

# CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

26 MAY 2016

## 16-19 STRATEGY 2016 - 2020

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### Summary

The draft Medway 16 -19 Strategy is intended to bring together a plan to increase participation in learning for 16 and 17 year olds, improve the transition for young people into the labour market and reduce the levels of those not in education, employment and training (NEET) and in 'not known' destinations aged 16-19 years. The youth labour market has some unique differences to the general labour market. The attached case for action is very clear that the education and skills environment is not separate from the economy and the economy cannot be detached from education and skills. The strategy is about long term sustainable development, balancing and building on the synergies between learning, economic growth and social inclusion.

The papers forming the 16 -19 Strategy, attached to this report, comprise:

1. The Case for Action
2. Our Young People's 16 - 19 Strategy 2016-2020
3. Summary Diagram of 16-19 Strategy 2016-2020

### 1. Budget and Policy Framework

- 1.1 Responsibility for achieving full participation in education, training and employment is shared across all sectors. Medway's Council Plan sets the framework for the strategy through its priorities to improve education performance, reduce those not in education, employment and training and to maximise the regeneration opportunities for young people.
- 1.2 Academies, Multi-Academy Trusts and schools have the legal Duty to educate young people in line with legal requirements, national guidance, regulatory and inspection frameworks. Academies and Multi-Academy Trusts are independent of Medway Council and of each other and are individually accountable direct to the Department for Education via the Regional Schools Commissioner.

- 1.3 Further Education Colleges are independent and are accountable in the main to the Skills Funding Agency and Department for Business, Innovation and Skills. Training and apprenticeship providers are also independent organisations, some charitable and some for profit. Charities are accountable to the Charity Commission and their funders.
- 1.4 All young people have the responsibility to participate in education or training until their 18<sup>th</sup> birthday and so there is clear responsibility on individual young people and their parents/carers to engage in learning.
- 1.5 The effectiveness to which these duties on different parts of the system are being implemented is judged through formal inspection and publication of specific datasets. Medway Council has judgements made against it for education, employment and training (EET) outcomes within a number of inspection frameworks including:
- Arrangements for supporting school improvement
  - EET outcomes for Looked After Children and care leavers
  - EET outcome for each young offender at the end of his/her Court Order
- 1.6 In addition, the wider system is held to account through inspection frameworks and judgements covering schools, Further Education Colleges, Training / apprenticeship providers and the secure estate. When inspecting schools and academies, Ofsted inspectors now take account of the quality of independent careers guidance and of students' destinations in making their judgement on the leadership and management of the school and, if applicable, a separate judgement on the sixth form.
- 1.7 The Department for Education publishes datasets intended to hold local authorities and schools to public account for education, employment and training outcomes. The local authority data tables are reviewed by the Minister who writes to and seeks response from the Chief Executive of the local authority if there are concerns about levels of young people NEET, those with Not Known destinations and the offers of learning in September each year.

## **2. Background**

- 2.1 There are several distinguishing features of the youth labour market. Education plays a more significant role than within the rest of the population. Employment and unemployment levels tend to be more sensitive to economic downturns than those of older workers. Movements between jobs are common, as young people search for and make moves into new positions that better match their skills or interests. Careers information, advice and guidance has greater importance as young people often need more help to make sense of the options they face, particularly for vulnerable young people. Parents and carers have a stronger influence – positive or negative – on the decisions and actions of their children.
- 2.2 In March 2015 Medway's arrangements for school improvement were inspected by OFSTED. An area for improvement was to:
- Develop further the 16 -19 strategy to ensure that it meets the needs of 18 year olds more effectively, to help them achieve well academically and to move successfully on to education, training and

employment.

- 2.3 In order to develop the strategy and achieve desired outcomes, the authority commissioned Medway Youth Trust (MYT) to undertake a review and to lead the development of a Medway strategy in to which all stakeholders commit; the work has been led by MYT's Chief Executive, Graham Clewes. A participatory planning approach was used between September 2015 to March 2016 to research and develop the strategy. The process has involved over one hundred people from across Medway including Elected Members, all directorates within the Council, employers and business owners, education leaders and VCS organisations. The process has included reviews of government policy and impact reports from government and funders, strategies and plans from high performing local authority areas. It has also included learning visits to eight local authorities.
- 2.4 The review has considered the South East Local Enterprise Partnership (SELEP) 14-19 skills strategy, work of Kent & Medway Economic Partnership and economic development planning for Medway, Thames Gateway and wider LEP areas. The draft Medway 16 -19 Strategy fits with these economic development plans.
- 2.5 The attached Case for Action (Appendix 1) is a comprehensive review that sets out five key messages for commissioners, education providers, service delivery organisations and employers
- 2.6 The attached summary diagram (Appendix 3) sets out the five goals to be achieved by 2020 and states specific priorities for the first two years. Achieving these goals will require whole system thinking and approaches.

### **3 Options**

- 3.1 It is vital that all partners work collaboratively to give young people the best opportunities of employment, both for the benefit of the young people and their families and for the economic security of Medway. A vibrant 16-19 strategy will give direction and focus to harness the engagement of partners to achieve this outcome. Without such a strategy, our young people may not be enabled to take advantage of the enormous employment opportunities in the area.

### **4 Advice and analysis**

- 4.1 This draft strategy (Appendix 2) has been developed by partners in a consultation exercise set out below in paragraph 6. The goals and priorities have received full support. Underpinning this work has been the recognition that the approach must be sustainable, rather than short term. Responsibility for achieving full participation in education, training and employment is shared across all sectors and this is why a whole system approach is so critical to achieving long term sustainability. There are significant dividing lines in responsibilities and the proposed strategy embraces rather than shies away from this complexity.

- 4.2 The strategy aims to enable all our young people to maximise the employment opportunities in the area, particularly those who are vulnerable and at risk of being NEET. Medway has one of the highest levels of exclusion rates in the country and many of those students go on to become permanently excluded and NEET. Looked After Children are also a high risk NEET group. As of February 2016, there were 154 Looked After/In Care young people (aged 16-19), of which 22 (14.3%) were identified as NEET. The action plans which will be developed will specifically target vulnerable groups.
- 4.3 A Diversity Impact Assessment (DIA) has been completed and is attached at Appendix 4. The draft strategy has no detrimental impact on any group.

## **5. Risk Management**

- 5.1 There is no risk in approving the draft strategy. If a 16-19 strategy is not in place, the risk relates to schools and FE Colleges failing to provide careers education and support based on the labour market information, partners across the region failing to work strategically to help our young people towards employability and the Council failing to meet OFSTED's requirements for improvement.

## **6. Consultation**

- 6.1 Over one hundred stakeholders across the Council, business owners, education leaders, young people and from VCS organisations have been involved in the participatory planning process between October 2015 to February 2016. The programme of activity has included:
- Visited 8 local authority areas to test what works.
  - Held focus groups and 1:1s in Medway including Principals/Head teachers, targeted support agencies, young people.
  - Employer survey as collaboration between Medway Youth Trust and Medway Council Regeneration & Economic Development.
  - Stakeholder Summit event on 17 November 2015. Keynote delivered by Medway Council Director of Regeneration & Economic Development, the Chief Executive of Medway Youth Trust and the Chair of the Secondary Head teachers' Group
  - Stakeholder Summit2 event on 10 February 2016 to test and consult on draft strategy included keynote on SELEP 14-19 skills strategy.
- 6.2 Feedback from stakeholders about the strategy development process has been very positive:  
Attendees to the first Summit (November 2015) reported high satisfaction levels (scores out of 10):
- Ave. 8.20 score for Summit overall
  - Ave. 8.95 score for value of the opening keynote's perspective of an evangelist, a sceptic and a pragmatist
  - Ave. 8.67 score for balance of listening to speakers and table discussion

- 6.3 There was very positive feedback about the participatory planning process following Summit2 (February 2016):
- “I just want to congratulate you on the consultation process you undertook. It was well organised; the structure and methodology was inclusive and enabled debate; the right people were engaged and involved; a process that could have been very political was kept objective; the two stage process proved that the process itself was genuine – it was evident yesterday that input from the first session had been taken into account. I think everyone came away feeling empowered knowing that the consultation was genuine and that their contribution could impact the shape of things to come” (CEO of a community organisation)
  - “an excellent, well–organised and focused morning with lots of food for thought and discussion” (Canterbury Christ Church University)
  - “I thoroughly enjoyed this morning session. It was a real chance to talk through your document that you had prepared with other professionals for the greater good of Medway children”. (School Principal)

## **7 Implications for Looked After Children**

- 7.1 The draft strategy particularly addresses the employment opportunities of Looked after Children, under the goal “Barriers to participation are overcome” as this group is at risk of being NEET. The consultation exercise has strongly highlighted this group and the action plans will develop the work to support them through the Virtual School, Medway Youth Trust and children’s services.

## **8 Financial Implications**

- 8.1 The implementation of the strategy does not require additional resources, but a commitment to work together to make best use of existing resources to achieve a more strategic approach to youth employability. This includes the promotion of the strategy with schools to use their own resources to develop an appropriate curriculum offer and careers programmes. Independent information, advice and guidance is currently commissioned from MYT. This contract will be retendered as part of the outsourcing of Integrated Youth Services Support, approved by Cabinet in January 2016.

## **9 Legal Implications**

- 9.1 Medway Council has legal duties to:
- promote the effective participation in education or training of all 16 and 17 year olds resident in their area and to make arrangements to identify young people resident in the area who are not participating
  - secure sufficient suitable education and training provision for all young people aged 16-18 (inclusive) in the area
  - make available to young people aged 19 and below support that will encourage, enable or assist them to participate in education or training
  - plus additional specific duties to young people in and leaving care, young offenders and young people with Special Education Needs and Disability.

- 9.2 Schools, Academies and Free Schools have a duty to secure access to independent careers guidance for pupils. The duty states that careers guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given. Careers guidance must also include information on all options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options.

## **10. Recommendations**

- 10.1 The Committee is asked to make any comments and recommend approval to Cabinet to implement the 16-19 Strategy for the period 2016-20

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### **Appendices**

Appendix 1 – The Case for Action

Appendix 2 – Our Young People's 16 - 19 Strategy 2016-2020

Appendix 3 – Summary Diagram of 16-19 Strategy 2016-2020

Appendix 4 – DIA 16-19 Strategy 2016-20

### **Background papers**

None



# Medway 16-19 Strategy: **The Case for Action**

**FINAL DRAFT**

**6th Feb 16**

# 5 Key Messages

	Intended Audience				
	Commissioners	Schools, FE Colleges, Universities	Service delivery organisations	Employers	
<p><b>1</b> A strategically planned whole system approach with collaboration at all levels is vital to ensure a high performing approach. Common purpose and a shared culture of 'our young people' rather than 'their young people' is essential.</p>	●	●	●		
<p><b>2</b> Those that invest in, commission or design services to get young people into post 16 learning and or work should use the evidence base to target populations and what works. The long term outcome of employment is the ultimate goal but short term and intermediate outcomes are essential to achieve that goal.</p>	●	●	●		
<p><b>3</b> Schools, colleges and service delivery organisations need to grasp the challenge and channel efforts around young people's character, mindset and resilience so that that young people can develop the capabilities employers want.</p>	●	●	●	●	
<p><b>4</b> Data and information (including labour market information) should be shared and used as insight and strategic intelligence for service and/or curriculum design, impact monitoring and mutual accountability</p>	●	●	●		
<p><b>5</b> Language acts as a barrier between the world of education and the world of work. A common language used in education, recruitment, training and development will help close this lack of understanding.</p>	●	●	●	●	



## Introduction

1. To ensure our 16-19 plan is outcomes focused and evidence led the following parameters were established for this assessment of need and the strategic planning:
  - The strategy will be based on an understanding of local economic, educational and social conditions. The assessment of need will be robust in rigour and methodology to accurately inform what needs to be addressed.
  - The education and skills environment is not separate from the economy and the economy cannot be detached from education and skills. The strategy will be about long term sustainable development, balancing and building on the synergies between learning, economic growth and social inclusion.
  - Involves integrated interventions across sectors, it is not only about one thing and one sector.
  - Premised on strong local leadership and shared commitment to move forward.
  - Participatory planning. Diverse interests, experience, perspectives and interpretation of stakeholders including the voice of business and young people will contribute to the strategic planning process and overall effort required to effect positive change.
  - Involve partnering. Effective working partnerships and a whole system approach are essential to realising the vision for Medway's economic and skills development.
  - Emphasises creativity and flexibility. The strategy will build on proven best practices and lessons learned, but also seek approaches that are innovative, forward looking, creative and responsive to individual circumstances and opportunities.
  - Research will be about qualitative information as well as data.
  - The strategy will be more than just waiting for something to happen, nor simply reacting when something does. Rather be proactive and deliberate and start a new approach if it need not wait for eventual strategy completion.
  - The Case for Action should be more than a report – it should inform actions and delivery

These will continue as the principles that underpin the strategy.

