situation for young people in Worcestershire. Given such a changing scene it has been difficult to assess the impact of the funding cuts [outlined in paragraph 38] and the Task Group intend to re-visit the effects of these reductions in about 6 months time when future arrangements are more certain.

## Methodology

2. As the first stage of the investigation, around 40 local practitioners attended a Forum, hosted by the Panel on 25 March 2011, to discuss what they saw as the main challenges and possible solutions in relation to this issue. The Panel invited the Children and Young People Overview and Scrutiny Panel and Members from both Panels who attended the Forum formed a Scrutiny Task Group, which then held two more meetings to hear from witnesses in more detail. A schedule of the Task Group's activity is attached at Appendix 1.

3. Evidence that was available to the Task Group is listed in Appendix 2. Most of this evidence has been published as a separate volume of Appendices. A limited number are available and copies can be obtained from the Scrutiny Team. The volume of Appendices can be accessed at [www.worcestershire.gov.uk/youthemploymentscrutiny](http://www.worcestershire.gov.uk/youthemploymentscrutiny)

## Findings and Recommendations

4. A summary of the findings and recommendations is below. We have set these out according to what could be done by each type of organisation. Our powers do not extend to all those working with young people in Worcestershire, but we urge all organisations to respond positively to our suggestions.

### PRIMARY/FIRST SCHOOLS

5. We heard that there are still a number of pupils leaving primary schools with insufficient basic skill levels. **We urge school governors to challenge headteachers about performance by looking carefully at attainment levels** and asking, for example, what action plans are in place in the classroom to improve reading/writing/maths. It is important that governors take up training opportunities to help with this role.

6. We are pleased that the Head of Learning and Achievement and Director of Children's Services are focussing on raising attainment and initiating dialogue with those schools most in need to encourage improvement.

7. Another way to improve attainment is to ensure that schools target work with parents and families of those pupils under-attaining, and where appropriate, ensure that family support officers are fully engaged. The Council is currently mapping what is being done. It is essential that Children's Services ensures that there is effective joined up working between family intervention, social care, education and other services for children.

8. Careers advice and information should be embedded in schools from an early age to help widen pupils' career horizons and what is required to get there, as well as to relate school study to the skills needed for successful employment, at whatever level. A good example is 'Inspired to work', which contains suggestions for first schools' pre careers event work in Redditch (details are in the volume of Appendices).

## **MIDDLE/SECONDARY SCHOOLS**

### Measuring performance of schools

9. Schools are judged mainly on GCSE and A level qualifications achieved. This inevitably divides the school community into those who have succeeded and those who have failed, to the psychological detriment of the latter. **We suggest that a 'whole school assessment' would be a more useful measure of how well schools are performing**, using the following categories for pupils (from age 16):

- i. proceeding to the sixth form, in the same or a different school<sup>1</sup>
- ii. further study in a technical college
- iii. an apprenticeship, based in a commercial or public sector organisation, but with study at a technical college
- iv. paid employment (although soon this will have to include at least one day a week in "training" that may take place on the employer's premises or elsewhere)
- v. not in employment education or training (NEET).

10. Combined with the three possible percentages for GCSE results,<sup>2</sup> this would be much fairer to the cohort of pupils as a whole. It could be the basis for a more egalitarian awards evening for new leavers, honouring not only those who have achieved good academic success, but also the new experiences of those in apprenticeships and those in paid employment. Universities are judged against graduate employment figures and so it would seem a valid suggestion for schools to publish this information.

11. A similar set of categories could be used from age 18 when i and ii could be replaced with: going to university; and, going to another educational/training establishment.

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<sup>1</sup> Proceeding to the sixth form, in the same or a different school will become a national measure in the future.

<sup>2</sup> Three possible measures of GCSE performance:

1. the straight five A\* - Cs,
2. the five A\* - C, including English and Maths, and
3. the new English Baccalaureate (EBac) that determines the subjects where the A\* - C grades are gained as English, Mathematics, a foreign language, a humanity subject like Geography or History and two Science subjects (making 6 overall, not 5 as is commonly stated).

12. This Whole School Assessment would go some way to correcting the current over-emphasis on a school's league table position, which distorts its priorities. Achieving a high position in the table becomes more important than advising pupils on their best course of study and can influence pupils to take easier but less valuable subjects, primarily for the school's benefit.