## Part One

# What we know about the school to work transition

### A whole system issue

2. There are several distinguishing features of the youth labour market. Education plays a more significant role than within the rest of the population. Employment and unemployment levels tend to be more sensitive to economic downturns than those of older workers. Movements between jobs are common, as young people search for and make moves into new positions that more match their skills or interests<sup>1</sup>. Careers information, advice and guidance has greater importance as young people often need more help to make sense of the options they face, particularly for vulnerable young people. Adults often have additional responsibilities compared to young people that influence the job and career decisions they make. Parents and carers have a stronger influence – positive or negative – on the decisions and actions of their children.
3. Achieving a successful job outcome depends on a number of factors for young people;
  - **Education and skills appropriate to the needs of the labour market:** Young people need education, qualifications and skills that are relevant to the labour market and economic needs and opportunities of the area and country. Young people need basic skills in numeracy, literacy and IT. Young people need good attendance and good behaviours.
  - **Stable personal circumstances:** Young people face unique and often complex situations in their lives that can be barriers to engagement, retention, achievement and progression in learning and employment.
  - **Resilience and positive attitude to learning and work:** Young people need resilience and the right mindset to be ready to learn and work: they need aspiration, grit or determination, self-awareness, receptiveness, self-assurance and emotional resilience.
  - **Experience and involvement in the workplace and/or the community:** Activities outside of formal learning enrich young people's skills, attitudes to learning and readiness to work. These activities which include work experience, social action and volunteering where young people lead activities help them to develop their resilience and mindset but also better understand what work is like.
  - **Career management:** Young people, particularly those NEET and at risk of NEET, need access to effective information, advice and guidance, understand the job market, have contact with employers, be able to search for vacancies, complete background research, understand work etiquette, be well presented, and be able to describe their achievements in person and writing.
  - **Engaged employers:** Young people need employers to influence and understand their curriculum, qualifications and skills, provide work experience, realise the benefits of employing young people, be supported with training frameworks and have patience that allows young people to grow in their work.

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<sup>1</sup> National Institute of Economic and Social Research (2015) *The School to Work Transition: An Overview of Two Recent Studies*

4. Individual young people may need support with all, some or none of these. We know that everyone's journey is different and there is not any single factor that guarantees success in the labour market. Through our participatory planning we know there is widespread view in Medway that improved education and job outcomes for 16-19 year olds requires intervention early on in young people's lives including improvement to primary education outcomes; early help when barriers to engagement or progress in learning are identified; support with transition at the end of Year 11 and support into sustained work.
5. Helping young people to find a job and sustain it is the ultimate objective of all organisations working to improve the work readiness of young people, even if they do not directly seek it through their activities. However simply defined outcomes such as a 'job outcome' or even a qualification are too narrow because they tell us nothing about how young people reach this point, and the journey they have to make to get there. Moreover, getting a job or a qualification is not the end of this journey; ideally each will have productive and fulfilling careers in their chosen area. The strategy, its outcomes and outputs will reflect our shared understanding of a young person's journey.
6. Most young people in Medway already continue in education or training after they finish year 11, because it gives them the best chance to get the skills and qualifications that employers and universities look for. However, the group of young people not participating includes some of the most vulnerable in Medway. The numbers of Medway young people not in education, employment or training (NEET) rises amongst 17 year olds and then rises again amongst 18 year olds. The strategy will reflect our desire to give all young people in Medway the opportunity to develop the skills they need to join the workforce and to lead a fulfilling adult life.
7. Due to the complex nature of the barriers that the young people face they can require intensive intervention over time to provide tangible, additional outcomes. However the converse fact is that these individuals can also generate amongst the largest individual savings to the taxpayer by successfully overcoming such barriers. It is estimated (using 2014/15 figures rounded) the annual cost to the Exchequer of a young person being NEET at £4,600 per annum.<sup>2</sup> Over their lifetime every young person who has been NEET will, on average, incur higher public finance (£56,000) and economic (£104,000) costs.<sup>3</sup>
8. Participating in education or training for longer means young people are more likely to attain higher levels of qualifications and have increased earnings over their lifetime, better health and improved social skills. This in turn contributes to a more highly skilled, productive, and internationally competitive workforce<sup>4</sup>. An effective 16-19 strategy will assist Medway to realise economic development goals so that by 2035 Medway will be known nationally and internationally as a centre for business innovation, learning and creativity, a modern city which values its historic foundations<sup>5</sup>
9. Repeated employer surveys however highlight a common point, that employers do not regard young people as job ready. A national survey<sup>6</sup> by British Chambers of Commerce (2015) stated 69% of businesses believe that secondary schools are not effective at preparing young people for work. Change in the labour market has had significant impact on the types of skills and

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<sup>2</sup> DWP (2014) *Youth Engagement Fund*

<sup>3</sup> National Audit Office (2010) *Against the Odds: Re-engaging young people in education, employment or training*

<sup>4</sup> DfE (September 2014) *Participation of Young People in Education, Employment or Training: Statutory Guidance for Local Authorities*

<sup>5</sup> Medway Council (2015), *Medway 2035 Strategy (Draft)*

<sup>6</sup> British Chamber of Commerce (2015) *Thinking Business*

capabilities which young people need to access employment. In particular soft skills are increasingly important for young people to access and maintain employment, with customer facing skills often required to work in sectors which employ larger numbers of young people such as retail, leisure and hospitality. There is also greater pressure for young people to be job ready and able to perform from day one. For those young people with less developed soft-skills, accessing the labour market is likely to become more difficult as a result of these changes.

10. The question of young people's resilience, aspiration, character and mindset for work and learning has increasingly moved to the forefront nationally and it has been a recurring theme raised locally within stakeholder engagement. All agencies and services including schools should enable young people to become good persons and citizens, able to lead good lives, as well as be 'successful'. Achievement of good character requires intentional and planned approaches to character education; developing confident and compassionate young people who are effective contributors to society, successful learners and responsible citizens. Young people also need to grow in their understanding of what is good or valuable and their ability to protect or advance what is good. Character development involves caring for and respecting others as well as caring for and respecting oneself.<sup>7</sup> Programmes such as National Citizen Service and Duke of Edinburgh's Award are established opportunities nationally and locally for young people to develop character and positive mindset and crucially are recognised by employers and UCAS.
11. Another important implication of labour market changes is that the youth labour market is increasingly less gendered, with male and female young people increasingly competing for the same jobs. It is important that education and skills provision, as well as effective careers advice and guidance reflect the changing nature of the labour market.
12. A Gatsby Foundation report<sup>8</sup> led by the University of York noted in its Executive Summary "good career guidance is important for social mobility because it helps open pupils' eyes to careers they may not have considered". The report also notes that "so many young people are kept in the dark about the full range of options open to them". This is a view echoed by Medway Youth Parliament during stakeholder consultation and our approach in Medway will confront this. Ofsted reported in 2013 that "only one in five schools were effective in ensuring that all students were receiving the level of information they needed". In its Statutory Guidance for schools, the DfE states "young people who are uncertain or unrealistic about career ambitions are three times more likely to spend significant periods of time not in education, employment or training (NEET). Providing improved careers services will ensure that young people can select educational routes (and then begin their working life in a job) that are suitable for them. This will help young people to develop skills employers want to match the needs of our economy".<sup>9</sup>

### Where responsibility is divided

13. Responsibility for achieving full participation in education, training and employment is shared across all sectors and this is why a whole system approach is so critical. However, schools, colleges, training providers, Multi Academy Trusts, Medway Council, businesses and charities are historically developed, socially located, complex organisations that are continually responding to political, economic, market and social pressures. There are significant dividing lines in responsibilities and our approach in Medway will be to embrace rather than shy away from this complexity.

<sup>7</sup> University of Birmingham (2015) *A Framework for Character Education in Schools*

<sup>8</sup> Gatsby Foundation (2014) *Good Career Guidance*

<sup>9</sup> DfE Statutory Guidance for governing bodies, school leaders and school staff (March 2015) *Careers Guidance and Inspiration in Schools*

14. Medway Council has key legal Duties to:

- promote the effective participation in education or training of all 16 and 17 year olds resident in their area and to make arrangements to identify young people resident in the area who are not participating<sup>10</sup>
- secure sufficient suitable education and training provision for all young people aged 16-18 (inclusive) in the area<sup>11</sup>
- make available to young people aged 19 and below support that will encourage, enable or assist them to participate in education or training<sup>12</sup>
- plus additional specific Duties to young people in and leaving care<sup>13</sup>, young offenders<sup>14</sup> and young people with Special Education Needs and Disability.<sup>15</sup>

15. Academies, Multi-Academy Trusts and schools have the legal Duty to educate young people in line with legal requirements, national guidance, regulatory and inspection frameworks. Academies and Multi-Academy Trusts are independent of Medway Council and of each other and are individually accountable direct to the Department for Education via the Regional Schools Commissioner.

16. Further Education Colleges are independent and are accountable in the main to the Skills Funding Agency and Department for Business, Innovation and Skills. Training and apprenticeship providers are also independent organisations, some charitable and some for profit. Charities are accountable to the Charity Commission and their funders.

17. Schools, Academies and Free Schools have Duty<sup>16</sup> to secure access to independent careers guidance for pupils. The Duty states that careers guidance must be presented in an impartial manner and promote the best interests of the pupils to whom it is given. Careers guidance must also include information on all options available in respect of 16-18 education or training, including apprenticeships and other work-based education and training options. The Duty on schools and academies to teach careers education was repealed.

18. All young people have the responsibility to participate in education or training until their 18<sup>th</sup> birthday and so there is clear responsibility on individual young people and their parents/carers to engage in learning<sup>17</sup>. Unlike many local authorities there has not in Medway been a shared system-wide strategy between 2012-2015 to develop awareness amongst families, young people and professionals about 'raising participation age' (RPA); the initial RPA development activities funded by the Department for Education did not translate into a coherent whole system 'RPA' strategy. Our strategy will address this gap in shared planning and generate momentum.

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<sup>10</sup> Education and Skills Act 2008

<sup>11</sup> Sections 15ZA & 18A of the Education Act 1996 as inserted by the Apprenticeships, Skills, Children and Learning Act 2009

<sup>12</sup> Section 68 of the Education and Skills Act 2008

<sup>13</sup> Children & Young Persons Act 2008

<sup>14</sup> Crime & Disorder Act 1998

<sup>15</sup> Part 3 of the Children and Families Act 2014 and associated regulations including SEND Code of Practice 0-25 Years – Statutory Guidance, January 2015

<sup>16</sup> Education Act 2011 inserted a new duty (section 42A) into Part VII of the Education Act 1997

<sup>17</sup> Part 1 of the Education and Skills Act 2008

19. The effectiveness to which these Duties on different parts of the system are being implemented is judged through formal inspection and publication of specific datasets. The local authority has judgements made against it for education, employment and training (EET) outcomes within a number of inspection frameworks including:
  - Arrangements for supporting school improvement
  - EET outcomes for Looked After Children and care leavers
  - EET outcome for each young offender at the end of his/her court Order
20. In addition the wider system is held to account through inspection frameworks and judgements covering schools, Further Education Colleges, training/apprenticeship providers and the secure estate. When inspecting schools and academies, Ofsted inspectors now take account of the quality of independent careers guidance and of students' destinations in making their judgement on the leadership and management of the school and, if applicable, a separate judgement on the sixth form.
21. Further the Department for Education publishes datasets intended to hold local authorities and schools to public account for education, employment and training outcomes. The local authority data tables are reviewed by the Minister who writes to and seeks response from the Chief Executive of the local authority if there are concerns about levels of young people Not in Education, Employment or Training, those with Not Known destinations and the offers of learning in September each year.
22. Whilst there is a high degree of moral purpose throughout Medway's institutions and organisations, these dividing lines combined with the lack of a whole system approach have led in recent years to some competition and lack of trust between organisations in Medway and thus some tension between ideals and convention. Our approach will be to collectively embrace these moments with constructive purpose.
23. We will know we have embedded this whole system thinking when everyone talks about our plans not as a '16-19 strategy' or 'youth employment strategy' but as 'our approach' or 'how we do things in Medway'. Our approach will be a shared ambitious vision that supports innovation, cooperation and ambitious aspiration.

## Part Two

### What we know about Medway

#### Medway, the place

24. Medway is a place with a rich heritage about which Medway is rightly proud. It is an historic area with links to Dickens, a Norman cathedral, castles, Forts and a dockyard dating back to the 16<sup>th</sup> century, which at one time employed thousands of residents. But Medway is also a place of growth, development and opportunity.
25. A Unitary Authority, Medway was formed in 1998 and is made up of five main towns (Strood, Rochester, Chatham, Gillingham, and Rainham) and a number of smaller towns and villages, now contained within twenty two electoral wards. The built areas of the main towns have expanded over time and in places there is little demarcation between the end of one town and the beginning of another. The distance from the centre of one of these main towns to the next is between one and two miles<sup>18</sup>.
26. The local town identity is very important to residents and some young people express a reticence to travel from one town to another; for some this is about the costs of travel, for others it is based on their (or peers) perception of the other areas. Medway Council has carried out a complete re-design of the Chatham bus terminal and has recently secured £4m investment to improve the built environment between Chatham railway station and the new Chatham bus terminal.
27. The total area covered by Medway is 19,200 hectares. While the towns are densely populated there are larger, much more sparsely populated rural areas in the Hoo Peninsula to the north of Medway, and the ward of Cuxton and Halling in the west. Parts of the Hoo Peninsula are within the North Kent Marshes, an environmentally significant wetlands region with several Sites of Special Scientific Interest (SSSIs).
28. There were approximately 274,015 people resident in Medway in 2014.<sup>19</sup> The 2014 mid-year population estimate shows an increase of 10,090 (3.8%) from the 2011 Census (263,925), and an increase of 24,527 (9.8%) since the Census in 2001 (249,488). It is estimated that the population of Medway will continue to grow to 323,000 by 2035. This predicted growth in Medway population is 17% above that expected in the South East and 15% above England forecasts.
29. Medway has a larger proportion of residents between the ages of 0 and 14 years than England (18.9% and 17.8% respectively) and between the ages of 15 and 24 years (10.7% and 9.8% respectively). The population of Medway is therefore younger than the population of England overall.

#### Medway, the economy

30. Medway has 13,000 businesses of which 15% are professional, scientific and technical. It is very much an economy based on micro-business with 89% of Medway's businesses employing fewer than 10 people. In 2013 Medway's economy was worth just under £4.3bn, up on the 2012 level

<sup>18</sup> Medway Joint Services Needs Assessment

<sup>19</sup> Office for National Statistics (2015), Mid-2014 Population Estimate

by 1.7% (plus £73m). At the start of 2016 Medway is an integral site within the North Kent Innovation Zone and less than ten miles from a new extensive theme park development on the Swanscombe Peninsula.

31. The Gross Value Added (GVA) per head of population in Medway rose over three consecutive years (£14,344 in 2011 to £15,796 in 2013)<sup>20</sup>, but sits significantly below Kent, regional and national levels. The construction sector accounts for 19% of businesses in Medway but 9% of GVA. The Manufacturing Sector however represents 7% of Medway businesses but 19% of GVA.
32. Medway Council seeks the development of a dynamic and diverse local economy, to provide employment for the community as a whole, to provide greater choice for the workforce, offering an alternative to out-commuting<sup>21</sup>. Medway continues to engage in activities to deliver the potential regeneration opportunities of the Thames Gateway, through partnership working in the South East Local Enterprise Partnership (SELEP), the Thames Gateway Kent Partnership in North Kent and more widely on a Kent and Medway basis.
33. Through these wider partnerships and inward investment strategies there are exciting opportunities being developed and realised. For example:
  - North Kent Innovation Zone (NKIZ) announced in the Government's Autumn Statement during November 2015. The NKIZ embraces three locations in the Kent Innovation Corridor – a cluster of three sites at Ebbsfleet Garden City, the Rochester Airport Technology Park and the Kent Medical Campus in Maidstone. The NKIZ will create around 230,000m<sup>2</sup> of high quality commercial space across the three sites accommodating up to 9,000 jobs particularly in medical and life sciences, advanced manufacturing and engineering, creative industries and professional services.
  - Paramount Theme Park – a multi-billion pound development on the Swanscombe Peninsula just ten miles from Medway, London Paramount will be the first of its kind in the UK and is expected to attract on average 40,000 visitors on a typical day. The development is expected to be open by 2021 and will include:
    - A world-class theme park
    - A theatre with regular 'West End Quality' shows
    - Indoor event space to host conferences and exhibitions, but also with potential for musical and sporting events
    - A range of hotels
    - A cinema and nightclubs
    - Food and beverage outlets and retail
    - One of the largest indoor water parks in Europe
    - Back of house and guest service facilities
    - Opportunities for the creative business industry

The Paramount development will generate up to 27,000 skilled or semi-skilled jobs with 6,700 full time jobs at the Entertainment Resort, 1,800 full time jobs in Entertainment Resort hotels and potential for approximately 15,700 indirect jobs through the supply chain and growth from spending in the local area. There will be an estimated peak on site construction employment of up to 6,300 jobs during the construction period.

<sup>20</sup> Medway Monitoring Report 1<sup>st</sup> April 2014 to 31<sup>st</sup> March 2015 Volume 1

<sup>21</sup> Medway Monitoring Report 1<sup>st</sup> April 2014 to 31<sup>st</sup> March 2015 Volume 1



34. Medway is in the heart of the South East Local Enterprise Partnership (SELEP). The SELEP's key sectors are:

- Advanced manufacturing
- Transport and logistics
- Life sciences and healthcare
- Environmental technologies and energy
- Creative, cultural and media, and the visitor economy

The sector profile of current employment in Medway and Kent is very similar to that of SELEP region as a whole. Both have a relatively high concentration of employment in construction, motor trades, retail, transport & distribution and education when compared to Britain as a whole.<sup>22</sup> The Kent and Medway Economic Partnership (KMEP) is the local area delivery partnership and has the responsibility to ensure that local priorities and activities meet those of SELEP.

35. A substantive Workforce Skills Evidence Base for Kent and Medway was commissioned by KMEP during 2015. It is not possible to disaggregate data for Medway alone it but because of the travel to work patterns<sup>23</sup> of Medway residents it does provide very useful labour market insight. The headlines are:

**Table: Kent & Medway Key Sectors – Employment Share and Forecast Growth<sup>24</sup>**

Key sector	Employee No.	% Employment	% Change 2013-2022	Volume Change 2013-2022
Agriculture & Horticulture	12,000	2%	-3%	<400
Manufacturing	35,200	6%	-10%	-3,500
Construction	35,300	6%	17%	5,800
Retail	71,800	13%	3%	1,800
Logistics	27,500	5%	10%	2,700
Tourism & Hospitality	42,300	8%	12%	5,300
Finance & Business Services	32,100	6%	13%	4,300
Health & Social Care	72,700	13%	3%	2,000
Energy & Utilities	4,000	1%	6%	700
Life sciences	4,000	1%	6%	200
Digital & media	20,500	4%	16%	3,300
Arts & creative	2,800	1%	8%	200
<b>Total key sectors</b>	<b>362,700</b>	<b>63%</b>	<b>6%</b>	<b>31,500</b>

It should be noted that self-employment is only partially included in this national data and some sectors (eg construction) could be significantly larger.

36. Approximately 20% of residents in Kent & Medway leave the area to work, primarily to London. This level rises to 49% in Dartford and down to 13% in Swale but in Medway the level reflects the Kent & Medway average at 20%. Approximately four times as many Kent & Medway residents travel to London to work as travel the other way from London.

<sup>22</sup> Workforce Skills Evidence Base – Labour Market Intelligence for Kent & Medway (2015)

<sup>23</sup> Warwick Institute of Employment Research (2015) Medway Travel to Work Patterns

<sup>24</sup> Source: UKCES Working Futures 2012-2022 & Emergent Research

37. In 2013 the average weekly earnings for people working in Medway was £490 whilst the average weekly earnings for Medway residents was £542. This suggests a significant proportion of residents commute out of Medway into higher paid jobs<sup>25</sup>. There is no specific data about earnings for young people in employment.
38. The economy cannot be detached from education and skills and our approach will be about long term sustainable development, balancing and building on the synergies between learning, economic growth and social inclusion; regeneration and economic development planning is critical to both the future of Medway and the sustained employment of residents. It requires strategies for people, particularly because it is not the case that a return to economic growth will necessarily help the most vulnerable young people<sup>26</sup>.
39. Within the development of the workforce skills evidence base, stakeholders identified a number of key skills related issues<sup>27</sup>. In addition to sector specific issues, a recurring theme identified was the need to improve information, advice and guidance to young people on employment opportunities in the sectors and to present themselves to in a positive light. The report suggests this might in part explain some disconnect between education and industry that some sectors also feel is an issue.
40. The report goes on to highlight key skills related issues by sector as identified by the stakeholders in that study:

**Agriculture & Horticulture:**

Careers advice in schools could more fully communicate to young people the wide range of opportunities in the sector but also the need to get practical hands on experience before progressing to higher level roles. The entry levels are not too high and the best people in professional roles are those who have come through a vocational route.

**Manufacturing:**

A need for more skilled staff despite the forecast decline in employment over the next few years. A need to strengthen careers information and advice to young people who may have little understanding of the manufacturing sector and who do not know how to deal with employers.

**Construction:**

Need to improve the image of the sector and people's awareness of the employment and career opportunities it offers. Improvements to young people's work readiness would be welcomed by the sector and young people would benefit from more support once employed. Significant construction sector jobs related to the Ebbsfleet Garden City and Paramount development. It is essential that young people have general work readiness skills in areas like communication and basic time keeping.

**Retail:**

Likelihood of recruitment difficulties, particularly in the short to medium term in North Kent area given overall growth and potential for competition for employees. The image of the sector as a stop gap remains an issue; there is a need to encourage more young people to actively seek a career in retail rather than as a way to get some money or as a failure. The role of retail in developing young people's customer service and other soft skills is evident and young people might develop a career from retail including using it as an entry route into related careers in HR, administration, visual merchandising, logistics.

**Transport & Logistics:**

<sup>25</sup> ONS Annual Survey of Household Earnings (2013)

<sup>26</sup> National Institute of Economic and Social Research (2015) *The School to Work Transition: An Overview of Two Recent Studies*

<sup>27</sup> Workforce Skills Evidence Base – Labour Market Intelligence for Kent & Medway (2015)

Need to make the sector more attractive to new entrants with schools and careers services communicating the range of opportunities more effectively. The age gap between leaving school and eligibility for an HGV licence (and some insurance requirements) remains an issue for recruitment in the sector.

**Tourism & Hospitality:**

Image of the sector needs to be improved and people helped to see the many career opportunities if people are to be recruited in the numbers expected. Customer service skills are of strategic importance.

**Financial & Business Services:**

Wide range of skills needs, many of which are within regulatory environments but also in areas like specialist technical skills such as risk analysis as well as more generic management and customer service.

**Health & Social Care:**

Recruitment is a real challenge. An appetite amongst people to work in care needs to be created. Scope to recruit more young people through apprenticeships. Frontline care skills are the main focus of workforce development.

**Energy & Utilities:**

A small sector in employment terms dominated by large employers. A need for higher level skills and some skills shortages in very specialist roles

**Life Sciences:**

Scope to improve links with schools, colleges and universities in terms of working processes (HE and Apprenticeships). More work is needed to market sector opportunities to young people, parents and schools.

**Digital & Media:**

Significant growth expected but more support needed to help small firms 'take the next step' through business support and development of commercial skills. Design & Technology curriculum should be updated to reflect latest industry practice and people with practical skills also need business skills to turn activities into businesses.

**Arts & Creative:**

Need to raise awareness and strengthen profile of the sector and the different organisations that make it up.

## How young people view their futures in Medway

41. It is vitally important that Medway's young people know and understand about regeneration plans because there is clear evidence from our planning conversations with young people that a significant proportion of them do not have any aspiration or appetite or aspiration to remain living in Medway. Over seventy young people aged 14-19 were asked the same general question "do you see yourselves living in Medway when you are 25 years old?" Fewer than 10% said they see living in Medway as part of their future and when probed a little further, felt also very unlikely that they would want to return later on in life to raise a family. This is not uncommon perhaps in that many young people across the country would imagine their futures away from the area in which they were born or raised. However, in general the comments were not made as a 'flee the nest' reaction but rather a reflection of how they view Medway the area.
42. Two important issues were clear:

- The view among young people that Medway is not an area in which to aspire to live and work was stronger amongst young people who were in selective schools
  - One group of young people in Years 10-12 were virtually unanimous they did not want to live in Medway as there “is no future for us here”. However, once the economic development plans were explained, 90% changed their opinion and felt these sort of jobs if achieved would make Medway a place they might want to be.
43. Many senior leaders of education and different services asked during the early part of the participatory planning process “what is Paramount Park” and so we will ensure through the strategy that the excitement and potential of regeneration plans are better communicated to education, IAG providers and young people.

### Medway, the place to learn

44. Medway has a selective education system with a mix of grammar and non-selective schools including special schools for young people with SEND. All schools have post-16 provision and at secondary level almost all of the schools are academies, thus are independent of the local authority and of each other. Some of these secondary age academies are part of a Multi-Academy Trust. The following tables shows how the secondary school provision is structured (at 1<sup>st</sup> January 2016) in Medway.

#### INSERT TABLE

45. The proportion of graduate level skills amongst residents is important given the trend towards increasing demand for high level qualifications in a range of sectors and occupations. The following table shows Medway performance compared to neighbouring Kent Districts as well as the South East and national levels.<sup>28</sup>

Area	% Residents with Graduate level skills
England	27%
South East	24%
Kent	25%
Dartford	22%
Gravesham	20%
Medway	19%
Swale	19%

46. Level 3 performance at 19<sup>th</sup> birthday across Medway schools has remained static at 51%-52% for four consecutive years. In order to respond to the growth demands in higher skilled work, positive movement in this overall performance will be needed.