13. It would be sensible to prepare a Whole School Assessment in October, when examination results are known and pupils are clear on their destination. The assessment could also help parents choose a school, should such a choice be possible.

14. Given the Council's limited resources, it is important to focus on the most vulnerable and these groups therefore need to be identified. We are concerned about how reliable data will be provided after the end of Government funding for the Connexions service (although the Council has committed to provide an, albeit reduced, Connexions Service – now called the Support Guidance and Skills Service). **Connexions provided very good NEET data for 16-18/19 year olds and we recommend that it continues to do so. We also recommend that Academies provide such data.** We welcome the new, soon to be introduced, reporting system (based on best practice in Swindon) which can identify those at risk of becoming NEET post 16, as well as those with potential to become NEETs at KS2 (7-11) to help with early intervention and support.<sup>3</sup>

**15. We recommend that all schools in Worcestershire continue to publish such assessments on a comparable basis.** A more detailed presentation of the Whole School Assessment idea by the Panel Chairman can be found in the volume of Appendices.

#### Information, advice and guidance

16. We found that many in the field consider there is a perception that going to university is the only route to success. There needs to be a rebalancing of esteem between vocational routes, such as apprenticeships and other training options, and the academic routes such as university.

17. Young people feel that they receive too much negative media attention and organisations need to promote more good news stories about young people - there is good practice out there and a keenness to support young people. We must engage with young people and help them during these difficult economic times.

18. There are many routes to success and students need to be aware of them all, meaning high quality advice is essential. However, the Youth Cabinet felt that careers advice in Worcestershire needs to improve and we heard that careers advice can come too late. We also found a great deal of concern that the changes to Connexions could result in a lack of impartial advice given in schools, especially if schools with sixth forms are motivated to attract students for funding. From September 2011 schools are responsible for providing careers information, advice and guidance. The Local Authority are offering a transition service until March 2012 and meeting headteachers to discuss selling a 'bespoke' service.

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<sup>3</sup> As part of the Council's Raising Participation Age Trial work for the Department for Education, Worcestershire County Council were able to secure the criteria specification and weightings used by Swindon Local Authority (an example of best practice) for identifying potential NEETs and adapt to meet local needs. The Risk Of Neet Indicator (RONI) gives every pupil in each school a score and this will enable the whole cohort to be rated for intervention and support. Further information on this and the weightings used in Worcestershire can be found in the volume of Appendices.

## 19. We would like to see schools:

- buy in independent careers advice from, for example, Connexions. Ensure they have adequate impartial internal careers advice and that the relationship between subjects and possible careers should be embedded in learning from an early stage
- using speakers from a variety of jobs to inspire pupils and help them understand the wide range of jobs/careers. This could be facilitated by the County Council.
- encourage and promote work experience, buying in the services of the (now unfunded) Education Business Partnership where necessary
- organise and signpost events such as apprenticeship evenings and meetings with employers
- concentrate on the life outcomes of pupils and tailor subjects to suit the pupil's needs and aspirations rather than to maximise performance in league tables.

### Functional skills

20. Some young people lack the functional skills to enable them to access apprenticeships or employment. There has been a change to the 16-18 Foundation Learning curriculum and many young people do not attend the functional skills elements of these courses, even though these skills are needed for their preferred vocational courses. There is also a significant drop out rate at 17/18 yrs once Level 1 has been completed. **We therefore recommend that functional skills should be tracked through the school from the start, so that schools know what to build on for pupils to become work/apprenticeship ready and can have plans in place to address issues. Governors have a role to play in ensuring this tracking takes place.**

21. As with primary schools, middle/secondary school governors need to challenge headteachers about performance by looking carefully at attainment levels and asking, for example, what action plans are in place in the classroom to improve reading/writing/maths. **We urge governors to challenge headteachers where necessary and take up training opportunities to help with this role.**

### Accessing funding

22. Providing advice and pastoral support etc, costs money. We heard that schools can lack expertise in accessing funds, such as the European Social Fund. The County Council helps fund a Worcestershire Partnership Funding Manager and **we recommend that the Council considers whether advice on available funding could be offered to schools.**