<sup>28</sup> ONS Census (2011). Residents aged 16 or over

Academic Year	% of students attaining a Level 3 qualification by 19 <sup>th</sup> birthday <sup>29</sup>
2011-12	51%
2012-13	52%
2013-14	52%
2014-15	52%

47. National data shows the SELEP area is in the lowest third of LEPs across the country for the proportion of A levels entered that are STEM subjects<sup>30</sup>. In SELEP the proportion is just 27%. The highest LEP area is Buckinghamshire Thames Valley at 39% and the lowest is Stoke on Trent Staffordshire at 26%. Medway is one of five of the thirty nine LEPs at 27%. The information breakdown is not available for Medway to know whether we are locally outperforming the SELEP area as a whole.
48. The same data shows however that the SELEP area performs much better than most for the proportion of STEM A levels entered by girls; in this category the SELEP area is at 43%. There are five LEPs with higher levels with London being the highest at 45%. However this still shows substantially less than half STEM A levels in the SELEP area being entered by girls.
49. There is not currently within Medway a collective view opinion about the optimal balance between academic and vocational provision necessary at Level 3 or indeed at other Levels. The strategy will seek to address this longer term planning and curriculum design. In August 2015 Mid Kent College ceased its A Level provision to focus on vocational learning, traineeships and apprenticeship delivery. This decision reduced choice for young people but does provide clearer demarcation in A Level provision; it was a decision welcomed by schools.
50. There are human and financial costs every time a young person fails to complete a course or does not achieve a recognised grade. For the young person it means coping with uncertainty and a sense of failure and with hard decisions what to do next. For schools and taxpayers there is the cost of providing education and support services that does not result in a positive outcome. Across the country, the Local Government Association estimates that the cost to the Exchequer of post-16 learning aims that were started but not successfully completed to be approximately £814 million in 2012/13. This represented around 12% of the funding allocated to provision for 16-18 year olds.<sup>31</sup>
51. The rate of Exclusions from school is a growing concern:

#### Medway Fixed Exclusion from Schools (December 2015)

	2012-13		2013-14		2014-15		2015-16	
	No. Pupils	No. Days	No. Pupils	No. Days	No. Pupils	No. Days	No. Pupils	No. Days
<b>Yr 10</b>	269	2385.5	247	3383.5	235	3102.0	81	378.0
<b>Yr 11</b>	195	1107.0	180	1737.0	179	1763.5	105	406.0
<b>Yr 12</b>	18	71.5	7	29.0	24	186.0	6	14.0
<b>Yr 13</b>	3	10.0	2	6.0	9	47.0	1	10.0

(Source: Medway Council)

<sup>29</sup> Source: Statistical First Release 38/20150

<sup>30</sup> Careers & Enterprise Company (2015), Prioritisation Indicators

<sup>31</sup> Centre for Economic & Social Inclusion & Local Government Association (2015) *Achievement and Retention in post-16 Education*

**Medway Permanent Exclusion from Schools (December 2015)**

	2012-13	2013-14	2014-15	2015-16
	No. Pupils	No. Pupils	No. Pupils	No. Pupils
<b>Yr 10</b>	15	25	14	3
<b>Yr 11</b>	0	3	7	5
<b>Yr 12</b>	1	0	0	0
<b>Yr 13</b>	0	0	0	0

52. These year groups and academic years were chosen because the young people are now in the current 16-19 cohort. Patterns of exclusion in younger year groups have not been reviewed for this needs assessment. Three important patterns are identified:

- Growth in the number of days lost per pupil: During 2014-15, the average number of days lost through fixed term exclusion per Year 10 pupil was 13.2 days up from 8.87 days in 2012-13. The average number of days lost for Year 11 pupils in 2014-15 was 9.65 days up from 5.68 days in 2012-13.
- Repeating cycles of negative outcome: Of the 2013/14 Year 11 excluded cohort (180 young people), 44.94% had been excluded during the previous academic year whilst in Year 10. Therefore 55.06% of this cohort were excluded for the first time during Year 11. Of the 2014/15 Year 11 excluded cohort, 38.76% were excluded in Year 10 the previous academic year. Therefore 61.24% of this cohort were excluded for the first time.
- Impact on post 16 learning and employment outcomes: Being excluded from school increases negative post 16 outcomes for young people in Medway. In relation to their Medway peers, young people excluded from school whilst in Years 10-13 are:
  - 2.3 times more likely to be NEET between 16-18 years
  - 1.48 times more likely to be in a Not Known destination between 16-18 years
  - 20% less likely to meet the duty to participate in learning between end Year 11 and their 18<sup>th</sup> birthday
  - 1.97 times more likely to be in a job without recognised training between 16-18 years

53. Being engaged in a job without training may be a very positive experience for a young person and their family; the young person develops workplace skills and can bring much needed money into the family household. However jobs without training do not meet the duty to participate in learning<sup>32</sup> and jobs fulfilled by young people but which do not include formal training are much less stable and secure within the labour market.

54. This review of exclusions only relates to Medway schools and does not include fixed or permanent exclusion data from Further Education or other post-16 learning providers. In the absence of available data we must assume that exclusion from or non-completion of post 16 courses is an even wider concern.

## Maths and English

55. Maths and English are central to work and life; success in these subjects is linked to better life chances. Following The Wolf Report<sup>33</sup> it has been government policy to enable as many young people as possible to improve their literacy and numeracy and to have chance, if they have not

<sup>32</sup> Duty to participate in learning for all 16 and 17 year olds ('RPA')

<sup>33</sup> Review of Vocational Education (2011)

already done so, to gain GCSE maths and English at a grade C or above. Young people with a Grade D are required to re-take the qualification.

56. An Ofqual report<sup>34</sup> states that 63% of larger employers and 51% of smaller employers use the GCSE qualification as the basis to make a judgement about a candidate. It maintains that the GCSE is a “valuable, respected and well known qualification” but also concedes that “many employers do not have a reliable grasp of the skills and knowledge that GCSE tests”.
57. Nationally and locally, significant numbers of young people leave school each year without good GCSE passes in maths and English. In 2013/14, 37% of learners nationally did not achieve grades A\*-C in both English and maths but it was 41.5% of Medway learners who in 2013/14 did not achieve A\*-C in both subjects.

Academic Year	% of Medway students gaining A*-C GCSE (with English and Maths) <sup>35</sup>	% of Medway students gaining A*-C in English <sup>36</sup>	% of Medway students gaining A*-C in Maths <sup>37</sup>
2011-12	61.2%	65.2%	62.6%
2012-13	60.9%	70.2%	69.0%
2013-14	58.5%	69.0%	69.6%
2014-15	57.2%	72.3%	68.1%

This data is presented in this format to show the level of numeracy and literacy need in the context of post 16 learning and entry to the labour market. This assessment of need does not reflect on the relative low academic levels of some young people on entry to secondary school.

58. At a meeting of Medway’s training and work based learning providers there was strong view articulated that the numeracy and literacy skills of many young people is very poor and that this prevents those young people from being able to access apprenticeships as a progression route.
59. There has been unanimous view expressed within the stakeholder engagement for this strategy that GCSE retakes are not the most appropriate route to acquire or demonstrate maths and English skills. Some young people have found GCSE difficult and are daunted by the prospect of doing it again. Time and time again stakeholders have said that many of this group of learners find it more appropriate and rewarding to study maths and English in a work related context. National studies show that employers are less interested in what they consider to be academic mathematics (eg algebra) but instead want applied and practical skills including approximation, mental arithmetic, capability with visual data, units of measurement, ability to check own calculations and simple problem solving.
60. Similarly, employers report they are looking for the “basics” in English. Specifically employers seek enhanced listening and speaking skills, good writing, oral and spoken comprehension and improved spelling, grammar and vocabulary. Employers report problems with young people having difficulty constructing emails, using text speak rather than properly constructed sentences, and having poor spelling and communication skills.

<sup>34</sup> Perceptions of A level, GCSE and Other Qualifications (2013)

<sup>35</sup> Statistical First Release 37/2015

<sup>36</sup> Performance Tables

<sup>37</sup> Performance Tables

61. National studies show that employers do not tend to understand what GCSE curriculum actually includes and tests. However, the same studies also show that employers also do not understand the myriad of functional skills qualifications and their awarding bodies.
62. Both Teaching Schools in Medway have a key role to develop support at post 16 level including in maths and English. There is strong appetite to work together in the future within this strategy.

### Destinations of 16-19 learners in Medway

63. The next three tables show a comparison of the key learning and work destinations of 16-19 learners in Medway. Figures are expressed as a percentage of the total age cohort.

16 YEAR OLDS						
Destination	2014-15			2015-16		
	Q2	Q3	Q4	Q1	Q2	Q3
School	49.99%	52.74%	52.07%	51.86%	52.49%	54.85%
College	34.34%	35.44%	34.63%	33.59%	34.58%	33.80%
Apprenticeship	0.75%	1.38%	1.46%	1.90%	1.74%	2.57%
Employment with acc. Training	0.12%	0.29%	0.44%	0.47%	0.12%	0.15%
Self Employment with p/t study	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Volunteering with p/t study	0.00%	0.00%	0.00%	0.00%	0.00%	0.03%
EFA/SFA funded Training	0.45%	0.59%	1.17%	0.76%	0.36%	0.32%
Private Training	0.09%	0.29%	0.41%	0.61%	0.69%	0.79%
Traineeship	0.03%	0.03%	0.09%	0.00%	0.00%	0.03%

17 YEAR OLDS						
Destination	2014/15			2015/16		
	Q2	Q3	Q4	Q1	Q2	Q3
School	37.77%	43.63%	43.84%	43.87%	41.88%	43.45%
College	31.65%	33.83%	33.81%	32.88%	28.96%	30.22%
Apprenticeship	2.33%	3.27%	3.58%	3.92%	5.47%	6.32%
Employment with acc. Training	0.76%	1.15%	1.56%	1.71%	1.58%	1.80%
Self Employment with p/t study	0.00%	0.00%	0.00%	0.03%	0.00%	0.06%
Volunteering with p/t study	0.03%	0.03%	0.03%	0.03%	0.00%	0.00%
EFA/SFA funded Training	0.76%	0.78%	1.03%	0.76%	0.73%	0.46%
Private Training	0.17%	0.28%	0.34%	0.28%	0.53%	0.90%
Traineeship	0.06%	0.03%	0.03%	0.03%	0.20%	0.09%



18 YEAR OLDS						
Destination	2014/15			2015/16		
	Q2	Q3	Q4	Q1	Q2	Q3
School	6.10%	4.31%	4.23%	4.29%	5.27%	5.76%
College	25.67%	25.32%	25.24%	24.94%	17.38%	19.21%
Higher Education	12.41%	22.44%	23.26%	23.92%	20.90%	27.25%
Apprenticeship	4.22%	5.76%	6.19%	6.80%	8.04%	10.33%
Employment with acc. Training	0.87%	2.36%	3.76%	4.47%	4.38%	8.66%
Self Employment with p/t study	0.06%	0.06%	0.03%	0.12%	0.08%	0.11%
Volunteering with p/t study	0.09%	0.06%	0.03%	0.03%	0.08%	0.08%
EFA/SFA funded Training	0.35%	0.26%	0.29%	0.18%	0.61%	0.28%
Private Training	0.12%	0.09%	0.12%	0.15%	0.25%	0.45%
Traineeship	0.00%	0.00%	0.09%	0.03%	0.00%	0.03%

64. Key messages to be drawn are:

- Growth in apprenticeships in all three age cohorts over the six quarters but as a learning destination, these are much less developed for 16 year olds than 18 year olds.
- Growth in Higher Education in Q3 of 2015/16 compared to Q3 in 2014/15. Both of these are positive trajectories for the area economic development plans.
- Traineeships and self-employment in particular are under-developed

## Apprenticeships

65. At a LEP level, SELEP is the bottom third of all thirty nine LEPs for the proportion of young people in sustained apprenticeships as a post Key Stage 4 destination<sup>38</sup>. In the SELEP area the level is just 4.2%. This is a common pattern across the south east part of the country with the Coast to Capital LEP at 2.6%, the Enterprise M3 LEP at 4.1%, Thames Valley Berkshire LEP at 3.8% and London LEP at 2.3%.
66. This LEP level data is based on 2012-2013 data and information about the situation in Medway is set out below. However it is also clear that other local authorities have implemented apprenticeship strategies that have had success. For example, in East Sussex within the SELEP area, its contracted Youth Employability Service was additionally commissioned to support 120 young people aged 16-17 into new apprenticeships. This was part of a county-wide 'Your Hired' Campaign that had an overall objective of creating 500 new apprenticeships within a year. Both targets were exceeded thus demonstrating growth and change can be achieved within a strategic approach. Our strategy in Medway will learn from this.

<sup>38</sup> DfE Statistical First Release 01/2015: Destinations of key stage 4 and key stage 5 pupils: 2012 to 2013

67. The following table shows the breakdown of apprenticeship data<sup>39</sup> for Medway young people:

**Table: Apprenticeships completed or in progress - Medway residents 16-18 years old**

Sector	TOTALS		16 YEAR OLDS		17 YEAR OLDS		18 YEAR OLDS	
	Actual Number	%	Actual Number	%	Actual Number	%	Actual Number	%
Animal and Land	21	1.6%	3	2.3%	4	1.4%	5	1.3%
Armed Forces	4	0.3%	2	1.5%	0	0.0%	0	0.0%
Business Administration	185	14.1%	24	18.1%	29	10.1%	49	12.3%
Construction	186	14.2%	29	21.8%	52	18.1%	52	13.1%
Children and Young People	84	6.4%	8	6.0%	13	4.5%	32	8.1%
Electrical, Gas, Heating & Plumbing	116	8.8%	11	8.3%	23	8.0%	37	9.3%
Financial & Insurance	32	2.4%	1	0.8%	5	1.7%	11	2.8%
Hair & Beauty	82	6.3%	8	6.0%	28	9.8%	18	4.5%
Health (incl Sport)	44	3.4%	8	6.0%	12	4.2%	7	1.8%
Hospitality	102	7.8%	10	7.5%	21	7.3%	34	8.6%
Information & Communication	89	6.8%	1	0.8%	15	5.2%	33	8.3%
Manufacturing & Engineering	173	13.2%	11	8.3%	43	15.0%	62	15.6%
Motor Trades	66	5.0%	7	5.3%	17	6.0%	19	4.8%
Professional, Scientific & Technical	48	3.7%	2	1.5%	12	4.2%	12	3.0%
Property	8	0.6%	1	0.8%	2	0.7%	2	0.5%
Retail	27	2.1%	4	2.1%	6	2.1%	7	1.8%
Transport & Storage	44	3.4%	3	1.7%	5	1.7%	17	4.3%
<b>Total completed/in progress</b>	<b>1311</b>		<b>133</b>		<b>287</b>		<b>397</b>	
<b>Percentage of apprenticeship cohort</b>				<b>10.14%</b>		<b>21.89%</b>		<b>30.28%</b>

Apprentices aged 19+ in Medway constitute 37.68% of all Medway residents in apprenticeships; this is more than the levels for 16 and 17 year olds combined. The Medway Youth Parliament report that too many young people are not routinely made aware in school about apprenticeships as a post 16 destination.

68. Non-completion of an apprenticeship has a financial and human cost as highlighted earlier this assessment of need. A total of 239 apprenticeships have not been completed in Medway. Rates of non-completion of apprenticeships by age are as follows:

**Table: Withdrawals from apprenticeships for Medway residents 16-18 years old**

Apprenticeship Framework	TOTALS		16 YEAR OLDS		17 YEAR OLDS		18 YEAR OLDS	
	Actual Number	%	Actual Number	%	Actual Number	%	Actual Number	%
Animal and Land	5	2.1%	0	0.0%	2	4.8%	2	1.0%
Armed Forces	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Business Administration	37	15.5%	1	11.1%	7	16.7%	17	12.24%
Construction	41	17.2%	0	0.0%	6	14.3%	11	24.5%
Children and Young People	13	5.4%	0	0.0%	1	2.4%	7	5.1%

<sup>39</sup> Source: Skills Funding Agency

Electrical, Gas, Heating & Plumbing	23	9.6%	0	0.0%	6	14.3%	8	9.2%
Financial & Insurance	3	1.3%	0	0.0%	0	0.0%	1	2.0%
Hair & Beauty	19	8.0%	4	44.44%	3	7.1%	4	8.2%
Health (incl Sport)	6	2.5%	0	0.0%	0	0.0%	5	1.0%
Hospitality	19	8.0%	1	11.1%	4	9.5%	8	6.1%
Information & Communication	12	5.0%	0	0.0%	1	2.4%	7	4.1%
Manufacturing & Engineering	25	10.5%	0	0.0%	7	16.7%	11	7.1%
Motor Trades	5	2.1%	1	11.1%	1	2.4%	0	3.1%
Professional, Scientific & Technical	12	5.0%	0	0.0%	0	0.0%	4	8.2%
Property	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Retail	16	6.7%	2	22.2%	2	4.8%	5	7.1%
Transport & Storage	3	1.3%	0	0.0%	2	4.8%	0	1.0%
<b>Total withdrawals</b>	<b>239</b>		<b>9</b>		<b>42</b>		<b>90</b>	
<b>Percentage of apprenticeship cohort</b>				<b>3.8%</b>		<b>17.6%</b>		<b>37.7%</b>

69. These two tables together show a greater degree of relative stability amongst 16 and 17 year olds when engaged on to apprenticeships.

	16 year olds	17 year olds	18 year olds	19+
Proportion of live or completed apprenticeships	10.14%	21.89%	30.28%	37.7%
Proportion of withdrawals from apprenticeships	3.8%	17.6%	37.7%	41.0%

It is clear that completion rate of apprenticeships amongst Medway residents becomes less secure as the learner gets older. Our strategy will bring renewed focus to development of apprenticeships for 16-19 year olds and particularly so for 16 and 17 year olds. However the current funding framework for 16-18 apprenticeships has weighting in recognition that this age group can need more support; the new apprenticeship funding and training structures, with funding via employers, does not at this time make such differentiation and therefore there is risk that 16-18 learners may be disadvantaged as a result.

70. In November 2014 the Secretary of State said “our government’s vision has been clear. To create a new norm that when young people leave school, they choose between two equally prestigious routes to a great career - university or an apprenticeship - or, with higher apprenticeships, to do both at once”. In January 2016 she made further announcement “For many young people going to university will be the right choice, and we are committed to continuing to expand access to higher education, but for other young people the technical education provided by apprenticeships will suit them better. That’s why I’m determined to tackle an outdated snobbery towards apprenticeships by requiring schools to give young people the chance to hear about the fantastic opportunities that apprenticeships and technical education offer.”
71. A White Paper is expected before the end of 2016 that will lead to the legislative requirement for state schools, including academies, to collaborate with colleges, university technical colleges

and other training providers to ensure young people are aware of all options – including degree-level apprenticeships. The Medway strategy will seek to develop and embed renewed openness and collaboration rather than rely on new Duties.

72. However, also during January 2016 the Chief Inspector, Sir Michael Wilshaw criticised some apprenticeships as being of too poor quality and “not worthy of the [apprenticeship] name”.
73. One note in the Council’s Procurement Strategy 2013-16 states a measure of success that “young unemployed people, care leavers, disabled people and ex-service personnel are getting apprenticeships through our suppliers” and “ensure that suppliers that have contracts with a value of more than £1m per year from the Council support at least one apprentice at any time during the lifetime of the contract”.
74. An apprenticeship levy will be in place from April 2017 to help Government fund its target to create three million apprenticeships by 2020. The levy will apply to all employers in the UK including public sector employers. It was confirmed in the 2015 Spending Review that the rate of the levy will be set at 0.5% of an employer’s pay bill where these costs exceed £3m. It will be collected via PAYE and each employer will receive an allowance of £15,000 to offset against their levy payment. It is not clear locally to what extent all public bodies are aware of the levy and factoring it into their budgets; as Academies and Multi-Academy Trusts work to a September – August financial year, it will affect their budgets from September 2016.
75. The public sector accounts for 16.2%<sup>40</sup> of England’s workforce (September 2015) but Government maintains it currently delivers a lower relative proportion of apprenticeships than the private sector. The Government’s Enterprise Bill contains provision to amend the Apprenticeships, Skills, Children and Learning Act 2009 so that the Secretary of State can set targets for prescribed public bodies in relation to the number of apprentices working for them in England. A public body is defined in the clause as a public authority or a body or person that is not a public authority but has functions of a public nature and is funded wholly or partly from public funds. It is proposed to apply this duty to public bodies with more than 250 employees and to hold them to account through published data to show how public bodies are progressing towards their prescribed target, currently set at 2.3% of employees. In January 2016 the Government commenced consultation<sup>41</sup> about setting these apprenticeship.
76. It is proposed that this new Duty will apply to local government, Police forces, Fire & Rescue Services, NHS, Armed Forces, Government Agencies, Schools<sup>42</sup> and academies. There is opportunity a strategic coordinated approach across Medway’s public sector bodies to be just the start and in time across Medway the place.
77. Many local authorities have already made commitments to develop apprenticeships and traineeships both inside Council personnel and to also leverage apprenticeships through procurement processes. Medway Council has an internal apprenticeship scheme and its Procurement Strategy 2013-16 states that one measure of success is that “young unemployed people, care leavers, disabled people and ex-service personnel are getting apprenticeships through our suppliers” (by March 2014) and “ensure that suppliers that have contracts with a value of more than £1m per year from the Council support at least one apprentice at any time during the lifetime of the contract” (by March 2014).

<sup>40</sup> ONS, Public Sector Employment/ge-2015

<sup>41</sup> Apprenticeship Targets for Public Sector Bodies Consultation, Department for Business, Innovation & Skills, January 2016

<sup>42</sup> Schools maintained by the local authority would be included in the local authority overall headcount

78. Council data shows that to date thirty apprenticeships have been created as a result of this procurement policy and that all thirty have been for 16-19 year olds. It has not been possible to determine what proportion of these thirty new apprenticeships have been taken by Medway young people. At the time of writing there is not any Council thinking that this policy will change when the Procurement Strategy is revised during 2016.

### Young people Not in Education, Employment or Training (NEET)

79. The monthly NEET levels during 2015 in Medway are as follows:

**Medway NEET Levels during 2015 by month and age**

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<b>16 yrs</b>	3.3	4.1	4.2	4.6	4.8	5.2	5.4	5.2	2.3	2.4	2.7	3.0
<b>17 yrs</b>	6.4	6.5	6.3	6.7	6.9	6.7	7.0	7.1	7.3	7.8	7.8	7.9
<b>18 yrs</b>	12.3	12.1	11.7	11.5	11.3	11.4	11.5	11.2	11.5	11.6	11.7	11.6
<b>16-18</b>	7.2	7.4	7.3	7.5	7.6	7.8	7.8	7.8	6.8	7.2	7.4	7.5

Overall NEET levels are fairly stubborn but there is clear difference in levels by age. Particular problems persist with 18 year old NEET. The approach during 2015 has been to reduce the level of 18 year old Not Knowns (see below) and good progress in this has been achieved thus ensuring focus is given to 18 year old NEET during 2016. Our strategy will reduce the levels of NEET and will also narrow the gap for 17 and 18 year olds in relation to 16 year olds.

80. As at December 2015 the combined 16-18 NEET level in Medway was 7.5%. The South East average level was 3.8% and the England average was 4.2%. However the rate of NEET at December 2015 amongst vulnerable groups is significantly greater than the Medway average level.

Vulnerable Group	% of cohort NEET (16-18)
Medway average	7.5%
LAC	24.4%
Young carer	17.3%
Substance Misuse	37.8%
Care Leaver	60.0%
Teenage pregnancy	86.1%
Teenage parent	84.3%
SEND	9.2%

At December 2015, young people aged 16-18 years with one of these vulnerability characteristics accounted for 35% of the NEET cohort. This proportion is static compared to December 2014, also 35%. Vulnerable young people find it most difficult to be work ready and to access the labour market; our strategy will help them to make this transition.

81. Further we know that a young person with a fixed term exclusion from school is 2.35 times more likely than their peers to be NEET. We also know that a whilst students eligible for Free School Meals represents 8.28% the total cohort, they represent 16.94% of the NEET cohort.
82. In December 2015, 9.2% of young people with SEND aged 16-18 years were NEET. This is a positive improvement from 12.4% in December 2014 but still a group over represented within the NEET cohort. The following shows a breakdown of the number of Statements/ Education Health & Care Plans in Medway.

Statements and Education Health & Care Plans in Medway (June 2015) <sup>43</sup>			
Year Group	Number of Young People	Condition	Number of Young People
-1	31	Autistic Spectrum Disorder	405
0	49	Behavioural Emotional Social Difficulties	181
1`	63	Hearing Impaired	43
2	82	Moderate Learning Difficulties	358
3	73	Other	6
4	97	Physical Disability	63
5	108	Profound & Multiple Learning Difficulties	6
6	127	Speech Language & Communication Needs	172
7	113	Specific Learning Disability	129
8	122	Specific Learning Difficulties	62
9	134	Visual Impairment	15
10	153	<b>Total</b>	<b>1440</b>
11	155		
12	133		
<b>Total</b>	<b>1440</b>		

83. These figures show only the prime reason known for a Statement/EHC Plan; Medway Council does not collect data on any secondary needs in the Statement/EHC Plan. The year group numbers above show a significant number of Statements/Plans in the upper age groups. The drop in numbers below year 5 is a potentially misleading as in Medway years 4 and 5 usually have the highest number of requests for assessment – by primary schools and/or parents.

### Young people whose Destination is Not Known

84. All post-16 destinations have what is called a currency period within which their destination should be re-confirmed.

#### Medway Not Known Levels during 2015 by month and age<sup>44</sup>

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
<b>16 yrs</b>	5.3%	4.9%	4.8%	4.7%	4.8%	4.8%	4.6%	5.1%	7.3%	4.2%	3.5%	3.1%
<b>17 yrs</b>	8.1%	7.2%	6.6%	6.2%	6.2%	6.2%	6.1%	6.5%	11.6%	8.0%	6.2%	5.7%
<b>18 yrs</b>	15.6%	13.8%	12.5%	10.9%	10.7%	10.3%	10.3%	11.2%	23.2%	11.7%	9.9%	7.8%
<b>16-18</b>	9.7%	8.6%	7.5%	7.3%	7.2%	7.1%	7.0%	7.4%	15.3%	8.1%	6.6%	5.6%

85. At 1<sup>st</sup> September each year the destination of all young people must be re-confirmed and so there is always a natural spike in Not Known levels at this point.
86. Section 13 of the Education and Skills Act 2008 places a duty on all educational institutions maintained schools, academies, colleges, and education and training providers – including apprenticeship providers and performing arts schools who receive Dance and Drama Award (DaDA) funding) - to tell their local authority when a young person is no longer participating. This duty is applicable if a young person leaves an education or training programme before completion (ie 'drops-out') and enables local authorities to take swift action to encourage the

<sup>43</sup> Source: Medway Council (June 2015)

<sup>44</sup> Source: CCIS data (2015)

young person to re-engage. There are current inconsistencies in the way this works across all providers in Medway and our strategy will address this.

87. These same inconsistencies apply to the way that some internal Council departments ensure or do not ensure that information about young people's destinations is shared with the CCIS database.

### Work readiness of young people in Medway

88. National surveys suggest employers in the main do not regard young people as work ready. At the level of Local Enterprise Partnerships, the SELEP area does not fare well.