### Working with employers

23. Many of those we spoke to felt there is a mismatch between what employers want, the jobs/training which are available and the skills, qualifications and aspirations of young people seeking employment and training. For example, social care, distribution and catering jobs are often available although not always attractive to young people. Such negative perceptions need to be addressed. **We recommend that:**

- a) appropriate workers in these fields should be identified and invited into schools to talk about their experiences and inspire others**
- b) work experience opportunities are promoted in these areas in partnership with Jobcentre Plus, Connexions, and the (now unfunded) Education Business Partnership**

**c) schools should emphasise to pupils the importance of developing good habits of self-discipline and timeliness as these will be essential in achieving success in subsequent employment**

**d) schools should encourage pupils to develop an enthusiastic attitude to work and tackling and overcoming tough problems, so that employers can see their keenness to succeed.**

## **UNIVERSITIES/COLLEGES**

24. It is difficult to assess the long term impact of funding cuts and increase in tuition fees, but one outcome is likely to be that Universities and Colleges will need to market themselves to attract students and will need to ensure they are offering high quality courses. We heard how the University of Worcester is already extending its outreach work, which included school ambassadors and a very successful programme with schools, including primary schools, to convey the message that university can be for everyone.

25. There are clearly other routes and colleges may in fact find they play a more important role, if young people do not go to university because of concerns about tuition fees. It is vital that the stigma around vocational courses is removed. One way to address this is through effective careers advice at every level, including at colleges and universities. To help improve impartial careers guidance, Worcester College of Technology suggests the formation of a "collective" of representatives of post 16 providers, supported by Connexions advisers, to create a programme of talks about options/pathways available so that the same information can be given to each school at age 14. **We recommend that any such programme should equally provide information on any other routes into employment, including opportunities offered by employers and vocational training, avoiding over emphasis on the tertiary sector.**

26. Universities and colleges need to engage with employers. The University of Worcester's 'learn as you learn' scheme is very good. It provides students with experience, offers great potential for employment later on, and also gives companies the opportunity to plug into other areas of the university such as research. The University's internship programme had been praised by government ministers and had been promoted to others. It also helps young people fund themselves through their course, something which is of concern to many students.

27. The Worcester College of Technology obtains funding for and supports post 16 NEETs by, for example, linking them to providers such as the Prince's Trust, providing appropriate skills courses and linking young people to appropriate apprenticeships. The College feels there needs to be a stepping stone of provision for the most vulnerable for them to progress to foundation learning and apprenticeships, and suggests, for example, pre-apprenticeship programmes would offer a realistic bridge towards employment with training, providing funding was available.

## **PARENTS AND FAMILIES**

28. Most parents are very supportive, however, for those most in need, parental education, advice at children's centres and more early intervention would be helpful. Some parents need encouragement to help young people determine the post 16 route most appropriate for them. We feel it will be useful to promote job clubs for both parent/s and child.

## EMPLOYERS

29. An apprenticeship (to level NVQ2) has as big an impact on future employability as getting a degree. Five GCSEs A\*-C grade are needed to access apprenticeships. For those struggling to attain these grades but who otherwise have the right attitude and commitment, we would like to see employers have their own, more flexible, entrance requirements for apprenticeships. **We recommend that schools, the Chamber of Commerce, employers, training providers and the Council explore how this could be achieved.**

30. There is a difference between what businesses want (basic skills and a good attitude) and what education provides for some young people. The Local Enterprise Partnership (LEP) have formed a sub-group examining whether skills gained in education are the right ones for future employment and how better to engage between schools and businesses. There needs to be a good relationship between schools and businesses to help build mutual understanding and respect. We believe it should become the norm for local businesses to have greater involvement with local schools, colleges and universities and that the Local Enterprise Partnership could be very useful in helping to promote such involvement.

### Work Experience

31. Last year 6,500 students went on work experience placements in Worcestershire, but between 35% - 45% of young people do not currently get a work placement. There are not enough work placements for every pupil, partly because most schools are looking for placements in the same two week period of the summer term and some pupils are simply not 'work experience' ready. **We urge schools to explore ways to increase the number of pupils taking up work experience and to explore ways of extending the times during the year when work experience is undertaken, including during school holidays. We urge employers to be positive about providing work experience.** We recognise their concerns about health and safety and other "red tape", but hope that employers can see the value of the extended interview opportunity that work experience provides.