- SELEP is in the bottom third of all LEPs for the proportion of employers answering "16 year old school leavers are poorly or very poorly prepared for work". In SELEP area, 40% of employers agreed with this statement<sup>45</sup>. The lowest scoring LEP area in the country was Cheshire & Warrington at 46% but there were just six LEP areas scoring lower than SELEP.
- The situation changes a little with a different question. When answering "17-18 year olds recruited to a time job from school are poorly or very poorly prepared for work" the SELEP area moves to be in the middle third of all LEPs. In SELEP 30% of employers answering this question felt 17-18 year olds recruited to a first job were not prepared for work. Whilst this is an improved situation there are still just eleven LEPs across the country with lower performance. The highest performing LEP area was Gloucestershire where just 20% of employers expressed their concerns; however we must be careful not to celebrate the situation in Gloucestershire to much as this equates to one in five employers not convinced about young people's preparedness for work.

89. It is not possible to dig below some of this LEP level data to draw specific conclusions as to what changes between the readiness of 16 year olds but with wider reading the following are reasonable assumptions:

- Increased maturity level of the young people at 17/18 compared to 16 years
- Increased qualification levels either achieved through progression or re-takes
- wider experience of the world, including potentially the world of work

90. A survey of Medway employers carried out by Medway Council and Medway Youth Trust between October – December 2015 supported this view as when asked "how well do you think schools, colleges and universities help prepare young people for work?", 40% of responding employers answered "OK" but 40% answered "Not Good Enough". The following employer feedback gives some context to these answers:

- "Lack of basic understanding of what it is like to work"
- "I think the schools do well academically, however many students are just not work ready"
- "Often arrive with poor work skillset, poor understanding of work ethic and poor basic skills – spelling, proof reading, IT etc"
- "I think schools can do much more to prepare students for the type of relationships they will have with colleagues and managers at work. Many of the young people we have

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<sup>45</sup> UKCES (2013), Employer Skills Survey

employed have struggled to get used to the idea that managers are not the enemy in the same way that they have perceived teachers at school, they cannot keep secrets, hope mistakes won't get found out or think they will get a regular telling off but that this is nothing to worry about".

91. The survey asked employers to choose their three most important factors when deciding to employ a young person. The following table shows the dominant factors:

Rank	Factor	No. of respondents including this in their top 3
1 <sup>st</sup>	Opportunity to mould/shape an employee	87.5%
2 <sup>nd</sup>	Young people are IT literate	68.8%
3 <sup>rd</sup>	Young people have current skills or qualifications	50.0%
4 <sup>th</sup>	To give something back to the community	43.8%
5 <sup>th</sup>	To balance an ageing workforce	31.3%
6 <sup>th</sup>	Lower wage costs than employing an adult	12.5%
7 <sup>th</sup>	Opens up new markets for my business	0.0%

92. Half the responding employers included current skills and qualifications in their top three most important factors but 87.5% include the opportunity to mould/shape an employee. This evidences a recognition that employers want young people as ready *for* work rather than perhaps ready *to* work. It suggests that Medway employers are looking for the character and mindset for work.
93. The results also suggest that employers are not looking at young people for core financial reasons in terms of new market creation or lowering employee cost base. This may in part be because employers do not always recognise this potential; there is a good case example with a Medway hair salon which took on an apprentice and within a year the client base for the business and its profitability had grown significantly as it became a salon young people also began to use.
94. The question of young people's character, mindset and experience was explored with employers through the survey. Employers were asked to grade how important each of the attributes of young people as prospective employees to their business. The scale used was Very Important; Important; Average Importance; Not Important; Not at all Important. The following table ranks the responses.

Rank Position	Graded 'Very Important'	Graded 'Very Important' or 'Important'
1 <sup>st</sup>	Positive attitude (aspiration)	Positive attitude (aspiration)
2 <sup>nd</sup>	Willingness to learn (receptive)	Willingness to learn (receptive)
3 <sup>rd</sup>	Communication skills	Communication skills
4 <sup>th</sup>	Cooperation/teamwork	Grit & determination
5 <sup>th</sup>	Maths and English qualifications	Cooperation/teamwork
6 <sup>th</sup>	Grit & determination	Problem solving
7 <sup>th</sup>	Problem solving	Customer service
8 <sup>th</sup>	Flexibility	Maths and English qualifications
9 <sup>th</sup>	Resilience to stress	Flexibility
10 <sup>th</sup>	Customer service	Resilience to stress
11 <sup>th</sup>	Qualifications linked to your business/sector	Qualifications linked to your business/sector
12 <sup>th</sup>	Prior understanding of your business or sector	Prior understanding of your business or sector



13 <sup>th</sup>	Prior work/volunteering experience	Prior work/volunteering experience
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95. The rankings show consistency in the top and bottom three rank positions with some minor variation in rank order for the middle ranged attributes. These responses show that Medway's employers want young people to know themselves, they need them to want to work, to be ready to do some work, be able to communicate well when they are doing it, be ready and able to work with others, and to want to learn how to work better once they have commenced employment. Interestingly prior work or volunteering experience did not score as being important to employers in this survey.
96. Informed by these results, two programmes which are readily available in Medway have been reviewed. These have the potential to develop the core social and emotional attributes of positive attitude (aspiration), willingness to learn (receptive), communication skills, cooperation/teamwork, grit/determination, problem solving, flexibility and to an extent, numeracy and literacy.
97. Research published by the Cabinet Office (March 2015) provides evidence that young people who take part in programmes promoting social action develop vital employability and life skills in the process. A series of randomised control trials in three areas across England found that young people aged between 10-20 who took part in activities such as campaigning, fundraising and volunteering, displayed significantly improved skills. The trials measured levels of empathy, cooperation, grit and resilience as well as problem-solving skills, sense of community and educational attitudes. Across all six of these areas there was an uplift of between 6-16% when compared with the control group. The results also demonstrated that participation in youth social action increases the willingness to be involved in community-related activity in later life. They also showed improved levels of well-being and, in one group, levels of anxiety reduced by more than a fifth in the young people who participated in youth social action.
98. This is further supported by a national study which concluded that youth social action has a transformative effect on young people's character, and in turn character development benefits both the individual and society.<sup>46</sup> It is supported further by Ofsted which spoke about volunteering improving and developing young people's self-esteem, growing their sense of personal and social responsibility, motivation, resilience, political awareness, leadership and employment skills.<sup>47</sup> Ofsted remains firm in its views that well-managed, meaningful social action has a very positive impact on children and young people and encourages schools to embed it in its social, moral, cultural and spiritual (SMSC) curriculum.
99. The National Citizen Service is a key youth social action programme available to all 16 and 17 year olds in Medway. Funded by the Cabinet Office the Government has recently committed growth funding through to 2020. From Autumn 2015 Medway Youth Trust is the sole delivery partner for Medway with the prime contract across part of the south east region held by CxK Ltd. Evaluation of 130,000 graduates of the National Citizen Service across the country found:
- 75% felt more confident about getting a job
  - 92% thought the NCS gave them a chance to develop skills that would help them in the future

<sup>46</sup> Jubilee Centre for Character and Virtues (2015), Building Character through Social Action

<sup>47</sup> Ofsted (2012), Choosing to Volunteer

- 84% said NCS gave them a chance to get to know people with whom they would not normally mix
100. A Medway young person said “NCS was unbelievable, I really got to develop some skills in planning, finance and teamwork as well as having a brilliant time making a difference to other people. I definitely feel much more ready for the future now”.
101. The Government’s intention is that by 2018 one in eight 16 and 17 year olds will have taken part in the National Citizen Service. Participation levels are only available from Medway Youth Trust for the period since 2013. Since 2013 a total of 676 16 and 17 year olds in Medway have participated.

Vulnerable Group	Proportion of NCS Participants in Medway (since 2013)	Proportion of Medway 16-17 cohort (Dec 15)
Working with Youth Offending Team	0.59%	0.57%
Looked after children	0.74%	1.72%
Care leaver	0.30%	0.09%
Young carer	0.30%	0.31%
SEND	3.11%	4.83%

102. A key element of the National Citizen Service is that a part of the results payments is dependent on each team of fifteen young people reflecting the social mix of Medway. The above figures show that a social mix of Medway young people is being achieved. A young person said “I have really enjoyed doing this with people I would not have spent time with before; we’ve come from different parts of Medway and we’re so different to each other but have been on this journey as a team. We’ll stay friends now”.
103. NCS is a funded payment by results programme and our 16-19 strategy will encourage academies/schools, PRUs and college to encourage their 16 and 17 year old students to participate. It will also encourage home educated, young people NEET to participate.
104. The Duke of Edinburgh’s Award is a national award scheme celebrating its 60<sup>th</sup> anniversary during 2016. It is well established locally in Medway, nationally and internationally and is the largest youth achievement award scheme in the country. Local participation figures for Duke of Edinburgh’s Award are only available from Medway Council and so whilst this includes school based participation we understand they do not include participation within uniformed youth organisations and other scheme license holders.

Years Age	Apr 2013 - Mar 2014			Apr 2014 - Mar 2015		
	13-15	16-17	18-19	13-15	16-17	18-19
Bronze Award	288	47	5	363	36	0
Silver Award	62	27	7	61	14	6
Gold Award	0	26	9	1	24	2
Module completed <sup>48</sup>	338	75	7	467	72	9

105. The Duke of Edinburgh’s Award is a proportion of the total number of accredited outcomes achieved by young people within youth service delivery in Medway. Accredited outcomes in youth work delivery usually have the following features:

<sup>48</sup> A Duke of Edinburgh’s Award level (eg Bronze) consists of a number of Modules.

- Be undertaken by young people supported within the youth work process.
- Have currency/credibility outside youth work including enhancing life and social skills and, where possible, a link to employment, education and training.
- Be subject to either independent internal verification by the organisation making the award or be externally assessed by an awarding body.

106. It is usual in local authority youth services that to count as an accredited outcome, a young person must have successfully completed one or more modules of a nationally recognised award or a local award which carries accredited status. In Medway, the Duke of Edinburgh Award scheme accounts for the following proportions of youth service accredited outcomes.

Years	Apr 2013 - Mar 2014			Apr 2014 - Mar 2015		
Age	13-15	16-17	18-19	13-15	16-17	18-19
Total Medway Accredited Outcomes	993	259	50	1231	293	58
No. Duke of Edinburgh Award Outcomes	699	171	28	904	146	17
Duke of Edinburgh Award as % of all Medway accredited outcomes	70.4%	66.0%	56.0%	73.4%	49.8%	29.3%

This table shows the importance of Duke of Edinburgh's Award within the balance of current delivery and reinforces the positive level of engagement locally but it does show a significant attrition rate after 15 years of age. This has not been compared against any national attrition rates as the focus here is on its local value on post 16 learning and employment.

107. During stakeholder consultation it has been said on numerous occasions across sectors that in Medway the Award scheme is to too great an extent the domain of middle class achieving young people who are already likely to achieve in their lives. There is good example from Will Adams PRU that shows how the scheme can be used effectively with young people further from the labour market but if this is the case locally it echoes views of other local authorities visited during the research for this strategy about the traditional use of the scheme in their own areas. It has not been possible to cross reference youth service accredited outcomes with Free School Meals (FSM), SEND or young people excluded from school but the following information has been provided to this review:

**Table: Looked After Children/Care Leavers<sup>49</sup>**

Years	Apr 2013 - Mar 2014			Apr 2014 - Mar 2015		
Age	13-15	16-17	18-19	13-15	16-17	18-19
Number of Youth Service 'Contacts'	30	17	6	31	21	10
Number of Accredited Outcomes	1	3	1	5	9	4
Proportion of Youth Service 'Contacts'	1.02%	1.57%	2.25%	1.11%	2.43%	4.10%
Proportion of Accredited Outcomes	0.15%	1.63%	0.00%	0.24%	2.07%	8.33%

**Table: Youth Offending Team Caseload<sup>50</sup>**

Years	Apr 2013 - Mar 2014			Apr 2014 - Mar 2015		
Age	13-15	16-17	18-19	13-15	16-17	18-19
Number of Youth Service 'Contacts'	38	23	1	61	43	4
Number of Accredited Outcomes	2	3	0	5	2	1
Proportion of Youth Service 'Contacts'	1.30%	2.12%	0.37%	2.19%	4.97%	1.64%
Proportion of Accredited Outcomes	0.29%	1.63%	0.00%	0.60%	1.04%	2.78%

<sup>49</sup> Source: Medway Council Youth Service

<sup>50</sup> Source: Medway Council Youth Service

These two tables suggest there is a gap to be narrowed in terms of ensuring vulnerable young people achieve Duke of Edinburgh's Award outcomes. This award scheme provides excellent opportunity for vulnerable learners to achieve accredited outcomes to strengthen their future job prospects but a more targeted focus in the future may be necessary to achieve this.

108. The Duke of Edinburgh Award Scheme has a strong reputation with employers nationally because it has the potential to help young people develop essential work-ready skills including resilience, commitment, self-motivation and team working. It is publicly endorsed by the CBI, Chartered Institute of Personnel Development as well as many of the UK's leading business and high street brands. However in Medway it has traditionally been positioned in Medway as a youthwork programme, not an employability skills programme. Participation in some schools is actively encouraged because it has a value to students' UCAS applications.
109. Some other local authorities have begun to exploit the potential of Duke of Edinburgh's Award scheme by re-positioning its use as a strategic part of an overall employability approach. The licensing arrangements are challenging as schools must become a license holder if the local authority does not centrally act the licensing authority. Local authorities spoken to have transferred the licensing to schools and some authorities have agreed transitional arrangements so that their schools have 1-3 years to adjust to the new costs and responsibilities. These local authorities have very effectively integrated delivery of Duke of Edinburgh's Award with their targeted IAG services to ensure an authority wide programme targeted at those furthest from education and the labour market. There is similar opportunity to achieve the same in Medway.