32. The Education Business Partnership does good work in providing a database of all local companies offering work experience (giving information such as contact details to students), and advising businesses. With the demise of funding for the Education Business Partnership (in April 2011) there is a risk in future that schools might duplicate such health and safety checks so that companies might be answering multiple calls. **We believe the work of the Education Business Partnership is too valuable to lose and recommend that this Council should ensure the continuation of the service in some form. We urge the Education Business Partnership to continue its work as far as possible in a commercial fashion by charging schools for the help they have until now received without charge.**

### Apprenticeships

33. At the end of 2010 only 6% of employers offered apprenticeships in Worcestershire, the lowest rate in the West Midlands. It is excellent news that the amount of apprenticeships available has since increased by 30% from 721 in March 2010 to 1137 in May 2011 and Worcestershire is now the 4<sup>th</sup> best out of 8 upper tier authorities in the region. The successful campaign for an additional 100 apprenticeships in 100 days, which is expected to be achieved and exceeded, is to be commended. We are pleased that the Council is developing a policy framework requiring apprenticeships when procuring large construction contracts.

## **JOBCENTRE PLUS (Department for Work and Pensions)**

34. There is a worklessness problem in Worcestershire. 9,000 people are claiming Job Seekers Allowance, but 24,000 claim other out of work benefits. Young single people can be reluctant to move off benefits into work at the minimum wage as they can be better off on benefits. Some families have a culture of being on benefit which is hard to overcome. People need to be "better off in work." We applaud the Government's Work Programme, mentioned by the Secretary of State for Employment, Chris Grayling, when he visited the Forum, as this seeks to ensure that work always pays.

35. It is helpful that changes to benefits rules will enable people to take up to 8 weeks work experience without losing Job Seekers Allowance. Also, Universal Credit is proposed from 2013, which would not reduce existing levels of benefit and results in no loss or impact at 16 hours or 30 hours of work. The Government's Welfare Reforms agenda also encourages more people to move from worklessness to actively seeking work.

36. Jobcentre Plus provides a personal adviser for every young person and a range of support through initiatives such as Backing Britain and Get Britain Working. 'Back to work' group sessions have been held and Specialist Adviser Teams will now focus on 16 – 24 year olds. Jobcentre Plus worked in partnership with Connexions and would try and engage with young people less able to communicate or concentrate, initially in something in which they were interested, and then might move on to, for example, practicing interviews. It is more difficult, since the economic downturn, and the impetus to get those workless back into work, for this vulnerable group to find employment as they are competing in a much wider pool.

## **WORCESTERSHIRE COUNTY COUNCIL**

### Impact of reduced funding and service changes

37. We found a great deal of concern about the impact of funding cuts in a number of areas. In particular the removal of the Education Maintenance Allowance, given uncertainty about its replacement, as this is used by some people to pay for transport costs. A clear message was that a major barrier to employment and training for young people can be lack of public transport, and increasing centralisation of services can only exacerbate that problem.

38. However the scrutiny has only been able to scratch the surface and there is a lack of quantitative information about the possible impact of funding cuts. **We recommend that the impact of the following funding cuts on young people is assessed by the Council and revisited by this Scrutiny Task Group in about six months time:**

- Changes to public and home to school transport
- Loss of the Educational Maintenance Allowance
- Reduction in Youth Services
- Removal of the Future Jobs Fund (worth £1.9m in Worcestershire)
- Changes to the Connexions service
- Increased university fees
- Removal of funding for the Education Business Partnership
- Cuts in post 16 education - entitlement funding for 16-18 year olds for sixth forms and colleges (ie funding for careers advice, tutorial support, work placement mentors and enrichment activity) is to be reduced by 75% over the next 4 years – and could amount to an overall reduction of 12% of a sixth form's funding over this period. Sixth forms will then receive the same level of funding as further education colleges

- Mentoring services provision
- Fewer volunteering opportunities
- Youth Justice Board
- How extra money for schools to target support for pupils receiving free school meals, known as the “pupil premium”, will be used.

### Reducing those Not in Employment, Education or Training (NEET)

39. We were pleased to hear that the County Council has received funding from the European Social Fund to support a project to help reduce the number of young people NEET. The work will be aligned to the Raising of the Participation Age action plan and will fund off-school-site vocational learning for vulnerable Key Stage 4 young people who have been identified as being at risk of becoming NEET.

40. There can be many barriers that prevent young people entering training/employment, eg social barriers such as poor communication and concentration skills, low confidence and poor housing, and young people who have dropped out of/been excluded from school before age 16 are all potential NEETs.

41. Up to one third of NEETs could be made up of young people who find it difficult to work due to (for example) teenage pregnancy, drug related problems, being an ex-offender or having learning difficulties.

42. We are advised that family support services are in place prior to age 13, after which there is a gap in service. **We recommend that any gap in provision is investigated further and where necessary, the Children's Services Directorate ensures that appropriate provision is developed and put in place.**

43. We heard from employers and those helping young people into work, that the most important thing employers are looking for is a positive attitude and motivation. Employers are often happy to provide training but are unwilling to deal with inappropriate behaviour.

44. The recent increase in the numbers of unemployed older people is potentially a lost pool of experience. **We recommend this should be captured and that there should be mentoring schemes organised by the voluntary and community sector to advise young people, e.g. who want to set up a business or need support looking for work and training opportunities.**

45. The needs of young people with mental health problems and the rising number of people with ADHD should be addressed. **The implementation of the new service model for Speech, Language and Communication Needs services and for Child and Adolescent Mental Health Services will be crucial to ensuring effective support is available for these young people.**

46. The Council, partly as a result of this scrutiny, is already establishing a small, focused NEET Task Force to have an overview of monthly NEET figures and provide targeted support for those most in need. Suggested members of this group are, for example, Jobcentre Plus, Connexions, the Local Authority and representatives of local employers, commissioners and voluntary organisations. **We recommend that the Task Force should link to the Children's Trust Board and operate as a NEET Management Board.**

47. Many organisations, such as the Prince's Trust<sup>4</sup> and Rural Enterprise Schemes,<sup>5</sup> offer services which benefit those who don't fit conventional education. **We found there is a lot of good work going on, but there is a need for closer co-ordination by the County Council to ensure best use of scarce resources.**

48. The successful 'Real Apprentice Event' held by the County Council on 17<sup>th</sup> May was helpful and **we recommend that this Council supports such an event on an annual basis.** An analysis of the event can be found in the volume of Appendices.

49. As previously mentioned, the scrutiny has only been able to scratch the surface and as there is a lack of quantitative information about the possible impact of funding cuts on young people, we intend to monitor the impact of these cuts in about six months time, and produce a supplementary report on our findings.

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<sup>4</sup> The Prince's Trust run programmes that encourage young people to take responsibility for themselves, helping them build the life they choose rather than the one they've ended up with, for example: The Enterprise Programme provides money and support to help young people start up in business; and the Team Programme is a 12-week personal development course, offering work experience, qualifications, practical skills, community projects and a residential week.

<sup>5</sup> Midwest Rural Enterprise CIC supports communities including young people through, for example Personal & Organisational Development programmes & work placements; and Youth Enterprise programmes in schools to help young people set up businesses, including mentoring and coaching.

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Schedule of Activity

Date	Activity
20 January 2011	Notice of Motion to Council mitigate the effect of budget cuts on young people (given the economic climate)
25 March 2011	Forum on Young People – discussions with a range of organisations and those in the field (including young people) on challenges and possible solutions
18 April 2011	Task Group discussion on next steps
20 May 2011	Meeting of the Task Group for further discussion with: <ul style="list-style-type: none"> <li>• Vivien Stone-Fewings, Executive Director Tudor Grange Academy</li> <li>• Michael Kitcatt, Principal, Worcester Sixth Form College</li> <li>• Marlena Atkinson, Partnership Executive, The Prince's Trust</li> <li>• Nicky Pearson, Team Leader/Advisor, Jobcentre Plus</li> <li>• Ann Williams, External Relations Manager, Jobcentre Plus</li> <li>• Glyn West, Head of Economic and Sustainable Development</li> </ul>
27 May 2011	Meeting of the Task Group for further discussion with: <ul style="list-style-type: none"> <li>• Clive Corbett, Chairman, Worcestershire Association of Secondary Head-teachers</li> <li>• Professor Geoffrey Elliott, Director, Regional Engagement, University of Worcester</li> <li>• Mike Ashton, Chief Executive, Chamber of Commerce</li> <li>• Terry Owen, Education Business Partnership Manager</li> <li>• Margaret Gray, Director, Midwest Rural Enterprise</li> <li>• Gail O'Malley, Connexions Manager</li> <li>• Nicola North, Policy and Performance Manager</li> <li>• John Edwards, Head of Learning and Achievement</li> </ul>
13 June 2011	Views of Youth Cabinet received by the Task Group
22 June 2011	Meeting of the Task Group to discuss emerging themes and possible recommendations with relevant Cabinet Members: <ul style="list-style-type: none"> <li>• Liz Eyre, Cabinet Member with Responsibility for Children and Young People's Social Care (Lead Member)</li> <li>• Jane Potter, Cabinet Member with Responsibility for Education and Skills</li> <li>• Simon Geraghty, Deputy Leader of the Council and Cabinet Member with Responsibility for Planning, Economy, Infrastructure and Performance</li> </ul>
14 July 2011	Youth Employment Scrutiny Task Group – consider draft report
28 July 2011	Report to OSPB