## Careers, Information Advice and Guidance and Employer Engagement

110. Good career guidance helps inspire pupils towards further study and enables them to make informed decisions whenever choices are open to them. It is a key part of supporting young people at risk of NEET or not progressing in their learning and work. It helps young people understand the world of work to know the skills they need to succeed. It is important to social mobility<sup>51</sup>. Careers guidance in schools was criticised by Ofsted during 2013<sup>52</sup>.
111. The Gatsby Foundation published eight benchmarks of effective career guidance which it developed after national and international study. The benchmarks have been adopted by the new Careers & Enterprise Company established by the Government in 2015. These are:
- **A stable careers programme:** every school and college should have an established programme of career education and guidance. (note: the Duty to have a Careers Education programme was repealed in 2012).
  - **Learning from career and labour market information:** every pupil and parent should have access to good quality labour market information and they will need the support of an informed adviser to make best use of the available information
  - **Addressing the needs of each pupil:** pupils will have different needs at different times. Opportunities for advice and support need to be tailored to the needs of each pupil.
  - **Linking curriculum learning to careers:** all teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths

<sup>51</sup> Gatsby Foundation (2015), Good Career Guidance

<sup>52</sup> Ofsted (2013), Going in the right direction: career guidance in schools from September 2012

- **Encounters with employers and employees:** every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities.
- **Experiences of workplaces:** every pupil should have first-hand experience of the workplace through work visits, work shadowing and/or work experience to help their exploration and expand their networks.
- **Encounters with further and higher education:** all pupils should understand the full range of learning opportunities that are available to them including both academic and vocational routes.
- **Personal guidance:** every pupil should have opportunities for guidance interviews with a careers adviser trained to an appropriate level. This should be expected for all pupils whenever significant study or career choices are being made but should be timed to meet pupils' individual needs.

These benchmarks provide useful basis for our strategy in Medway.

112. Following CEIAG healthchecks in Medway schools the following aspects need strengthening:
- Careers Guidance Policy has been developed and shared amongst staff and parents and is reviewed annually.
  - Organisation has a dedicated CEIAG Quality in Careers Standard (QiCS) validated award e.g.: Investors in Careers, Matrix
  - Organisation has a dedicated member of staff to coordinate careers education and guidance activities.
  - Careers programme is mapped against a recognised model curriculum e.g. ACEG.
113. Principals and Headteachers in Medway have an appetite and wish to receive more labour market information and have requested that through the strategy addresses a more constant flow of insight and information about future economic development plans. There is scope for enhanced collaboration between the education and economic development sections of Medway Council in this regard.
114. During discussions within a meeting of the Medway Youth Parliament and also focused discussions with the Parliament's Futures Group, young people expressed concerns to this review about an insufficient volume of careers information advice and guidance for young people in Medway. During both discussions, the following specific points were shared:
- Too few students receive 1:1 careers guidance in schools
  - The Medway Your Choice in Medway website is poor and too few young people know about it

The Youth Parliament Futures Group has committed support over the next two years to support the development of this strategy.

115. Other young people including at Medway UTC and Medway Youth Trust Youth Forum have commented that for those that have work experience opportunity whilst at school it happens too soon although they understand the demands of the school curriculum and exam preparation during Year 11. Young people also perceive a lack of follow up for work experience placements to help them explore what went well, what did not and what learning they might take from the experience.
116. Young people NEET and those of school age but further from educational attainment and the labour market have significantly enhanced need for greater information, advice and guidance and over a longer period of time. Local authorities with lower levels of NEET tend to prioritise

this work within their reducing resource. In Medway, resource on targeted information, advice and guidance has been reduced by over 40% since 2012.

117. At LEP level the SELEP area is in the bottom third of all LEPs for the proportion of employer establishments who had anyone in on a work experience placement<sup>53</sup>. At 32% of employers, the SELEP area there were just seven other LEPs with lower levels. The highest performing LEP area was Cheshire & Warrington at 46%, the lowest was Humber at 29%. At 19% the SELEP area is in the middle third of all LEPs for the proportion of employer establishments who offered any work inspiration. The highest performing LEP is again Cheshire & Warrington at 25%.
118. There is clear correlation nationally between the size of organisation and providing work experience placements or work inspiration.

	% organisations with fewer than 250 employees	% organisations with more than 250 employees
<b>Work experience</b>	41%	49%
<b>Work inspiration</b>	16%	22%

Medway has 13,000 businesses but it is very much an economy based on micro-business with 89% of Medway's businesses employing fewer than 10 people. This presents particular challenges in employer engagement in Medway.

119. This is further compounded in Medway that there are at least twenty seven organisations in Medway contacting employers for work experience and work inspiration. This list includes schools (including primary schools) inside and outside of Medway, Mid Kent College and other FE colleges, training and apprenticeship providers, universities, Medway Council, Medway Youth Trust, Medway EBP and other charities. There is no strategic Medway employer engagement approach and employers have fed back their concerns to this review that as micro and small businesses they do not have the resource to respond to the volume of calls to them let alone the volume of requests. As a result they tend to ignore unsolicited requests and are most likely to respond to those agencies with which they have an established relationship.
120. This presents a challenge for smaller training providers in the future when apprenticeship funding will be routed to employers rather than providers and FE colleges having an 'allocation' of learner places. The strategy should seek to develop a strategic approach to employer engagement but in doing so will need to recognise the commercial and strategic importance to some individual providers/institutions in their own employer engagement work. Principals and Headteachers would welcome such a strategic approach.

## Whole system thinking and working

121. Since 2012 the approach to 16-19 learning and employment in Medway has been increasingly fragmented and uncoordinated. There is important context that has contributed to this:
- There has not been an area wide Raising Participation Strategy in place; therefore parts of the system have sought to respond to emergent need without an overarching approach. This has been within the wider system but also, Medway Council departments do not all have integrated KPIs at service level. There perhaps has not always been a clear integration between Council economic development plans and education/skills plans.

<sup>53</sup> UK Commission (2014), Employer Perspectives Survey

- There has been growth at LEP and sub-LEP (Kent and Medway) level in terms of the skills and employment agenda.
- The academisation of schools was very rapid at secondary level and more recently the growth of Multi Academy Trusts has brought groups of secondary schools into more complex relationships where collaboration between schools and between schools and the Council has not been a natural product. Numerous collaborative groups such as KS4 Engagement Group were ceased in 2012.
- Medway Council school effectiveness support services have been focused on the primary phase where there has been continuous improvement need. This means there has not been the same focus on post learning. The Teaching Schools have similarly had their focus on the primary phase and some elements of Key Stages 3 and 4, but not post 16 learning.
- Deep education policy reform including changes not just to the structures of education but also to responsibilities for careers guidance, alternative programmes, curriculum, examinations, inspection frameworks and accountability measures.

Our strategy will address this need for collaborative whole system thinking. We will know this embedded when everyone thinks and talks about Medway's young people as "our children and young people" and that the relationship between education/skills and the economy is embedded in all thoughts and activities.

122. There are two groups in place which are led by Medway Youth Trust and these will be encouraged and continued:
- Careers & Higher Education Network: this group, in place since 2008, brings together careers and work experience coordinators in schools, FE colleges and universities. It is a well attended group valued by those that participate.
  - Training & Apprenticeship Providers group which ceased operating in 2012 but was resurrected at the end of 2015. This group met during January 2016, has established a clear purpose and has commitment to continue to meet.
123. Use of data as insight and of strategic importance is an area for development in Medway, particularly in a self-improving education system. There are two strands to this point:
- How existing data is used to plan, prioritise need and allocate resource. There are multiple datasets, often within incompatible databases, but it needs to be used more effectively than at present.
  - Other data that is not currently gathered and how it should be used to (a) plan and monitor appropriate and sufficient post 16 provision linked to the needs of the labour market and (b) inform careers IAG. This requires robust governance and protocol around information sharing but it also requires trust in how the information will be used.
124. A new corporate group within Medway Council chaired by the Director of Children's Services includes senior representation from within both education and economic development is providing initial oversight to the implementation and momentum of the new strategy.

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## **FINAL DRAFT: 1<sup>ST</sup> March 2016**

# **Our young people's 16-19 Strategy 2016-2020**

## Participation and employability for all young people in Medway

### **Our Ambition**

1. By 2020 we want to achieve the participation and success of all young people in education or work based training appropriate to their needs and relevant to the local and national economy. We want all our young people in Medway to become better qualified, skilled and ready for employment and to be fully equipped to play an active role in society.
2. Transforming young people's lives and employment opportunities is key to helping Medway realise its ambition to be a place of learning and enterprise with the economic and social development it brings. We will plan, work and collaborate to embed a whole system approach.
3. Our strategy is focused on young people aged 16-18 years but we know achieving our ambitious goals needs work to start much earlier in young people's lives and support for some to continue to 21 and 25 years of age.

### **Our Guiding Principles**

4. Four core principles underpin the way we will work together to realise our ambition:
  - **Partnership, strong local leadership and shared accountability.** Our strategy involves proactive, integrated interventions across all sectors; effective partnership and collaboration across all sectors and all levels is essential.
  - **Bringing together the world of education and the world of work.** The education and skills environment is not separate from the economy and the economy cannot be detached from education and skills. Ensuring both sectors understand and work effectively with each other is vital.
  - **Participatory planning.** Our strategy includes diverse interests and views to the planning process and overall effort required to effect change. It builds on proven best practices and lessons learned but also seeks approaches that are innovative, forward looking, creative and responsive to circumstance and opportunity.
  - **Building on existing strengths.** The strengths of young people, their families and communities are a part of the solution. Our strategy takes an early help approach, engaging as early as possible to prevent and remove barriers to employability and resilience before they can have a significant impact on young people's lives. We commission solutions locally wherever possible to meet the needs of Medway

## Ready for Work

5. The youth labour market has features differentiating it from the more general labour market:
  - Education plays a more significant role than within the rest of the population.
  - Employment and unemployment levels tend to be more sensitive to economic downturns than those of older workers.
  - Movements between jobs are common, as young people search for and make moves into new positions that more match their skills or interests.
  - Careers information, advice and guidance has greater importance as young people often need more help to make sense of the options they face, particularly for vulnerable young people.
  - Parents and carers have a stronger influence – positive or negative – on the decisions and actions of their children.
  
6. Our strategy is designed to help prepare young people for a competitive labour market. Achieving a successful outcome in learning and/or work between 16-19 years depends on a number of factors;
  - **Education, skills and behaviours appropriate to the needs of the labour market:** Young people need education, skills, qualifications and behaviours that are relevant to the labour market and economic needs and opportunities of the area and country. Young people need basic skills in numeracy, literacy and IT. Young people need good attendance and good behaviours.
  - **Positive attitude to learning and work and personal development:** Young people need the right attributes and mindset for learning and work: specifically they need aspiration, grit or determination, self-awareness, receptiveness, self-assurance and resilience.
  - **Career management:** Young people need access to effective information, advice and guidance, understand the job market, have contact with employers, be able to search for apprenticeship and work vacancies, complete background research, understand work etiquette, be well presented, and be able to describe their achievements in person and writing. Young people need their parents/carers to understand the range of routes to progress into different careers and vocations.
  - **Stable personal circumstances:** Young people face unique and often complex situations in their lives that can be barriers to engagement, retention, achievement and progression in learning and employment. They need support to resist and overcome these barriers.
  - **Experience and involvement in the workplace and/or the community:** Activities outside of formal learning enrich civic pride and young people's skills, attitudes to learning and readiness to work. These activities which include work

experience, social action and volunteering where young people lead activities help them to develop their resilience and mindset but also better understand what work is like.

- **Engaged employers:** Young people need to be inspired and learn about work through contact with employers. Young people need employers to influence and understand their curriculum, qualifications and skills. They need employers to attend careers fairs, give talks and mock interviews, offer work shadowing, provide placements and work experience, create apprenticeships. Moreover young people need employers to realise the benefits of employing young people. Employers need support to engage, help to implement the new apprenticeship framework and help to understand better the world of education.

Individual young people may need support with all, some or none of these. We know that everyone's individual journey is different and there is not any single factor that guarantees success in the labour market.

## Outcomes

7. By 2020 we aim to achieve the following long term goals by working together and focusing on the short and intermediate term priorities.