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**Evidence available to the Task Group**

(copies available on the County Council's website or on request from the scrutiny team)

<p>Synopsis of the Forum for Young People on 25 March 2011  Full notes of the Forum for Young People on 25 March 2011</p> <p>Fact sheets available at the Forum:</p> <ul style="list-style-type: none"> <li>• Youth Unemployment figures</li> <li>• Youth Unemployment Service/benefits</li> <li>• Bus Subsidy and Home to school transport</li> <li>• Educational Maintenance Allowance (EMA)</li> <li>• European Social Fund (ESF) for Children's Services</li> </ul>
<p>Education Maintenance Allowance replacement update</p>
<p>Scrutiny Proposal</p>
<p>Total Place Pilot summary and update</p>
<p>Redditch Partnership: Improving Educational Outcomes in Redditch  Inspired to work – Suggestions for first schools' pre careers event work in Redditch</p>
<p>Councillor Dr Ken Pollock's suggestions for a 'Whole School Assessment'</p>
<p>Scrutiny Task Group meeting notes of 20 May 2011</p>
<p>Nicola North's presentation slides on issues in Worcestershire for a national NEET conference on 26 May 2011</p>
<p>Scrutiny Task Group meeting notes of 27 May 2011</p> <ul style="list-style-type: none"> <li>• NEET percentages for Worcestershire Schools</li> <li>• Explanation about NEET figures for Worcestershire Schools</li> </ul>
<p>Comments from the Worcester College of Technology (May 2011)</p>
<p>Comments from the Worcestershire Youth Cabinet and UK Youth Parliament (June 2011)</p>
<p>Scrutiny Task Group meeting notes of 22 June 2011</p> <ul style="list-style-type: none"> <li>• the European Social Fund (ESF) Prevention of NEET Project (WCC)</li> <li>• Risk of NEET Indicator (RONI);</li> <li>• analysis of the 'Real Apprenticeship Event' at County Hall on 17<sup>th</sup> May</li> </ul>
<p>Summary by Glyn West on 'Hidden talents: re-engaging young people' (LGA publication, November 2010)</p>

### **Other documentary evidence available to the Task Group**

(please contact the scrutiny team for any additional copies)

- Widening Participation Team's Role in Supporting Young People (Children's Services, WCC)
- Worcestershire's Children and Young People's Plan (Action Plan: 2010-2011)
- Work Programme Prospectus V2 (The Government)
- Pembroke Street Estate Management Board (Pembroke Street, Plymouth)
- Worcester Sixth Form College information provided on 20<sup>th</sup> May 2011: specialist programmes; student services, careers guidance; work placements; personal statement prompts (for use on job applications); how the College is improving reading and writing (and other functional) skills; and a 2010 Ofsted report on the provision of information, advice and guidance across a number of local authorities
- Information from the Prince's Trust (on 20<sup>th</sup> May 2011): a quick guide on how The Prince's Trust help young people and *The Cost of Exclusion 2007*
- Information about and from the Education Business Partnership (on 27<sup>th</sup> May 2011)
- Private Equity Foundation: Urgent Action Required for Young People NEET
- Hidden talents: re-engaging young people (LGA publication, November 2010)
- Local Learning and Skills Conversations: new responses to local needs (LGA publication November 2010) – includes WCCs Raising Participation Age (RPA) Action Plan as an Appendix

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