<b>Long term goal 1</b>	<b>Young people are prepared so that they are ready to learn and work</b>
<b>Short and intermediate term priorities</b>	
1.1	<b>Schools, colleges and training providers work together, informed by employers, to offer a suite of vocational and academic learning opportunities and qualifications</b> that best suit the needs, abilities and aspirations for all young people and inspire and motivate their progression to the local and national labour market
1.2	<b>Promote parity of esteem between vocational and academic pathways</b> by increasing emphasis of vocational learners into further/higher education and ensuring that vocational qualifications are promoted as equally viable routes to employment
1.3	<b>Clear progression pathways and routes to employment will be promoted</b> through schools, colleges, training providers and careers IAG services. This will include the pathways for young people to re-engage or have a 'second chance'.
1.4	<b>Targeted intervention and preparation</b> for young people NEET including a work readiness programme for those who are not ready to access education,

	training or employment opportunities.
1.5	<b>All 16 and 17 year olds encouraged in volunteering and social action programmes</b> by schools, colleges, training providers and targeted support services. Funded programmes such as National Citizen Service have a 'double benefit' for the young person and the community.
1.6	<b>Work with young people, their families, schools, colleges, training providers, employers, targeted support agencies and communities to promote the benefits of participation</b> , particularly promoting the achievements of previous Medway learners

<b>Long term goal 2</b>	<b>Young people are equipped to meet current and future skills needs of the local and national economy</b>
<b>Short and intermediate term priorities</b>	
2.1	<b>Actively engage employers</b> working with Kent & Medway Economic Partnership, South East Local Enterprise Partnership, Skills Commission, Chamber of Commerce, Thames Gateway Partnership.
2.2	<b>Draw on labour market intelligence</b> to understand forecast future changes and draw on this to inform skills gaps, curriculum design, sufficiency of provision and information advice and guidance
2.3	<b>Grow the number of apprenticeships and traineeships</b> in Medway including at higher levels. Support employers to embrace and use the new apprenticeship structures and training frameworks
2.4	<b>Encourage employer involvement in CPD</b> for teachers, trainers and IAG practitioners
2.5	<b>Improve attainment in Maths and English</b> at all levels and all schools, colleges, training providers and targeted support agencies should promote the importance of these subjects to labour market entry and sustained employment
2.6	<b>Develop the breadth of the post-16 learning offer for young people</b> and increase attainment levels:- particularly in science, technology, creative subjects as well as English and Maths
2.7	<b>Re-focus the Duke of Edinburgh Award Scheme as an employability preparation programme</b> and resources toward those furthest from the labour market

<b>Long term goal 3</b>	<b>Young people are supported to make informed career and skills development choices</b>
<b>Short and intermediate term priorities</b>	
3.1	<b>Discover and maintain understanding of young people's preferences</b> in courses, jobs, careers and seek to match this with available learning provision and the labour market
3.2	<b>Promote education and training opportunities</b> consistently through Your Choice in Medway website, the Kent & Medway Choices4U careers fair, localised Medway events and competitions Your Choice in Medway website will be modern and relevant to young people/providers
3.3	<b>Encourage and support all schools, colleges and training providers to develop careers education and IAG programmes</b> to young people and to achieve a nationally recognised kitemark as a measure of standards and impartiality
3.4	<b>Ensure progression for young people with SEND</b> from school through outcome focused progression plans developed with the young person and their family, the school, health and social care. Encourage independent travel and new learning opportunities in Medway including scaling up of supported internships
<b>Long term goal 4</b>	<b>Barriers to participation are overcome</b>
<b>Short and intermediate term priorities</b>	
4.1	<b>Working with young people and other organisations to overcome barriers.</b> Prioritise early help, targeted intervention and employability programmes to tackle issues of substance misuse, poor mental health, young carers, young people in the youth justice system and those living independently. Provide targeted support with partners for looked after children, care leavers and young parents to enable their choice and progression onto education, training and employment
4.2	<b>Create the environment in which young people with SEND</b> are enabled to progress in their education, training and employment in Medway

4.3	<b>Use predictive analytics</b> to identify those young people most likely to be NEET to enable early help and intervention
4.4	<b>Work to prevent young people from becoming NEET</b> through universal services and schools, colleges, training providers, targeted IAG and youth support
4.5	<b>Develop integrated approaches to tackle family worklessness</b> through the early help systems targeting families with children who are NEET, on the edge of care and involved in the youth justice services

<b>Long term goal 5</b>	<b>All stakeholders work collaboratively to increase young people's readiness to learn and work</b>
<b>Short and intermediate term priorities</b>	
5.1	<b>Work with all schools, colleges, training providers, Kent &amp; Medway Economic Partnership, South East Local Enterprise Partnership, Skills Commission, Chamber of Commerce, Thames Gateway Partnership, Job Centre Plus and the voluntary sector</b> to ensure a unified and shared approach
5.2	<b>Bring a coordinated approach and language to all employer engagement</b> activities to help Medway's employers understand how they can be most effective
5.3	<b>Ensure a Medway Council cross-Directorate approach</b> and with the rest of the system with jointly held annual Strategic Partnership Discussions with senior leaders of schools, colleges, training providers
5.4	<b>Encourage and support a self-improving system</b> with a new Post 16 Improvement Partnership which sets and is accountable for attainment and progression measures
5.5	<b>Improve information sharing and timely communication</b> to (a) assist tracking participation in school years 12-14 ensuring all Council departments are proactive in this, (b) to understand predicted and actual grades in schools, colleges and training providers and (c) enabling early intervention and support
5.6	<b>Mutually monitor and evaluate our progress</b> and hold each other to account

## Target Groups

- Informed by our participatory planning, there are groups of young people for whom we particularly want to improve these outcomes and reduce inequalities. These include:

- Young people with Special Educational Needs and Disabilities
- Young people who are looked after or care leavers
- Young people who are on child protection plans and children in need
- Young people who are identified as at risk of becoming NEET, including those excluded from school or missing education
- Young people who have offended or show offending behaviours
- Young people living independently
- Young people who have caring responsibilities
- Young people who are parents
- Young people with mental health issues
- Young people from Gypsy, Roma and Traveller communities
- 18 year olds
- The young people who have protected characteristics where this leads to them facing barriers to participation

**END**

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Date: 1<sup>st</sup> March 2016

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*the big change we want to see*

By 2020 we want to achieve the participation and success of all young people in education or work based training appropriate to their needs and relevant to the local and national economy.

We want all our young people in Medway to become better qualified, skilled and ready for employment and to be fully equipped to play an active role in society.

Transforming young people's lives and employment opportunities is key to helping Medway realise its ambition to be a place of learning and enterprise with the economic and social development it brings.

We will plan, work, and collaborate to embed a whole system approach.

*What guides the way we will work*

- Partnership, strong local leadership and shared accountability
- Bringing together the world of education and the world of work
- Participatory planning
- Building on existing strengths

**Our 16-19 Strategy 2016-2020**  
Participation and employability or all young people in Medway (FINAL DRAFT 1Mar16)

*What young people need for a competitive labour market*

- Education, skills and behaviours appropriate to the needs of the labour market
- Positive attitude to learning and work
- Career management
- Stable personal circumstances
- Experience and involvement in the workplace and/or the community
- Engaged employers

*The goals we want to achieve by 2020*

Young people are prepared so that they are ready to learn and work

Young people are equipped to meet current & future skills needs of the local & national economy

Young people are supported to make informed career and skills development choices

Barriers to participation are overcome

All stakeholders work collaboratively to increase young people's readiness to learn and work

*The key things we want to improve and embed in the way we all work during the first two years*

- Promote parity of esteem between vocational & academic pathways
- Ensure a suite of vocation and academic qualifications
- Clear progression pathways/routes to employment will be promoted
- Targeted intervention/prevention for young people NEET/risk of NEET
- All 16/17 yr olds encouraged into social action or volunteering
- Everyone, including families promote benefits of participation

- Actively engage employers
- Draw on labour market intelligence
- Grow numbers of apprenticeships and traineeships
- Encourage employer involvement in CPD
- Improve attainment in English and Maths
- Develop the breadth of post 16 offer including STEAM subjects
- Refocus DoE as an employability preparation programme

- Discover and maintain young people's preferences
- Promote education and training opportunities
- Encourage and support schools, colleges & training providers to develop careers and IAG programmes, achieving nationally recognised kitemarks
- Ensure progression for young people with SEND

- Work with young people and other organisations to overcome barriers to participation
- Create the environment in which young people with SEND can progress their education, training and employment in Medway
- Use predictive analytics to identify those most at risk of NEET
- Work to prevent NEET
- Develop integrated approaches to tackle family worklessness

- Work with all schools, colleges, training providers, KMED, SELEP, Skills Commission, Chamber of Commerce, TGNWKP, JCP
- Coordinate approach and language to all employer engagement
- Ensure a Medway Council cross-Directorate approach
- Improve information sharing arrangements
- Mutually monitor and evaluate our progress

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# Diversity impact assessment

<b>TITLE</b> <i>Name/description of the issue being assessed</i>	<b>Development of 16-19 Strategy 2016-2020</b>
<b>DATE</b> <i>Date the DIA is completed</i>	<b>April 2016</b>
<b>LEAD OFFICER</b> <i>Name of person responsible for carrying out the DIA.</i>	<b>Pauline Maddison</b>

## 1 Summary description of the proposed change

The draft Medway 16 -19 Strategy is intended to bring together Council partners in a whole system approach to increase participation in learning for 16 and 17 year olds. This will be achieved by having a positive impact on attainment in Maths and English, improving the transition for young people into the labour market by widening access to information and reducing the levels of those Not in Education, Employment and Training (NEET) and in Not Known destinations aged 16-19 years.

The youth labour market has some unique differences to the general labour market. The case for action is very clear that the education and skills environment is not separate from the economy and the economy cannot be detached from education and skills. The strategy is about long term sustainable development, balancing and building on the synergies between learning, economic growth and social inclusion.

## 2 Summary of evidence used to support this assessment

The papers informing the draft 16 -19 Strategy, , comprise:

1. The Case for Action
2. Our Young People's 16 - 19 Strategy 2016-2020
3. Summary Diagram of 16-19 Strategy 2016-2020

# Diversity impact assessment

### 3 What is the likely impact of the proposed change?

Is it likely to :

- Adversely impact on one or more of the protected characteristic groups?
  - Advance equality of opportunity for one or more of the protected characteristic groups?
  - Foster good relations between people who share a protected characteristic and those who don't?
- (insert ✓ in one or more boxes)

Protected characteristic groups	Adverse impact	Advance equality	Foster good relations
Age			x
Disability		x	
Gender reassignment			
Marriage/civil partnership			
Pregnancy/maternity			
Race			
Religion/belief			
Sex			
Sexual orientation			
Other (e.g. vulnerable or disadvantaged groups)		x	

### 4 Summary of the likely impacts

#### Age

The focus of the policy is to work more effectively with young people 16-19 years ensuring their participation in employment, education or training opportunities.. The policy recognises the challenge posed by 18 year olds in Medway seeking to ensure they are more effectively engaged in education employment or training programmes that better meets their aspirations and skills.

In February 2016 Medway Council Not in Education, Employment and Training (NEET) figures and 'Unknown data was as follows:

16 year old NEETs – 3.66% = 122yp

17 year old NEETs – 8.04% = 263yp

18 year old NEETs – 10.98% = 364yp

16 year old Unknowns – 2.65% = 91yp

17 year old Unknowns – 4.90% = 169yp

18 year old Unknowns – 7.27% = 260yp

# Diversity impact assessment

## Disability

An identified vulnerable group that are at high risk of becoming NEET are young people with Special Educational Needs and Disabilities (SEND). Currently the impartial information advice and guidance (IAG) contract with Youth and Employment (YES) Services is 80% targeted and 20% universal. A large proportion of that resource is targeted at young people with SEND.

The 16-19 policy will ensure that a wider group of partners provide support to this group of young people and that this support is more effectively targeted.

In February 2016 Medway Council Not in Education, Employment and Training (NEET) figure was as follows:

SEND NEET 8.62% = 43 yp

## Other Vulnerable Groups

Other groups that are at high risk of becoming NEET are young people in the care system, young people who are excluded or missing school, young offenders, young parents, young people with caring responsibilities, young people with mental health issues, young people from Gypsy, Roma and Travelling communities and 18 year olds.

The 16-19 strategy sets out to provide all young people in Medway with the qualifications and skills to enable them to become active and productive citizens.

In February 2016 Medway Council Not in Education, Employment and Training (NEET) figures within these vulnerable cohorts of Medway young people was as follows:

Young Parent (88 out of 117yp)

Pregnancy (36 out of 48yp)

Supervised by YOT (41 out of 82yp)

Care Leaver (6 out of 14yp)

Substance Misuse (19 out of 57 yp)

Young Carer (7 out of 34yp)

Refugee/Asylum Seeker (1/16 yp)

Looked After/In Care (22 out of 154)

18 year olds 10.98% = 364yp

## **5 What actions can be taken to mitigate likely adverse impacts, improve equality of opportunity or foster good relations?**

- The adoption of this Council wide 16-19 strategy is the best way to safeguard against young people from vulnerable groups in Medway not achieving their full potential. The strategy is about long term sustainable development, balancing and building on the synergies between learning, economic growth and social inclusion.

# Diversity impact assessment

## 6 Action plan

- Actions to mitigate adverse impact, improve equality of opportunity or foster good relations and/or obtain new evidence

Action	Lead	Deadline or review date
1. Leaders Meeting	PM	4 April 16
2. O&S	PM	26 May 16
3. Cabinet	PM	7 June 16
4. 16-19 Strategy Outcomes Achieved by	PM	2020

## 7 Recommendation

The recommendation by the lead officer should be stated below. This may be:

- Approval to implement the Council wide 16-19 Strategy for the period 2016-20

## 8 Authorisation

The authorising officer is consenting that:

**Assistant Director**

Pauline Maddison

**Date**

December 2015

Contact your Performance and Intelligence hub for advice on completing this assessment

RCC: phone 2443 email: [annamarie.lawrence@medway.gov.uk](mailto:annamarie.lawrence@medway.gov.uk)

C&A: (Children's Social Care) contact your normal P&I contact

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Send completed assessment to the Corporate Performance & Intelligence Hub (CPI) for web publication ([corppi@medway.gov.uk](mailto:corppi@medway.gov.uk))